AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at Fresno
June 25, 2025
3:00 P.M.

ORIGINAL

Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128 Meeting ID: 344 627 9195
Alternate Locations:
2038 Gibson Ave, Clovis, CA 93611
3375 Peach Ave, Clovis, CA 93636

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

The California Virtual Academy at Fresno ("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 Fresno 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 Fresno office at (805)581-0202.

ORIGINAL

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _3:00_P.M.

B. ROLL CALL

	Present	Absent
Ms. Anastasia Alavezos (President & Secretary)	__X___	_____
Ms. Ruby Marquez	_____	__X___
Ms. Adrienne Estes	__X___	_____

C. FLAG SALUTE

- Brandy Scott led

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 25, 2025 3:00 PM**
During its Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _3:01_PM

Closing of Public Hearing: _3:02__PM

II. CLOSED SESSION

- *Moved to closed session at 3:02 pm*

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

III. OPEN SESSION

- *Returned to open session at 3:05 pm*

Open Session Action Item:

Board Ratification of Collective Bargaining Agreement Between California Virtual Academy at Fresno and CVEU. This closes negotiations for the 2025-2026 school year.

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent
Anastasia Alavezos	X			
Adrienne Estes	X			
Ruby Marquez				X

IV. COMMUNICATIONS

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

- Scott Allen asked to have at least 1 solo teacher in 8th grade. Requested option for health care for summer to be paid in one payment. Request to use better technology for monitoring classrooms. Would like to teach more History in 8th grade.
- Alicyn Henkhaus stressed the importance of our charter membership. Shared concern regarding reporting of student proficiency and growth.
- Melissa Ramirez stressed importance of our virtual charter school. Requested more flexibility and less required live sessions.
- Josiah (parent) shared challenges with her son being successful in our school. Would like to see more classes for students with special needs.
- Peter Johnson (parent) shared disappointment with the late notice of the charter renewal issue. He requested to know what CAVA's strategy is at the meeting tonight, and what our backup plan is.

B. For Information: Director's Report

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

- Amy Chadez shared academic year data highlights

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- Dashboard Local Indicators

  Brandy Scott shared summary of the data

- Community Plan for the 25-26 School Year

  Leah Fellows shared plan summary

D. Approval of Previous Board Meeting Minutes

Moved: Anastasia

2nd: Adrienne

APPROVED

V. CONSENT AGENDA ITEMS

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

- Recognition of resignation from Michael Alston
  Moved: Anastasia
  2nd: Adrienne
  - 2 ayes

VI. SCHEDULED FOR ACTION

A. BUSINESS

APPROV

Local Control Accountability Plan
- No questions asked.

BDRPT 01

APPROVED

Consolidated Application
- No questions asked.

BDRPT 02

APPROVED

FY 2025-26 Preliminary Budget
- No questions asked.

BDRPT 03

APPROVED

Ratification of Disbursements
- No questions asked.

BDRPT 04

APPROVED

Proposition 28: Arts and Music in Schools Annual Report
- No questions asked.

BDRPT 05

B. PERSONNEL

APPROVED

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

BDRPT 06

APPROVED

Employee Handbook
- No questions asked.

BDRPT 07

C. INSTRUCTION AND CURRICULUM

APPROVED

Comprehensive School Safety Plan
- No questions asked.

BDRPT 08

Family Engagement Policy BDRPT 09
- No questions asked.

K-2 Universal Dyslexia Screener BDRPT 10
- No questions asked.

Parent/Student Handbook BDRPT 11
- No questions asked.

Instructional Action Plan BDRPT 12
- No questions asked.

E. PUPIL SERVICES

None

VII. ITEMS SCHEDULED FOR INFORMATION

None

VIII. ADJOURNMENT

The meeting was adjourned at _4:02_ P.M.

Agreement Between

California Virtual Academies

&

California Virtual Educators United

July 1, 2023

To

June 30, 2026

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ARTICLE 1 - AGREEMENT

1.1 This Agreement is between all of the California Virtual Academies (CAVA) and California Virtual Educators United (CVEU) /CTA/NEA.

1.2 This Agreement is entered into and shall be enforced pursuant to the Educational Employment Relations Act (EERA) of the California Government Code (Sections 3540-3549) as adopted and amended.

ARTICLE 2 - RECOGNITION

CAVA recognizes CVEU/CTA/NEA as the exclusive representative of all certificated employees of CAVA schools, excluding all managers, supervisors, classified employees, confidential employees and casual substitutes.

ARTICLE 3 – TERM OF AGREEMENT

3.1 The term of this Agreement shall be from July 1, 2023, through June 30, 2026.

3.2 During the term of this Agreement, on an annual basis unless a topic has been closed by agreement of the parties, either party may elect to reopen up to three (3) articles each. Notice must be given by either party one (1) month prior to commencement of bargaining.

3.3 During the term of this Agreement, there shall be no strike by employees or lockout by CAVA or unilateral imposition in the event of exhaustion of impasse procedures. This section of this Article shall lapse at the termination of this Agreement.

ARTICLE 4 - UNION RIGHTS

4.1 Representation Rights: CVEU maintains those rights specified under the EERA to represent all bargaining unit members.

4.2 Access and Communications: Consistent with legal requirements, any authorized CVEU representative shall have the right of reasonable access to CAVA facilities, including posting notices of activities and matters of CVEU concern on these Schools' electronic file posting system (i.e., SharePoint). Any material or literature distributed or posted by CVEU or its members shall be dated and shall not be violative of law.

4.2.1 CVEU shall be provided with an online classroom with the sole purpose of ~~for~~ conducting union business.

4.2.2 At least fifteen ~~Within~~ (15) days prior to any CAVA scheduled professional development meeting, requiring onsite attendance for unit members, CAVA shall notify the CVEU president of the time, date and location of the event and provide a list of unit members invited to attend.

4.2.3 Upon arriving at a CAVA designated work site, the CVEU/CTA representation shall notify the administration of their arrival and comply with any and all visitor requirements applicable to all other campus/facility visitors. CVEU/CTA representatives shall not in any way interrupt any employee's duties or assignments. The representative may contact employees before and after an employee's hours of service or during duty free lunch periods.

4.2.4 CAVA shall provide CVEU representatives with thirty (30) minutes of time of any school-wide or department-wide (for meetings not held in a personal residence) in-person professional development meeting. The thirty (30) minute time frame is not to conflict with any other unit member duties or the required thirty (30) minute duty-free lunch time. CAVA and CVEU shall work together to place CVEU allotted time on the agenda for the in-person administratively scheduled meeting. If the parties are unable to come to an agreement as to the timing of CVEU's meeting, the thirty (30) minutes of time shall occur at the end of the CAVA meeting. If there are two (2) in-person meetings in a row (same department) where CVEU is placed at the end of the CAVA meeting due to the parties being unable to come to an agreement, the following in-person meeting CVEU will be provided time either before or after the lunch break.

CVEU shall notify CAVA within seven (7) days of the in-person meeting that such time is needed by CVEU to address the unit members.

It is understood by CAVA administration that administrators must exit the room and not re-enter during unit member meetings.

4.2.5 CVEU shall be provided with thirty (30) minutes of time to conduct union business during each of the following periods:

- Once during the non-student days at the beginning of each school year,
- Once during the non-student days in between semesters,

- Once during the non-student days at the end of each school year.

Within seven (7) calendar days (if the parties reach a tentative agreement to settle for a reopener or a full successor agreement), CVEU shall be provided up to thirty (30) minutes for a virtual meeting during the instructional day so long as such time is provided at the end of the day in order to minimize the impact on student instruction.

No other administratively scheduled meetings or tasks will be scheduled during the above-referenced CVEU time.

~~When an administratively scheduled in-person all staff meeting of five (5) hours or more is replaced by a virtual meeting, CAVA shall provide CVEU representatives and members with thirty (30) minutes of time at the end of such meeting. When an administratively scheduled in-person all department meeting of two (2) hours or more is replaced by a virtual meeting, CAVA shall provide CVEU representatives and members with ten (10) minutes of time at the end of such meeting. This meeting shall be held in the CVEU representative's virtual room. CAVA will allow the CVEU room link to be posted in the CAVA room prior to the end of the administratively scheduled meeting.~~

4.2.6 Due to the fact that CAVA's onboarding process for new hires is conducted virtually, the following process shall be utilized in order to meet legal requirements for CAVA to refer new hires to the Association during the onboarding process:

a. On each Monday when CAVA holds a new hire orientation meeting, CVEU shall be offered up to thirty (30) minutes of time immediately following such meeting in order to hold a voluntary orientation meeting for any newly hired employees. CAVA shall provide CVEU the time for this meeting on August 1 each school year. CVEU shall provide the names of the CVEU team members who will be holding orientation to CAVA administration by August 1 so that teaching schedules can be adjusted to allow for CVEU orientation. Any change after August 1st will need to be agreed upon by both the Head of School and CVEU President.

b. CAVA shall not require unit members to attend any conflicting obligations during CVEU's orientation time.

4.3 Unit Member Information

4.3.1 CVEU shall be provided with a list of all unit members that includes work email, personal email (if on file), phone number, address, job title, secondary job title, assigned school, CVEU membership status, hire date, salary, years on salary schedule, employee ID, and name of unit member's supervisor(s). This list will be provided at least one week before the unit members' first day of work for the school year.

A. CAVA shall subsequently provide a list of newly hired unit members within the first five (5) business days of each calendar month.

B. CAVA shall provide an updated list of all current unit members at least five (5)

business days prior to the start of each school quarter identified on the master schedule.

4.3.2 Within three (3) workdays of change in employment status, CVEU shall receive notice of a unit member's separation from employment or transfer of position.

4.4 Association Release Time: CVEU designee(s) shall have a combined annual total of nine (9) days of release time to perform CVEU responsibilities with no reduction in pay. Up to four (4) bargaining team members shall be entitled to up to three (3) days prior to the commencement of the first bargaining date in that school year. In the event that five (5) bargaining members are needed, release time may be split up among members in half-day increments. Such release days shall be in addition to the annual total of release days noted above. Up to three (3) State Council representatives shall be allotted up to a combined total of four (4) days (taken in full day increments) of release time for State Council. CVEU representatives shall provide at least five (5) working days' advance notice to the appropriate supervisor for such release time. This time shall be in addition to release time to which the CVEU President, officers, or designee(s) would otherwise be entitled to under EERA for the purposes of negotiations and attendance at grievance meetings, if necessary.

4.5 CVEU President Release Time: CVEU shall immediately notify CAVA any time there is a change in the unit member holding the office of the CVEU President. The CVEU President may take up to fifty percent (50%) of their work schedule (measured by caseload) for release time to perform CVEU business. In the absence of a notice of change of release time status, it shall be presumed that the previous semester's release time shall remain in effect. If the change in release time status is intended, such notice of intent shall be provided to CAVA in writing by CVEU by July 15th for the first semester, and December 1st for the second semester. CAVA shall be reimbursed seventy-five percent (75%) of the base salary for such release time. For example, if the President is at fifty percent (50%) release time, CAVA shall be reimbursed seventy-five percent (75%) of fifty percent (50%) of the President's salary. During such release time, CAVA will continue to make the employer contribution portion of the CVEU President's health benefits. The employee contribution will continue to be the responsibility of the CVEU President.

As an alternative option, the CVEU President may elect to take one hundred percent (100%) release from work duties to perform CVEU business. In such cases, CAVA shall be reimbursed eighty-seven and one-half percent (87.5%) of the President's base salary. In such event, all expenses for the CVEU President are the responsibility of CVEU (including, but not limited to, internet, phone service, travel, etc.).

The CVEU President shall be given the option to return to full time status in the position held prior to assuming the Presidency or its equivalent. Years of service credit will accumulate in the same manner as a full-time employee while the member is serving as CVEU President.

4.6 Labor Management Meetings: At least once monthly, the CVEU President and/or designated representative shall meet with the CAVA Head of Schools and/or designated representative to discuss contract administration issues with the intent of preventative problem solving.

4.7 By no later than August 30th of each school year, CVEU shall provide CAVA the names of the designated representatives who will be in attendance for their respective board

meetings. CAVA shall provide release time for one (1) unit member to attend each board meeting if such meeting conflicts with administratively assigned meetings or live teaching sessions as reflected on the master schedule. CVEU will receive notice of board meetings when such notice is posted.

ARTICLE 5- ORGANIZATIONAL SECURITY/DUES

5.1 Dues Deduction

5.1.1 As directed by CVEU, CAVA shall commence deduction of uniform union dues, initiation fees and assessments from the pay of all CVEU members and remit said dues fees and assessments to CVEU. Deductions will be prorated for unit members hired mid-year. Dues shall be remitted to CVEU as soon as practicable, but no later than thirty (30) days after the deduction.

5.1.2 Dues, initiation fees, and assessments may be changed (increased or decreased) only by CVEU/CTA/NEA and with written notice to CAVA at least thirty (30) days prior to the commencement of said change and with a copy of the notification of change which has been sent to all concerned employees.

5.1.3 Bargaining unit member requests to cancel or change authorizations for payroll deductions for CVEU shall be directed to CVEU, and CVEU shall be responsible for processing these requests. CAVA shall rely on information provided by CVEU regarding whether these deductions were properly canceled or changed.

5.1.4 On a quarterly basis or upon request, CAVA shall provide CVEU with an alphabetical list of unit members, including their name, addresses, and assignments for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

5.2 Indemnification

CVEU shall indemnify, defend, and hold harmless CAVA for any court action, administrative action, or other claim regarding the legality or amounts of deductions made pursuant to this article.

ARTICLE 6 – CHARTER SCHOOL RIGHTS

6.1 Except as limited by this collective bargaining agreement, it is understood and agreed that CAVA retains all of its powers and authority to direct, manage and control its operations to the full extent of the law.

6.2 Subject to the provisions of this Agreement, CAVA's rights include, but are not limited to, the following:

- All management rights pursuant to law;
- Determine the organization's intention and overall program design, including determination of the curriculum and related educational policies and methods of instruction;
- Establish educational policies with respect to admitting students;
- Hire, classify, assign, evaluate, supervise, promote, terminate, and discipline unit members;
- Determine the number of personnel and kinds of personnel required;
- Ensure the rights and educational opportunities of all students;
- Maintain Board operations;
- Build, move or modify facilities;
- Establish budget procedures and determine budgetary allocations;
- Determine the methods of raising revenue;
- Contract out work and take action on any matter, consistent with any limitations in this Agreement.
- Tracking of time during the work day using computer-based software, VoIP phones, or other identified tracking systems.

6.3 The exercise of the foregoing powers, rights, authority, duties, responsibilities by CAVA, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7 - GRIEVANCE PROCEDURES

7.1 Definitions & General Conditions

A. A grievance is a claim by one or more of the members of CVEU or by CVEU on behalf of its members or itself, that there has been a violation, misapplication, or misinterpretation of the Agreement.

B. All matters and disputes which do not fall within the above definition of a grievance are excluded from this grievance process. Also excluded from this grievance process are those matters so indicated elsewhere in this Agreement.

C. The respondent in any grievance shall be CAVA itself rather than any individual administrator. Processing and discussing the merits of a grievance shall not be considered a waiver by CAVA of a defense that the matter is not arbitrable or should be denied for other reasons that do not go to the merits.

D. As used herein, "day" refers to a regular certificated workday when CAVA is open for business as a regular workday for a majority of CAVA unit members.

E. The Grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meeting with CAVA.

F. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

G. Any resolution agreements at the formal level shall be subject to approval of CVEU.

7.2 Informal Procedure

A. The grievant shall place in writing the possible grievance and discuss such grievance with the CAVA representative, either directly or accompanied by a CVEU representative, with the objective of resolving the matter informally. The grievant may authorize a CVEU representative to represent them.

B. This discussion must be requested within fifteen (15) days of the alleged violation or within fifteen (15) days of when the grievant had knowledge of the facts concerning the alleged violation. This discussion must be held within ten (10) days of the request. The CAVA representative shall provide a written response to the grievant and the CVEU representative within five (5) days of the discussion.

7.3 Level 1: Formal Procedure

A. If the informal grievance is not resolved to the satisfaction of the grievant and the CVEU representative, the grievant or the CVEU representative may submit the claim in writing as a formal grievance no later than fifteen (15) days after the written response is received from 7.2B.

B. Unless reasonably impracticable, within five (5) days after receipt of the written formal grievance from the grievant or the CVEU representative, the CAVA representative shall meet with the grievant and/or a CVEU representative, in an effort to resolve the grievance. This Level 1 conference may take place virtually unless both parties agree to meet in person.

C. Within five (5) days after the Level 1 conference, the CAVA representative shall render a decision in writing.

7.4 Level 2: Formal Procedure

A. If the grievant or the CVEU representative is not satisfied with the decision of the Level 1: Formal Procedure, the grievance can be appealed in writing to the Head of Schools within five (5) days of receipt of the decision at Level 1: Formal Procedure, or if no decision is rendered within the required time.

B. Unless reasonably impracticable, within ten (10) days of receiving the appeal, the Head of Schools shall meet to hold a Level 2 conference with the grievant and/or the CVEU representative in an effort to resolve the grievance.

C. Within five (5) days of the Level 2 conference, the Head of Schools shall respond to the grievant and/or CVEU with a decision in writing.

7.5 Level 3: Mediation & Arbitration

A. If both CVEU and CAVA agree to attempt a mediated settlement, then the matter will be submitted to mediation by utilizing the State Mediation & Conciliation Service ("SMCS") or any other mutually agreeable mediation service.

B. If mediation is utilized and does not result in a resolution of the grievance, CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS.

C. If the grievant is not satisfied with the decision rendered at level 2, and the parties do not mutually agree to mediation, then CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS or any other mutually agreeable mediation service.

D. In arbitration, either party may request from the other the production, review and right to copy non-confidential documents relevant to the grievance. In addition, the parties shall, at least five (5) days prior to the first hearing date, exchange lists of their intended witnesses.

E. The conduct of the hearing shall be at the discretion of the arbitrator who shall be governed by commonly accepted rules of procedure for holding arbitration hearings.

F. The arbitrator shall have no power to add to, subtract from, disregard, alter, amend or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement.

G. The arbitrator's award shall be final and binding upon the grievant(s), CAVA, and CVEU. The California law on final and binding arbitration awards shall be applicable to such a decision.

H. All fees and expenses of the arbitrator shall be shared equally by CVEU and CAVA. Each party shall bear the expense of presenting its own case. A transcript of proceedings shall not be required, but either party may order a transcript at its own expense. If the other party at any time desires a copy of the transcript, it must share equally the cost of the reporter and transcript.

7.6 Miscellaneous

A. The grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meetings with CAVA.

B. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

ARTICLE 8 - EVALUATION PROCEDURES

8.1 Purpose

These evaluation procedures include an administrative assessment/observation of evidence concerning the quality of teaching based upon the standards as defined herein. The primary purpose of evaluation is the improvement of the professional practice of all unit members and thereby the improvement of the quality of education as measured by increased student achievement, student/family satisfaction, student retention, etc.

8.2 Evaluation System

Acknowledging that California Standards for the Teaching Professional has been taken into consideration in the creation of the unique CAVA evaluation model, CAVA shall utilize the applicable evaluation rubrics to evaluate unit members as follows:

- Elementary Teacher Evaluation Rubric
- Middle School Teacher Evaluation Rubric
- High School Teacher Evaluation Rubric
- Education Specialist Evaluation Rubric
- English Language Development Specialist Evaluation Rubric
- High School Counselor Evaluation Rubric
- Synchronous Instruction Rubric

Should CAVA or CVEU wish to materially revise any current Rubric, either party must first submit a written request to the other party no later than March 1 for any changes to become effective the following school year. If changes are requested, the parties may form a committee with an equal number of representatives to discuss such revisions. If any material changes are agreed to by the parties, by May 15, the agreement must be reduced to writing and signed by the appropriate representatives. Failure of the parties to reach agreement to any material changes to any Rubric by May 15 shall result in continued use of the current Rubrics for the following school year. If negotiations result in a change in any Rubric, the change will go into effect as negotiated.

With the understanding that the primary responsibility of all teaching staff is to provide instruction for assigned students, all rubrics will be weighted with no less than fifty percent (50%) of the final score weighted in the instruction domain. A unit member may not evaluate another unit member.

8.3 Annual Timeline

- **Initial Notification:** Within thirty (30) calendar days of the start of the school year or the first day of unit member's hire date, CAVA administration shall notify unit members that they shall be formally evaluated as well as identify the assigned evaluator and observations will commence.
- **Goal Setting Conference:** Within thirty (30) calendar days of notification, unit members to be evaluated may request a Goal Setting Conference.
- **Self-Evaluation:** Unit members to be evaluated shall submit a self-evaluation no later than January 31st.
- **Evaluation Conference:** All unit members shall be notified at least ten (10)

working days prior to the evaluation conference of date and time of evaluation. All evaluation conferences shall take place no later than forty-five (45) calendar days prior to the last day of unit members' work year. If a unit member believes that a meeting with an Administrator may result in discipline, the unit member may request union representation. Such rights and obligations shall be consistent with all legal requirements.

8.4 Frequency of Evaluations, Observations and Classroom Visits

A. New unit members who are hired prior to the first day of the 2nd quarter, shall be evaluated in that school year.

B. New unit members hired on the first day of the second quarter or thereafter shall be evaluated in the following school year so long as employment continues.

C. Following initial evaluation, unit members will be evaluated every other year thereafter. Insofar as employment is continued for a unit member receiving either a "Significantly Below" or "Approaching Expectations" evaluation, such unit members will be subject to an annual evaluation (at the administration's discretion). Unit members receiving two (2) consecutive "on-year" (formal) evaluation scores of a four (4) or above will be subject to a three (3) year evaluation cycle, upon request of the unit member. If "off-year" observations indicate performance is "Significantly Below" expectations, the evaluator may reinstitute an annual evaluation cycle. In referencing unit members who will receive a formal evaluation during the school year, such evaluation shall be referred to herein as an "on-year," and for such unit members who will not receive an evaluation during the school year, such an evaluation will be referred to herein as an "off-year."

D. Observations and classroom visits shall occur each year for all unit members.

E. Unit members shall receive ongoing feedback from classroom visits, should any occur. For the purposes of this Article, such visits are not subject to the requirements as stated below for "on-year" and "off-year" observations.

8.5 Process for Evaluation

A. Goal Setting Conference

Goal setting shall commence at the previous evaluation or in the case of a new unit member if requested within thirty (30) calendar days of being notified of their evaluation.

B. Off-Year Observations

For off-year observations, such observations shall be scheduled in consultation with the unit member, and conducted throughout the year, utilizing the synchronous rubric. Within ten (10) workdays of such observation, the evaluator shall provide the unit member a copy of the completed synchronous instruction rubric.

C. On-Year Observations

For on-year observations, there shall be at least one classroom observation during the school year. Each observation shall utilize the appropriate standards and forms. Classroom Observations shall last for no fewer than thirty (30) minutes. Unit members shall be notified five (5) workdays prior to the observation of the date and time of the observation. Within ten (10) workdays of such observation, the evaluator shall provide the unit member a copy of the completed synchronous instruction rubric.

D. Correcting Deficiencies

In the case of an on-year or off-year observation resulting in a rubric score of 2 or below in any 1 domain on the synchronous instruction rubric, the observer shall:

- Provide notification of the rubric score along with an explanation of concerns.

- Schedule a meeting (within five (5) workdays) to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

The evaluator shall offer additional resources to assist with improvement which may include but is not limited to the following: support from director/grade level or department chair, support and coaching, professional development, observation of demonstration lessons, administrator determined and accompanied visitations to other classes and other techniques to measure improvement, time scheduled to monitor progress.

8.6 Summative/Final Evaluation Report

A. The Principal or designated administrator shall produce a completed CAVA Employee Performance Review for each unit member employed at the time for such evaluations, based upon information gathered from observation(s), job performance, and the unit member's evidence.

B. Final review shall include a summary performance rating and the completed evaluation rubric as referenced in Section 8.2 that will serve as the official record documenting the unit member's overall performance. The final evaluation form shall utilize the following summary performance ratings:

i. Significantly Above Expectations (5)
ii. Above Expectations (4)
iii. At Expectations (3)
iv. Approaching Expectations (2)
v. Significantly Below Expectations (1)

C. A final evaluation conference between the unit member and evaluator shall be held no later than forty-five (45) days prior to the last day of the unit member's work year.

D. The unit member shall have ten (10) calendar days to review and sign the evaluation and add a written response. In the event that the final evaluation results in a summary performance rating of "Significantly Below Expectations" or "Approaching Expectations," the unit member may request an additional meeting with the evaluator, if requested within two (2) workdays, and the unit member may have a union representative present. Such meeting shall occur within five (5) workdays from the day requested. An evaluation report is not considered complete until after the additional meeting with the evaluator has taken place. Any written response of the unit member to the evaluation shall be attached to the evaluation and included in the unit member's personnel file. The signature of the unit member shall indicate receipt of the document, not necessarily agreement with the evaluation.

8.7 Employment Status Not Affected by This Article

Neither this Article or any of its provisions is intended to alter any rights of the unit member or CAVA as stated in this Agreement, including those rights as stated in the article entitled, "Employment Status."

ARTICLE 9 – EMPLOYMENT STATUS

9.1 Probationary Period

All unit members new to CAVA shall be initially hired on an at-will basis for a two (2) year probationary period. During this period, either CAVA or the unit member can terminate employment at any time, with or without cause or advance notice. Should such probationary unit members serve two (2) complete and consecutive years of service at CAVA in the probationary period, employment shall be as described below (if offered employment for the succeeding school year). For purposes of the probationary period only, a year of service shall be no less than 130 days of time actually worked during the instructional days, not to include the extended school year or summer school, so that on the job performance can be observed.

9.2 Reduction in Force

Probationary employees are not subject to this section of the agreement.

In the sole discretion of a local CAVA Board, if a layoff or reduction of force (in the bargaining unit) is necessary due to a lack of work or lack of funds, that CAVA Board may release or reduce one or more full-time equivalents if thirty (30) calendar days advance notice is provided. This decision to reduce force is not subject to grievance or arbitration. If a unit member's position is eliminated, the unit member shall be placed on CAVA's twelve (12) month reemployment list. Unit members on the reemployment list shall first be offered a position at their school if a vacancy occurs for which the unit member is qualified. In the event there are more unit members on the reemployment list than vacant positions available, positions shall be offered based upon CAVA's assessment of prior performance as reflected in CAVA evaluation. If a unit member rejects the reemployment offer, they will be removed from the reemployment list.

9.3 For Cause Suspension without Pay or Dismissal During Term of Employment Agreement

In the event of formal "for cause" discipline (suspension without pay or dismissal) during the Agreement term, and consistent with the tenets of progressive discipline, the following apply:

9.3.1 General Provisions

The following independently or collectively are causes for discipline:

- Dishonesty, including any falsifying of employment records, employment information, or other School records;
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student;
- Inappropriate use of School equipment, time, materials, or facilities;
- Possession of any firearms or any other dangerous weapons on School premises at any time;
- Possession of any intoxicant while on duty or at any CAVA designated work location, including alcohol or controlled substances (unless such substances are supported by a valid prescription);

- Conviction of any felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct;
- Unsatisfactory performance;
- Violating any safety, health, security or School policy, rule, or procedure or engaging in any conduct which risks injury to the unit member or others;
- Misuse of proprietary information.
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position; and
- Abandonment of position.

9.3.2 For Cause Suspension or Dismissal Process

Discipline less than a suspension without pay (i.e. conference memoranda, letters of reprimand/warning etc.) shall not be subject to the Grievance Article or these procedures. If such documents are to be placed in the unit member's personnel file, the unit member shall have ten (10) calendar days to file a written response to be attached to and included with the document to be filed.

Suspension or dismissal shall be initiated in writing by the CAVA Head of Schools by providing Notice of Recommended Discipline ("Recommendation") and serving such Recommendation upon the unit member in person or by certified mail. A copy of the Recommendation shall also be provided to the Association President. The Recommendation shall contain a statement, in ordinary language, of the factual basis upon which the disciplinary action is based, any rule or regulation alleged to have been violated, and the proposed penalty. The unit member shall also be given a copy of any documentary materials upon which such action is based and a statement of the unit member's right to respond, verbally and in writing, within five (5) working days prior to the proposed discipline being imposed, unless by agreement of both the Head of Schools and the unit member, this deadline is extended. Following this period, the Head of Schools may provide Notice of Discipline to be served upon the unit member in person or by certified mail.

If the unit member wishes to appeal the imposition of disciplinary action to the CAVA Board of Directors ("Board"), the appeal must be filed in writing with the office of the Head of Schools within five (5) work days from the time the Notice of Discipline is served on the unit member. Thereafter, the unit member shall be entitled to appear personally before the Board to make a presentation to contest the Notice of Discipline. This appeal to the Board is not an evidentiary hearing. If the unit member chooses to be accompanied by legal counsel at such meeting, the unit member shall bear any cost therein involved. The unit member shall be provided a written decision setting forth the decision of the Board. Thereafter, if the unit member so decides he or she may file a grievance under the applicable grievance procedures in this Agreement.

During the pendency of any disciplinary proceedings, CAVA reserves the right to place the unit member on paid administrative leave status.

9.4 Reference to or Reliance upon the Education Code

The parties expressly agree that the Education Code provisions for certificated discipline (suspension or dismissal) and interpreting case law do not apply to CAVA.

ARTICLE 10 - LEAVES OF ABSENCE

10.1 Sick Leave

Unless required otherwise by local ordinance, the following applies regarding certificated unit member sick leave.

10.1.1 All full-time unit members shall accrue paid sick leave at the rate of 0.5 days per pay period. In any school year where there are fewer than twenty-two (22) pay periods, CAVA will add 0.5 days of paid sick leave to the final accrual. Upon hire and up to the end of the first quarter of the school year, a unit member may utilize up to 22.5 hours of unaccrued sick time subject to the conditions defined herein. If any applicable local ordinance requires a greater amount of time be provided at the beginning of any school or fiscal year, CAVA shall comply and accrual shall commence in a manner to ensure the unit member receives eleven (11) days per full school year. Unused sick leave carries over from year to year. Part-time unit members shall accrue sick leave on a prorated basis. Unit members will not be paid for unused sick time upon separation from employment. New unit members shall be able to transfer up to three (3) accumulated sick days from a previous California public school employment so long as such employment was within the previous twelve (12) months of the hire date at CAVA.

10.1.2 Leave may be used for personal injury or illness of the unit member or an immediate family member. Immediate family includes parent, spouse, domestic partner, child, grandchild, sibling, or grandparent by blood or by marriage. Sick leave may also be used for purposes relating to a unit member being a victim of domestic violence, sexual assault, or stalking.

10.1.3 Unit members must use sick leave in two (2) hour increments.

10.1.4 Unit members are expected to notify the Human Resources Department or their designated supervisor prior to the start of each workday to report an absence at the earliest time possible.

A. For absences of three (3) consecutive work days or more, CAVA may require physician verification. If requested, unit members may be expected to present a physician's statement certifying the unit member's fitness to return to duty after illness.

B. In the event of reasonable suspicion of abuse of sick leave privileges, CAVA reserves the right to request verification to substantiate requests for such leave.

10.1.5 Upon retirement, the unit member's accrued sick leave, if any, shall be properly reported to the State Teachers Retirement System ("STRS") pursuant to all applicable regulations.

10.1.6 Unit members will be provided training each year so that they can monitor their available PTO in the TimeStar system. When a unit member has a sick leave balance of zero or a negative balance, any approved time off from that point forward is required to be taken in the form of unpaid full days until more sick leave has been accrued. All unpaid time off is subject to approval from the Head of School and

verification may be required. In such cases, if the unit member has a positive sick time balance at the end of the school year, they may request to use that time retroactively to be reimbursed for the unpaid day(s) off.

10.2 Personal Necessity Leave

10.2.1 All unit members may use up to seven (7) days of sick leave for personal necessity leave per year, five (5) of which shall be taken in half or full-day increments, and two (2) of which may be taken in two (2) hour increments. In the event an emergency situation makes it impossible for the unit member to work on that day, the unit member may use any available personal necessity leave, and if none is available, the unit member may request from their supervisor to utilize any accrued remaining sick days as personal necessity days to address such emergency. Unit members who are required to evacuate their personal residence as a result of a local/regional/state declaration of emergency, or who lose power/internet as a result of an emergency, shall immediately contact their supervisor to discuss how best to complete essential work duties. If the unit member is able to complete their essential work duties as agreed upon with their supervisor, they shall not be required to take personal necessity leave. If such unit members are unable to work due to evacuation, such unit member shall be entitled to use up to three (3) paid workdays which shall not be taken from any accrued sick/personal necessity leave.

10.2.2 Uses of personal necessity leave may include, but are not limited to, death or serious illness of a member of the unit member's immediate family (this is in addition to Bereavement Leave), an accident involving the unit member's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an unit member who is the parent of the child to be absent from his/her position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot reasonably be conducted outside of the workday. Personal necessity leave may not be used for vacation.

10.2.3 Unit members must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Prior to its approval, the unit member requesting use of personal necessity leave shall provide the reason for its use.

10.2.4 Unit members may request personal necessity leave on any work day, except during days designated for in-person professional development meetings, the department's assigned CAASPP or ELPAC testing days (not to exceed ten (10) consecutive work days), or non-student days, or to extend holidays. Such dates shall be communicated to unit members by CAVA at the beginning of each semester. If a unit member notifies CAVA of a personal hardship which prevents an overnight stay for a two (2) day professional development, the unit member and CAVA will discuss possible options including possibly attending the meeting virtually.

10.3 Unpaid Leave of Absence

10.3.1 Unit members may be granted an unpaid leave of absence to attend to personal matters in which CAVA determines that an extended period of time away from the job will be in the best interest of the unit member and CAVA.

10.3.2 Requests for an unpaid leave of absence or any extension of a leave shall be submitted in writing to the unit member's supervisor ten (10) days in advance or as soon as practicable prior to commencement of the leave period. CAVA will make the final decision concerning the request. The maximum amount of unpaid leave that CAVA will approve should be consistent with any applicable legal requirements. All unit members on approved leave are expected to report any change of status in their need for leave or their intention to return to work to their supervisor.

10.3.3 Unit members on a personal leave will be required to use all accrued sick leave while on leave before unpaid leave status commences. CAVA will continue health insurance and other benefits to unit members on leave for no longer than twelve (12) weeks from the beginning date of leave so long as the unit member continues to pay any unit member portion of the contribution. Benefits that accrue according to length of service, such as sick leave or holidays, do not accrue during periods of leave.

10.3.4 Unit members returning from a personal leave due to an illness or injury must provide a job-related release indicating their ability to perform the functions of their job. Any restrictions must be noted on the release.

10.3.5 Unit members on an authorized personal leave of absence may not perform work for any other employer.

10.3.6 It is possible that a unit member returning from an unpaid leave of absence may not be returned to the same job position that the unit member held before taking such leave. Unit members shall be afforded all protections by law regarding rights upon returning from leave. If a unit member fails to return to work after an approved leave of absence, including any extension of the leave time, the unit member will be considered to have voluntarily terminated employment with CAVA.

10.4 Pregnancy Disability, Family Medical, and California Family Rights Act Leaves

CAVA shall provide Pregnancy Disability Leave, Family and Medical Leave Act and California Family Rights Act leave to unit members consistent with applicable law.

10.5 Industrial Illness/Workers' Compensation

CAVA shall provide industrial accident and illness leave consistent with applicable law and under the provisions of the existing insurance carrier. A unit member claiming an industrial accident or illness leave may be subject to examination by a physician designated by the School's insurance carrier to assist in determining the qualification and the length of time during which the teacher will be temporarily unable to perform assigned duties, and the degree to which a disability is attributable to the injury or illness involved.

10.6 Bereavement Leave

Unit members are entitled to time off from work with full pay in the event of a death in the family, in accordance with the following guidelines:

10.6.1 Up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law;

10.6.2 The Head of School may grant bereavement leave on account of the death of an individual living in the unit member's home or relationships beyond the immediate family not included in section 10.5.1.

Requests for bereavement leave should be made directly to the Human Resources Director.

10.7 Jury Duty and Witness Leave

10.7.1 Unit members, while serving jury duty, shall receive full pay during such duty, for up to five (5) working days per school year provided the unit member makes every reasonable effort to postpone jury duty service to a time when school is not in session. A unit member is also permitted to retain the allowance he or she receives from the court for such service.

10.7.2 Unit members are allowed unpaid time off if summoned to appear in court as a witness.

10.7.3 To qualify for either jury duty or witness leave, a unit member must submit to his/her supervisor a copy of the summons as soon as it is received. In addition, the unit member must also submit to the unit member's supervisor a related proof of service with the period of jury duty or witness duty when completed. No adverse employment action will be taken against unit members due to their service as either a juror or witness in state or federal courts.

10.8 Military and Military Spousal Leave of Absence

CAVA shall comply with all applicable military service leave laws, including USERRA.

10.9 Other Statutory Leaves of Absence

CAVA shall comply with applicable law with respect to any statutory leaves of absence not mentioned herein.

10.10 Catastrophic Illness or Injury Leave

Catastrophic injury or illness is defined as a life-threatening injury or illness of a unit member which totally incapacitates the unit member from work, as verified by a licensed physician, and forces the unit member to exhaust all leave time earned by that unit member, resulting in the loss of compensation for the unit member. Conditions that are short-term in nature, including, but not limited to, common illnesses such as influenza and the measles, and common injuries, are not catastrophic. Acute chronic illnesses or injuries, such as cancer or major surgery, which result in intermittent absences from work and which are long-term in nature and require long recuperation periods may be considered catastrophic. However, common conditions such as back pain, a broken limb, or influenza shall not be considered catastrophic. CAVA shall create a catastrophic leave program as follows:

10.10.1 Unit members may donate one (1) sick leave day per fiscal year for each five (5) days of accumulated leave they have to a sick leave bank for unit members suffering a catastrophic illness; however, each unit member must retain at least ten (10) sick leave days for his/her own account before donating.

10.10.2 Catastrophic leave requests must be submitted in writing to CAVA. Any unit member who received eligible sick leave credits under this program shall first exhaust all paid leave he/she has accrued.

10.10.3 CAVA shall make a determination as to whether each of the requirements of this article have been met.

10.10.4 The number of sick days that can be received by a unit member from the Catastrophic Leave bank is limited to forty-five (45) days per fiscal year.

10.10.5 Unit members utilizing Catastrophic Leave shall have reinstatement rights in accordance with applicable law.

ARTICLE 11 - PROFESSIONAL WORK DAY/WORK YEAR

Effective July 1, 2021, the language contained in this Article solely governs and supersedes any prior grievance settlements or arbitration awards between the parties.

11.1 Work Day

As professional exempt employees, unit members are required to be in active work status (give full attention to the duties and responsibilities of the position) between the hours of 8:30 a.m. to 4:00 p.m. each workday (excluding holidays and weekends). As a professional, it is understood that work is likely required beyond business hours in order for each unit member to adequately fulfill his or her responsibilities.

While duties for the teaching profession are generally known, and as stated in the applicable job description, relevant policy or legal requirements, to assist unit members in their daily tasks, the following specific items may be referred to the CAVA administration for assistance and/or completion:

- Sending letters to families of students requiring missing Independent Study Master Agreements ("ISMA") may be referred to administration for follow-up, consistent with lists of students provided by the unit member.
- Scheduling Class Connect sessions and inviting students to general sessions, consistent with lists of students provided by the unit member.
- Retrieving and archiving into School Pathways work samples that have been pre-identified and evaluated by the unit member.
- Adjusting the student calendar and/or student assignments prior to the school start date in the instance of late start students.
- Making initial student assignments and reassignments to test sites, except in cases when the family directly contacts the unit member for a reassignment.
- Providing school records and forms to families upon request (such as transcripts, copies of report cards, progress reports, change of address and learning coach forms).
- Sending and follow-up of non-compliance letters.
- Following up on pulse checks.
- Tracking BTSP completion.
- Processing withdrawals (after grades and other legally required documents have been submitted, by the unit member).
- Tracking and follow-up for diagnostic and benchmark assessments.
- For GE teachers, administering and/or grading the ELPAC.

For Education Specialists, the following additional tasks may be referred to CAVA administration:

- Mailing and emailing of special education progress reports that have been completed by the unit member, so long as the education specialist confirms receipt by the parent.
- Compiling and mailing relevant special education related documents to parents.
- Sending of IEP goals and/or accommodations to general education teachers.
- Updating goals and services in the Marvin student information system.
- Scheduling and inviting those students who have been identified by the unit member to Specialized Academic Instruction ("SAI") Sessions.
- Scheduling all types of IEP meetings to include all IEP team members.
- Transferring data from previous IEPs into IEP databases (SIRAS, SEIS, etc.) when the previous IEP was not prepared in the same database.
- Obtaining IEP and 504 documents.

For Guidance Counselors, the following tasks may be referred to CAVA administration for assistance and/or completion:

- Initial data entry for grad plans and corrections. It is understood that updating and correcting the graduation plan is the responsibility of the Guidance Counselors and Freshman Support Specialists.
- Course placement for new students in grade levels nine (9) and ten (10).
- Locate and secure student transcripts and/or previous report cards.
- Scheduling Class Connect sessions and inviting students to general sessions, consistent with lists of students provided by the unit member.

11.2 Work Year

The work year for unit members shall be one hundred ninety-seven (197) workdays, which includes one hundred eighty (180) instructional days and seventeen (17) non-instructional days. Exceptions shall be made for new hires as outlined below in this Article.

11.3 Required Teaching Hours

11.3.1 Teaching is defined as planned standards-based, teacher-led activities designed to ensure learning of CAVA adopted curriculum and/or California state standards. Except when legally required to meet and confer or negotiate in the event of a change to terms and conditions of employment or an impact to legislation as required under the Educational Employment Relations Act ("EERA"), CAVA retains all rights to control the instructional program including, but not limited to

scheduling, manner of delivery, content, and/or platform, etc. For purposes of this Article, "live interactive instruction" is defined as a teacher delivering instruction to a student or students while both the teacher and the student(s) are participating at the same time (synchronously) either in-person or virtually. To the extent future legislation defines and/or requires live instruction in a manner which differs from this article, the parties agree that CAVA shall immediately comply with such legal requirements and the parties may negotiate any impacts if so required under the EERA.

CAVA shall create a master schedule for unit members on an annual basis. CVEU's input shall be sought on the master schedule annually and prior to implementation. If a unit member's assignment within the master schedule requires change, CAVA will inform CVEU and the member five (5) days prior.

CAVA shall not schedule required live classes or administratively scheduled meetings within fifteen (15) minutes of the start or end of the contracted workday. Master schedule may also include "passing periods" of not more than five (5) minutes between instructional sessions.

This schedule will include specified time for the following work duties for those unit members who are required to complete said duties, with scheduled work dates messaged out to all members at the beginning of each semester:

- Work Records - Except for morning meetings and homeroom sessions which shall not be interrupted, unit member shall receive the following dedicated work time to complete work records. During this time, no live instruction or administratively scheduled meetings shall occur.
    - Elementary Teachers: one (1) workday per quarter
    - Middle School Teachers: one (1) workday per semester
    - High School Teachers: one (1) workday plus one (1) four (4) hour block per semester
    - High School ELD: one (1) workday per semester
    - Tk-8 ELD: one (1) our (4) hour block of time per semester for the collection of work samples

- Progress Reports – The following unit members shall receive one (1) four (4) hour block of time each quarter to complete progress reports: elementary GE teachers, middle school GE teachers, education specialists (all levels) and ELD specialists (all levels).

11.3.2 For elementary, middle and high school general education teachers with the exception of Career and Technical Education (CTE) teachers, CAVA shall schedule no more than a total of thirteen and one-half (13.5) hours of live interactive instruction each week. For CTE teachers, CAVA shall schedule no more than a total of twelve and one-half (12.5) hours of live interactive instruction each week. This scheduling requirement shall not prohibit a unit member from providing additional live interactive instruction within the unit member's professional discretion.

CAVA may deem it necessary for the unit member to provide additional live interactive instructional hours to meet the needs of students.

- Prior to any assignment in excess of the thirteen and one half (13.5) hours, the supervising administrator shall meet with the unit member to discuss the need for the additional teaching hours and to develop an implementation plan.
- The supervising administrator shall discuss with the unit member appropriate additional support or accommodations needed by such unit member in order to meet this additional instructional time (example: focused Compass support to call students, exemption from completing connection calls, exemption from meetings, adjusted deadlines, etc.). This shall be included in the written plan.
- In no event shall more than twenty (20) hours of live interactive instruction be assigned per regular work week, and in no event shall any such live interactive teaching hours adjustment be required for a period of more than three (3) consecutive work weeks.
- The written plan and data gathered during this process will be submitted to the CVEU President.

For Education Specialists who serve mild/moderate students, CAVA shall schedule no more than a total of eleven (11) hours of live interactive instruction each week. For Education Specialists who serve moderate/severe students, CAVA shall schedule no more than a total of seventeen (17) hours of live interactive instruction each week.

Education Specialists shall not be assigned to provide required instruction to students without an IEP, except those assigned to a co-teaching general education push-in model (not shared re-teach).

Each education specialist will receive three (3) hours of protected time weekly (prorated for short weeks) to prepare for IEP meetings or write/affirm IEPs.

For the 2024-2025 school year: CAVA agrees to meet monthly with the CVEU special education representative(s) to discuss concerns, and work to resolve issues. CAVA representatives at such meetings shall include at least one (1) CAVA director. CAVA agrees to hire additional roving subs for the special education department to allow for additional release time as needed.

For English Language Development Specialists and any "content only" (no homeroom) teachers, CAVA shall schedule no more than a total of eighteen (18) hours of live interactive instruction each week.

English Language Development Specialists shall not be assigned to provide required instruction to students without identified ELL needs, except those assigned to a co-teaching general education push-in model (not shared re-teach).

If CAVA assigns "push-in" services, those sessions shall be included within the instructional hours total. This scheduling requirement shall not prohibit a unit member from providing additional live interactive instruction within the unit member's professional discretion.

CAVA may deem it necessary for the unit member to provide additional live interactive instructional hours to meet the needs of students.

- Prior to any assignment in excess of any of the above hours, the supervising administrator shall meet with the unit member to discuss the need for the additional teaching hours and to develop an implementation plan.
- The supervising administrator shall discuss with the unit member appropriate additional support or accommodations needed by such unit member in order to meet this additional instructional time (example: focused Compass support to call students, exemption from completing connection calls, exemption from meetings, adjusted deadlines, etc.). This shall be included in the written plan.
- In no event shall more than twenty-five (25) hours of live interactive instruction be assigned per regular work week, and in no event shall any such live interactive teaching hours adjustment be required for a period of more than three (3) consecutive work weeks.
- The written plan and data gathered during this process will be submitted to the CVEU President.

Unit members shall be provided a substitute teacher (if available) for any approved time off or to cover a class session if an IEP meeting is scheduled at the same time. Unit members shall not be required to provide a recording or to make-up the session. Unit members shall be required to provide lesson plans.

11.3.3 CAVA's master schedule shall provide five (5) consecutive workdays each semester for onboarding. During this time live interactive instruction and meeting requirements will be adjusted to allow for onboarding activities (student/family phone calls, proctoring of needed assessments, etc.).

- For general education teachers, the onboarding week shall include reduced teaching, no meetings (exceptions outlined in 11.8), and no more than one (1) PD day to allow additional time for student onboarding.

- For Education Specialists and English Language Specialists, the onboarding week shall include teaching, no meetings (exceptions outlined in 11.8), and no more than one (1) PD day, generally no onboarding, however, should proctoring support be required by such Specialists, and should any such Specialists requests from their supervisor a meeting to provide amelioratory measures, the supervisor shall meet with the Specialist to discuss an appropriate adjustment to live interactive instruction hours.

CAVA's master schedule shall afford teachers five (5) hours of protected instructional planning time each full work week (prorated for short weeks), scheduled in blocks of no less than thirty (30) minutes. During authorized instructional planning time, the administration shall not require them to complete any other task. For members who are required to hold shared re-teach, an additional one (1) hour of teacher-led protected planning time shall be provided the week before shared sessions are held for data analysis, student grouping, and lesson planning.

The parties agree to negotiate changes to shared re-teaching for the 2025-2026 school year.

11.4 Non-Student Days

Each year the employee calendar shall include four (4) nonstudent days between the first and second semester for the purpose of completing non-instructional duties. Unit Members will not be required to attend professional development, staff meetings or other events scheduled by administration during this time.

Course access and student information shall be provided to unit member before course set-up deadline.

11.5 Duty-Free Lunch Break

Each unit member is entitled to a thirty (30) minute duty-free lunch break. This lunch break shall be taken between noon and 1:00 pm. CAVA shall not schedule required live instructional sessions or meetings to begin within five (5) minutes of the conclusion of the duty-free lunch.

11.6 Learning Centers

In the event CAVA opens physical locations where unit members are assigned to work, such unit members shall be expected to sign in and out of the facility.

11.7 School Outings

The requirements for unit members to plan and attend outings:

a. General education teachers shall plan one event in each quarter and may co-plan with one other teacher. The outing will count as both co-host's outing requirement for that quarter.

- As part of their duties, CTE (Career and Technical Education) teachers are required to host a total of two live industry professional sessions and one video-recorded session per semester. Provided that CTE teachers are hosting sessions as required, they shall not be required to host or attend other outings.

b. Education Specialists and English Language Development Specialists are not required to plan/attend outings but shall be provided support should such unit members choose to plan events.

c. Unit members who wish to host virtual outings shall request approval from their supervisor.

The CAVA administration shall provide a list of approved outings and annually set the dates and times for such outings. If a unit member has a specific outing that cannot meet the day/time requirements, a request for an exception may be made to the Head of School or designee.

In order to ensure that outings are spread out across the calendar, unit members shall be assigned specific months in the quarter to plan outings. A unit member may make a request to the Head of School or designee for a change in planning month at least thirty (30) days prior to the outing date if needed.

Unit members who are attending outings shall not be required to travel more than fifty (50) miles one way.

For outings scheduled on school-wide outing days, unit members may cancel sessions and shall not be required to schedule "make-ups." For outings planned on alternative days, unit members shall work with supervisors for sub coverage or other accommodations. For education specialists, sessions may be required to be made-up per legal guidelines.

High school graduation and 8th grade promotion are not outings; however, teachers planning and attending such events shall be exempt from quarter four (4) outing requirements. Guidance Counselors are required to attend one (1) high school graduation in person per school year (within 100 miles of the unit member's home office).

Quarter four (4) expectations may be adjusted for test site coordinators or unit members who proctor in-person state assessments more than eight (8) workdays in a month.

11.8 Meetings and Professional Development

For the purposes of this section "meetings" do not include the following: new teacher trainings, IEP meetings, instructional coaching, Human Resources meetings, any meetings with students or parents, or any asynchronous training.

During the instructional year, the total number of hours for meetings and professional development shall not exceed ninety (90) hours, and no more than seven and one-half (7.5) hours in an instructional work week. Required in-person professional development, meetings, and/or training shall be limited to two (2) days per year.

Nonstudent days are excluded from all references above and all meetings/trainings/PDs on these days will be at CAVA's discretion with the exception of the days outlined in Section 11.4.

11.9 Guidance Counselors and Freshman Support Specialists

Guidance Counselors and Freshman Support Specialists are responsible to implement the school's counseling program focusing on academic, career, and social-emotional support for high school students. During the instructional year Guidance Counselors and Freshman Support Specialists shall have a student meeting schedule that includes one large group session per month as well as quarterly individual student sessions.

11.10 New Hires

As requested by CAVA, experienced unit members can volunteer to serve as a support person to help support new hires. If selected by CAVA, the unit member shall be paid the non-instructional rate for up to two (hours) per school week. The unit member or CAVA may terminate the arrangement at any time and for any reason. In the event the quarter is not concluded, the unit member's pay will be prorated.

CAVA may at its sole discretion increase the work year for new hires by up to five (5) additional days prior to the established contract start date for the year. In the event work year is increased, new hires shall be compensated at their daily rate for such time.

11.11 In-Person Proctor Assignments During Virtual Testing Years

CAVA will request volunteers for in-person one on one proctor assignments. Should the proctor need exceed the volunteers available, CAVA reserves the right to assign a staff member to proctor in-person. Staff members assigned to proctor in-person will be provided required testing materials.

When unit members conduct in-person one-on-one assessments, they will attempt to schedule sessions outside of regular instructional hours. However, if scheduling conflicts necessitate assessments during live class sessions, a substitute will be provided, or the affected class(es) will be canceled, with no obligation for makeup sessions.

11.12 School Psychologists

Duties for School Psychologists shall be distributed in an equitable manner. In the event any such unit member is concerned regarding equal distribution, such unit member may schedule a meeting with the Head of School or designee to discuss the concern.

ARTICLE 12 – ASSIGNMENTS & VACANCIES

I. Definitions

A. Assignment: An "Assignment" is the initial placement of a Unit Member in a school or content area for which the unit member holds an appropriate credential.

B. Re-assignment: A "Re-assignment" is the change of the initial placement (upon hire or at the beginning of a school year) of a Unit Member from one school, department or content area to another school, department or content area.

C. Incumbent: An "Incumbent Unit Member" or "Unit Member" is a currently employed Unit Member.

D. Vacancy: A "Vacancy" is any position that does not have a Unit Member assigned to it. This includes any vacated, or newly created position whose work is part of the bargaining unit.

E. Transfers: A "Transfer" is a change, in whole or in part, in the assignment of a unit member to a school or schools.

II. Assignments

A. List of Vacancies: CAVA shall maintain a list of current vacancies, by grade level and school for K - 8 and content specific for 9- 12. Within ten (10) work days of a new vacancy occurring and prior to April 15 of each school year, CAVA shall provide notice of such vacancies to all unit members.

B. Unit Member Assignment Preferences: Unit Members may prioritize the grade or content they would like to teach for the following year. Generally, Unit Members shall be placed in the same assignment each year except as provided herein.

C. Notification of Assignments: Unit Members shall be notified of their assignments or re-assignment (as provided herein) by May 15, unless unknown, but in no event later than the first contracted work day (non-instructional) of each school year.

D. Mid-Year Increase in High School Enrollment: In cases of enrollment increasing at the 9-12 grade level, CAVA shall prioritize adding additional classes to those Unit Members who are currently teaching one content class.

E. Assignments for General Education TK-5 Teachers: Unit Members serving as general education teachers for the TK- 5th grade or general education middle school teachers in a position utilizing a multiple-subject credential will be assigned one (1) grade level when possible as supported by school enrollment or class for the school year. In the event that a multiple grade level assignment is necessary, no more than three (3) consecutive grade levels may be assigned.

F. Assignments for General Education 6-8 Teachers: Unit Members serving as general education teachers for the 6^{th} – 8^{th} grade or general education middle school teachers in a position utilizing a multiple-subject credential will be assigned one (1)

grade level when possible as supported by school enrollment or class for the school year assigned. In the event that a multiple grade level assignment is necessary, no more than two (2) consecutive grade levels may be assigned.

G. Assignments for General Education, 6-8 or High School Teachers: Unit Members serving as general education teachers for the high school or middle school level utilizing a single-subject credential shall be assigned to no more than two (2) content area preparations when possible as supported by school enrollment for the school year.

III. Involuntary Re-assignments

A. Notice of Intent to Involuntarily Reassign: In the event a Unit Member is involuntarily reassigned, they shall receive notice of the school's intent to reassign and the reason therefor. CAVA shall reasonably attempt to avoid involuntary reassignments.

B. Reason for Involuntary Re-assignment: The reason for the re-assignment must not be based on any discipline or performance evaluation. Notwithstanding the previous sentence a Unit Member being evaluated or under discipline may volunteer to be reassigned in accordance with this article.

C. Return to Original Assignment After Reassignment: In the event a Unit Member was involuntarily reassigned, they shall receive priority the following school year for reinstatement to the prior assignment.

IV. Vacancies

A. Voluntary Re-assignments: A Unit Member may request a re-assignment at any time when a vacancy exists for the following school year.

B. Posting Vacant Positions: Upon knowledge of vacancies and for all vacant positions, CAVA shall first advertise vacant positions internally and shall notify all Unit Members via email of a list of vacancies as they become available. The list shall contain:

1. A closing date, which is at least five (5) working days following the posting date;
2. A job description; and
3. Credentials and qualifications necessary to meet the requirements of the position.

C. Internal Posting Requirement: Vacancies shall be posted internally for forty-eight (48) hours in advance of posting externally.

D. Requirements for Filling Vacancies: Vacancies shall be filled as follows:

1. Preference shall first be given to incumbent Unit Members with satisfactory performance and appropriate credentialing.

2. In the case where two incumbent Unit Members have satisfactory performance and appropriate credentialing, CAVA administration will consider seniority, past performance, and the recommendation of the interviewing team before making the final decision.

3. External candidates shall only be considered if no incumbent Unit Members apply for the vacancy or incumbent Unit Member applicants do not have satisfactory performance and appropriate credentialing for the specified vacancy.

E. Denial of Request for Re-assignment: If a request for a re-assignment is denied in accordance with the provisions of this article, upon request the Unit Member shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. The Unit Member may request a union representative be present during this meeting. Following the meeting, the Unit Member shall, upon request, receive written reason(s) for the denial. Unit Member shall be allowed to retain their previous assignment.

V. Transfers

A. Voluntary Transfers: In reviewing requests for voluntary transfers and the appropriate timing for granting such requests, CAVA shall take into consideration enrollment needs and the best interests of the CAVA program. In the event a transfer request is granted, and such transfer results in the unit member no longer maintaining full-time status, a list of any available additional assignments shall be provided to the unit member in an effort to make available full-time status.

B. Involuntary Transfers: Enrollment shifts, staff resignations, and other unforeseen circumstances may require a school to increase or decrease its staff, resulting in the need to involuntarily transfer unit members from one school to another, in whole or in part. CAVA will attempt in all instances of an involuntary transfer to maintain the unit members department, grade level or content assignment. In the event that changes will need to occur in department, grade level or content assignment, CAVA will provide a list of assignments available to enable the unit member to maintain full time status.

ARTICLE 13 – COMPENSATION

13.1 Salary Schedule

The salary schedule for all certificated positions is attached as Appendix A.

Effective July 1, 2025, ~~T~~to settle and close negotiations for the 2025-2026 ~~2024-2025~~ school year, ~~effective July 1, 2024, step 1 of~~ the salary schedule shall be increased by 2%~~1.5% and then $2,000, and subsequent steps (step 2 and thereafter) shall increase at the current rate of 2.5% (except for steps 5 and 10 which increase at a rate of 5%). Steps 21-25 shall also be added to the schedule with step increments of 2%~~ (see Appendix A).

In the event of a change in the requirement for the minimum salary threshold by law to ensure continued professional exempt status for unit members, the parties agree that CAVA shall comply with such legal requirements and shall no later than sixty (60) calendar days prior meet with CVEU to discuss impacts of any such changes before required by law.

13.2 Instructional Related Stipends

Unit members teaching Advanced Placement and Honors courses at the high school level shall receive semi-monthly stipend payments as follows:

Advanced Placement:	$150 for each course with fewer than twenty (20) students and $200 for each course of twenty (20) to thirty-nine (39) students and $250 for each course of forty (40) or more students.
Honors Courses:	$90 for each course with fewer than twenty (20) students; $100 for each course with twenty (20) to thirty-nine (39) students; and $125 for each course of forty (40) or more students.
Unit member teaching CTE with no homeroom assignment:	$500 per semester for each course/prep exceeding four (4) courses/preps taught in a semester.
Test Site Coordinators:	When CAVA is required to test in-person: CAASPP Test Site Coordinators shall be provided a stipend as follows: • $70 per day scheduled at sites with up to 25 students tested • $135 per day scheduled at sites with up to 50 students tested • $160 per day scheduled at sites with up to 75 students tested • $175 per day scheduled at sites with over 75 students tested

	Test sites with up to 100 scheduled students shall only have one (1) Test Site Coordinator assigned per day. For Test Site Coordinators who agree to travel to CAVA designated remote sites, the test site coordinator will receive an additional flat rate of $225 for the day(s) traveled (this is in addition to any mileage and/or hotel reimbursements). When CAVA is required to test in-person: Designated PFT Coordinators shall be provided an $80 per site stipend.
1:1 Test Proctoring	If CAVA participates in virtual testing, stipends shall be paid for in-person proctors for the CAASP (to include CAST), CAA, ELPAC (all forms) as follows: • Training: If a unit member is not provided worktime and they are assigned to proctor a test they have not previously been required to complete training for that year they will be paid $50 to complete the required training (for Alternate ELPAC, training will be paid $90). • Proctoring: Each unit member is paid $160 per student for the 1st day and $50 for each additional day to proctor all assigned tests. • If a unit member schedules a test and arrives at a testing site, but the family does not show to the agreed upon testing day/time, the proctor will be paid 50% of the stipend.
National Honors Society, National (Junior) Honors Society, National Technical Honor Society Advisors	Advisors shall be provided a stipend of $300 per semester for fewer than twenty-five (25) students, $450 for between twenty-six (26) students to forty-nine (49) students, and $550 for more than fifty (50) students for student organizing and communicating and recording the requirements for students.
Initial IEP Assessments	For Education Specialists who have an assigned caseload of 28 students to case manage: In the event the Education Specialists is assigned an initial IEP (above their caseload) to complete, the Education Specialist will be paid $250 once the IEP meeting is held and the IEP is affirmed.

13.3 Hourly Rates of Pay for Instructional and Non-Instructional Activities

For those activities with a CAVA designated hourly rate, such rates shall be $45 per hour for non-instructional activities and $50 per hour for instructionally based activities.

13.4 Years of Service Credit for New Hires

Upon hire, new unit members will be granted up to three (3) years of service credit for previous credentialed employment within California.

Teachers employed with CAVA prior to the ratification of the initial 2018-2019 collective bargaining agreement between the parties will be granted up to three (3) years of service credit for previous credentialed employment within California prior to their CAVA start date. This will be subject to the same documentation that new employees provide and must be provided to Human Resources by July 15, 2025. In the event that a unit member is unable to secure the required documentation by July 15, such unit member shall notify Human Resources by July 15 and request a thirty (30) day extension. Any previous time credited shall be effective July 1, 2025 and thereafter.

13.5 Expense Reimbursement

Consistent with legal requirements, and past practice (practice has to have recurred with regularity over a significant period of time), unit members shall receive reimbursement for approved actual expenses per school policy to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, business phone, internet, Live Scan test, printer supplies, travel and hotel within California.

Although not subject to grievance or arbitration, the School's Reimbursement Policy is attached hereto as Appendix "B."

13.6 Column Advancement

Column advancements on the salary schedule are effective on the beginning date of contract service in the school year immediately following the school year in which the qualifying service was rendered.

13.7 Service Credit

For unit member advancement of annual steps on the salary schedule, a complete year of service shall be no less than 130 days of time actually worked during the instructional days of the annual school calendar, not including extended school year or summer school.

13.8 Healthcare and Other Deductions

Effective July 1, 2025, healthcare premiums for bargaining unit members shall be calculated and deducted on an annualized basis of ten (10) months instead of twelve (12) months.

a. Bargaining unit members who elect to receive health benefit coverage and who have paid ten (10) months of premiums, there will be no additional premiums for the months of June and July, and coverage levels will remain unchanged.

b. Returning bargaining unit members who elect to receive health benefit coverage but who have not paid ten (10) months of premiums, shall pay the difference between the premiums paid and the employee's monthly cost for health benefits for the months of June and July.

c. Bargaining unit members who separate from employment before the last day of the school year shall maintain their health benefit coverage through the last day of the month in which their separation occurs; such members shall not be entitled to any return or refund of premiums.

13.9 Daily Rate of Pay

The daily rate of pay shall be calculated by the formula:
Unit member's current Year Salary/Number of Paid Days = Daily rate of pay

ARTICLE 14 - HEALTH BENEFITS

14.1 Employer Contributions

CAVA shall make available to full-time unit members health benefits, dental, vision and basic life coverage as follows:

Health Benefits:	Anthem HDHP 3300 Plan and Anthem HDHP 5000 Plan~~United Health Care base plan (defined for 2017 as United Health Care Choice Plus 5000)~~
Dental Benefits:	Guardian PPO XS-1650~~United Health Care~~
Vision Benefits:	VSP Choice Vision Plan~~Vision Services Plan~~
Basic Life Insurance:	Metlife Basic Life~~Cigna Welfare Basic Life (defined for 2017 as FLX-051416)~~
Basic Personal Accident:	Metlife Basic AD&D~~Cigna Welfare Basic Personal Accident (defined for 2017 as FLX-051416)~~
Adoption Assistance Program:	Reimbursement up to $1,500 per eligible child and proof of completion and subject to eligibility and program requirements
Education Assistance:	Reimbursement up to $1,500 per calendar year ~~upon proof of completion and subject to eligibility and program requirements~~ for approved undergraduate or graduate college courses taken as part of an employee's degree program at an accredited institution upon proof of completion and subject to eligibility and program requirements. Reimbursement up to $500 per calendar year for approved continuing educational expenses (including courses taken at an accredited trade or vocational school, business school or through a professional association) upon proof of completion and subject to eligibility requirements..

Any cost for coverage on health benefits above the above plan shall be borne by the employee.

Eligibility for and duration of health benefits shall be in accordance with the applicable health benefits plan(s).

Effective January 1, 2025, through June 30, 2026, additional plans as listed in Appendix C to this document shall be available to unit members.

The parties agree that, if CAVA is notified of any material changes to such plans during the term noted herein, CAVA shall notify CVEU, and the parties shall meet and confer to discuss.

14.1.1 CAVA Contribution to HSA for Limited Number of Unit Members

As a result of a specific impact on the cost for unit members who shall be moving from the health benefit plan, "Anthem 3200" to "Anthem 3300," such unit members shall receive a one-time contribution into an HSA from CAVA in the amount of $100 per unit member. This contribution shall be made no later than 30 days after June 1, 2025, or following the unit member's establishment of an HSA within the 2025-2026 school year.

14.2 Retirement

CVEU unit members are covered under the State Teachers Retirement System and shall receive retirement benefits in accordance with legal requirements.

ARTICLE 15 - SAFETY

15.1 Safe On-Site Working Conditions

15.1.1 Based upon industry standards, unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health or safety. Each year, CAVA will make available its safety plans an provide training to unit members.

15.1.2 For all on-site CAVA designated work events, the place for that event will be communicated to the Unit Member five (5) business days in advance, except for in the event of an emergency location change or if a unit member is hired within the five (5) day window. In the event of an emergency location change, unit members shall be notified within twelve (12) hours of the decision to change the location.

15.1.3 Testing sites shall have a designated administrator who preferably is located within one hundred (100) miles of the test site and who is available on an "on call" basis should the test site coordinator need support. In the vent the designated administrator is not reachable, the Test Site Coordinator will follow the escalation process provided in the training.

15.1.4 All administratively secured testing sites shall be reviewed to ensure such sites are safe for testing/working conditions.

15.1.5 If a unit member reasonably believes (based on articulable facts) a testing site constitutes an unsafe working condition, they shall immediately contact the designated administrator so that a determination may be made as to the best course of action. Should the unit member disagree with the administrative determination, they may report such concerns to the Head of Schools.

15.1.6 For unit members required to complete in-person 1:1 testing with students and who are unable to locate a suitable site, unit members may request from their assigned administrator possible site options.

15.1.7 In the event that a unit member feels unsafe meeting with a student and/or family, (based on articulable facts), they may request to have an administrator or other designee be in attendance. If during an in-person meeting with a student or family, the unit member reasonably believes they are in an unsafe working condition, they should immediately remove themselves from the location and contact their administrator.

15.2 Unit Member Safety

CAVA is not responsible for the safety of a unit member's home. Upon hire, and every other year thereafter, unit members shall complete CAVA provided training regarding office ergonomics and defensive driving. Following the above-referenced training, unit members may request an ergonomic assessment from CAVA regarding their home office.

15.2.1 CAVA shall not provide a unit member's personal information to students/families, with the exception of business contact information.

15.2.2 At the beginning of each school year or upon hire, CAVA shall provide each unit member with a copy of all CAVA complaint policies.

15.2.3 Unit members shall not be required to lift or move objects over 15 pounds. In the event a unit member needs assistance, they should immediately contact their administrator.

15.3 Dangerous Pupils

CAVA administration shall inform unit members of any student placed under their supervision when CAVA has knowledge that the student has been convicted of a violent crime, or suspended/expelled for violent conduct, or is known or suspected to have engaged in violent behaviors, as documented in reports received from law enforcement agencies, that could result in suspension/expulsion or criminal prosecution.

15.4 Assault

15.4.1 Unit Members shall immediately report cases of assault and battery sufferance in connection with their employment to the appropriate law enforcement authorities of the city or county in which the incident occurred and to their immediate supervisor.

15.4.2 CAVA administration shall comply with any reasonable request from the Unit Member for information relating to the incident or the persons involved which is within the possession of CAVA administration and which would not violate any person's privacy rights or be otherwise privileged.

15.4.3 CAVA will provide a reasonable period of paid release time to a unit member when he/she is required to make a statement to the police or appear in court in connection with any school-related incident.

15.4.4 Unit members who believe their safety, or the safety of other students, to be endangered by a student's actions should refer such student to their supervisor or designee.

15.6 CPR and First Aid Training

If CPR and first aid training are required as a part of the unit member's position, CAVA shall provide such training or shall provide reimbursement for any fees and related mileage, for an approved course, as well as provide one (1) release from work day.

ARTICLE 16- SAVINGS CLAUSE

16.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

16.1.1 In the event of such finding of law, then within 15 days of receipt of notification of the court's decision, the parties will commence negotiations over the impacts and effects of the decision.

ARTICLE 17 – CASELOAD

17.1 Homeroom Caseload Limitations

Homeroom caseloads for unit members teaching general education for T-K through 12th grade shall be measured by the unit member's homeroom roster by verification of average daily attendance of 95% or more following each Learning Period, except during the first Learning Period of each semester, where the overage shall be paid regardless of attendance rate.

17.2 Homeroom Caseload Targets

The below caseload targets shall be in place for unit members' homeroom assignments for all Learning Periods in the school year except CAVA designated two (2) Learning Periods, during which due to historically higher enrollments, the caseload target shall be increased to thirty-five (35) students and not exceed forty (40) students without the affected unit member's approval. A Learning Period is defined as blocks of four (4) weeks in the school year and is on the board approved school calendar:

• TK	Caseload targets shall be twenty-five (25) homeroom students and shall not exceed thirty-one (31) homeroom students without the affected unit member's approval.
• K through 5th Grade:	Caseloads target shall be thirty (30) homeroom students and shall not exceed thirty-five (35) homeroom students without the affected unit member's approval.
• 6th Grade through 12th Grade:	Caseloads target shall be thirty-two (32) homeroom students and shall not exceed thirty-seven (37) homeroom students without the affected unit member's approval.
• 9th Grade through 12th Grade	Caseloads target shall be thirty-two (32) homeroom students and shall not exceed thirty-seven (37) homeroom students without the affected unit member's approval.
• High School Designated Subjects Only	The caseload targets shall be adjusted for unit members assigned to teach the following designated subjects: Unit members assigned to teach Career and Technical Education (CTE) courses shall not be assigned homeroom students. The target shall be 3-4 courses/preps and shall not exceed six (6) courses/preps without the affected unit member's approval. For unit members teaching CTE, CAVA shall schedule no more than a total of fifteen (15) hours of live interactive instruction each week.

Unit members assigned to teach Physical Education (PE) shall have a homeroom caseload target of thirty-five (35) students and shall not exceed forty (40) homeroom students without the unit member's written approval. For unit members teaching PE, CAVA shall schedule no more than a total of ten (10) hours of live interactive instruction each week.

~~Unit members assigned to teach designated subjects can elect ten (10) school days prior to the first school day of each semester to have increased homeroom students in exchange for a modified live synchronous instruction schedule. The reduction in live instruction and the increase in homeroom caseload will be agreed to prior to implementation. In such cases their target caseload will be defined by administration, and accepted by the unit member, and shall not exceed that target by more than five (5) students without the affected unit member's approval.~~

17.3 Specialized Caseloads

The below caseload targets shall be in place for all months in the school year except October and February, when the target is increased by ten percent (10%). The caseload shall be measured by the assigned student roster on the CAVA designated platform ~~(TotalView School)~~ on the 1st and 16th of each month. The caseload shall not exceed the target by more than ten percent (10%) without the affected unit member's permission.

- ~~English Language Development Specialists – 110:1~~
- Freshman Support Specialists – 350:1
- Guidance Counselors – 250:1

High School Content (not including credit recovery courses)

- Career and Technical Education – 225:1~~175:1~~
- Electives – 220:1
- English – 130:1
- Math – 130:1
- Physical Education – 400:1
- Science – 175:1
- Social Science – 175:1
- World Language – 175:1
- Credit Recovery – High School Content Cap plus 50%

Caseloads for English Language Development Positions

- English Language Development Specialists – 110:1

17.4 Payment When Caseload Targets Exceeded

17.4.1 In the event of an overage in any of the caseload targets specified in Section 17.2 which continues for more than five (5) school days, the unit member shall be paid $40 per student per Learning Period with ten (10) school days or less and $80 per student per Learning Period with eleven (11) school days or more.

17.4.2 In the event of an overage in any of the caseload targets specified in Section 17.3 or 17.5 that exceeds fifteen (15) school days, the unit member shall be paid $40 per pay period for every ten (10) students over the target, paid at the first student of the ten (10).

17.5 Caseloads for Special Education Positions

Regarding pupil/teacher ratios for certificated special education positions, CAVA shall adhere to all applicable legal requirements. These positions include, but are not limited to:

- Education Specialists

  Mild/Moderate: 28:1 as measured by the students an Education Specialist is assigned to case manage. This does not include students who are in the initial evaluation process.

  Moderate/Severe: 23:1 as measured by the students an Education Specialist is assigned to case manage. This does not include students who are in the initial evaluation process.

- Speech Pathologists: 50:1 ~~55:1~~ as measured by the students a Speech Pathologist is assigned to case manage and/or provide direct services to.

CAVA agrees to maintain a School Psychologist staffing ratio of 1,250:1. This shall be measured by the students enrolled on CBEDS (the first Tuesday of October).

17.5.1 School Psychologist Assessment Limits

School psychologists shall be assigned approximately one (1) new comprehensive assessment per week, with a target of four (4) new comprehensive assessments per Learning Period.

School psychologists who are assigned and complete more than four (4) new comprehensive assessments in a Learning Period shall be compensated at a rate of one thousand dollars ($1,000) per assessment beyond the fourth.

17.6 Assignment of New Students After the School Year Starts

To ensure consistency in instruction and minimize disruptions to teaching and learning, the following guidelines shall apply to the assignment of new students to unit member rosters after the school year begins:

17.6.1 For Grades TK-8: Newly enrolled students shall be assigned to unit member rosters every other week

APPENDIX A

SALARY SCHEDULE

2025-2026 Certificated Salary Schedule
(effective July 1, 2025)

	General Ed (TK-12th Teachers, Freshman Support Specialists, English Language Development Teachers)		Sped		Guidance Counselors	Occupational Therapist	School Psychologist	Speech Language Pathologist
	BA Salary	MA Salary	BA Salary	MA Salary	Salary	Salary	Salary	Salary
1	64,419	66,419	74,718	76,718	73,600	94,509	102,671	102,671
2	66,029	68,029	76,586	78,586	75,440	96,872	105,238	105,238
3	67,680	69,680	78,501	80,501	77,326	99,293	107,869	107,869
4	69,372	71,372	80,463	82,463	79,259	101,776	110,566	110,566
5	72,841	74,841	84,486	86,486	83,222	106,864	116,094	116,094
6	74,662	76,662	85,598	88,598	85,303	106,536	118,996	118,996
7	76,528	78,528	88,763	90,763	87,435	112,274	121,971	121,971
8	78,442	80,442	90,983	92,983	89,621	115,081	125,020	125,020
9	80,403	82,403	93,257	95,257	91,862	117,958	128,146	128,146
10	84,423	86,423	97,920	99,920	96,455	123,856	134,553	134,553
11	86,533	88,533	100,368	102,368	98,866	126,953	137,917	137,917
12	88,697	90,697	102,877	104,877	101,338	130,127	141,365	141,365
13	90,914	92,914	105,449	107,449	103,871	133,380	144,899	144,899
14	93,187	95,187	108,085	110,085	106,468	136,714	148,522	148,522
15	95,517	97,517	110,787	112,787	109,130	140,132	152,235	152,235
16	97,905	99,905	113,557	115,557	111,858	143,635	156,040	156,040
17	100,352	102,352	116,396	118,396	114,654	147,226	159,942	159,942
18	102,861	104,861	119,306	121,306	117,521	150,907	163,940	163,940
19	105,433	107,433	122,289	124,289	120,459	154,680	168,039	168,039
20	108,068	110,068	125,346	127,346	123,470	158,547	172,240	172,240
21	110,230	112,230	127,853	129,853	125,939	161,717	175,684	175,684
22	112,434	114,434	130,410	132,410	128,458	164,952	179,198	179,198
23	114,683	116,683	133,018	135,018	131,027	168,251	182,782	182,782
24	116,977	118,977	135,678	137,678	133,648	171,616	186,438	186,438
25	119,316	121,316	138,392	140,392	136,321	175,048	190,166	190,166

APPENDIX B

Expense Reimbursement Policy

Expense Reimbursement Policy: Teaching and Support Staff

By agreement of the parties, this policy is not subject to grievance or arbitration between the parties. Consistent with the collective bargaining agreement, this policy is not intended to materially alter the terms and conditions of CAVA's June 2018 Policy, but rather to provide clarity regarding what constitutes a reimbursable expense pursuant to the Policy and applicable law.

California Virtual Academy ("CAVA") schools understand that their employees will incur expenses in carrying out their jobs as employees of CAVA schools. Therefore, the CAVA schools have created a policy providing for and detailing the reimbursement of all job-related expenditures, which includes a request procedure for non-consumable items such as equipment, desks, etc. and a reimbursement process for consumables such as paper, postage, ink, etc. Employees are required to submit all job-related expenditures incurred to ensure that CAVA has the opportunity to make proper monthly reimbursement, as described below.

As required by law, CAVA will fully reimburse its employees for all expenses that are incurred as a direct result of doing their jobs, provided that they are reasonable and necessary ("reasonable and necessary" expenses). In addition, consistent with the collective bargaining agreement, CAVA may within its sole discretion reimburse employees for additional discretionary expenditures, which are not necessary for the job but which the employee independently chooses to incur in order to enhance teaching or encourage learning ("discretionary" expenses). While all reasonable and necessary expenses will be reimbursed, in no event will CAVA reimburse discretionary expenses in excess of the amount set by the collective bargaining agreement.

Employees may submit a request for any non-consumable items which includes, but is not limited to, the following: desks, chairs, etc. Unit members shall be provided with two or more options and a description/photo for such items. These items will be sent directly to the employee for their use during their employment. If needed, reclamation labels will be sent to the employee to return these items to the school upon end of employment. The technology package, which includes a laptop, printer, drawing tablet, etc. will be provided by the School and replaced as needed by the School, and such items are not subject to the reimbursement policy, amounts, etc.

Employees shall submit an expense report as per the guidelines below for all consumable items:

- Employees must submit expense reports for all expenses to the Head of School or designee for approval.
- The report must be accompanied by itemized receipts for all charges. In the case of mileage, a map showing the mileage for the trip must be submitted.
- Expenses should be submitted for reimbursement within 30 days of occurrence.
- Any denied expense, whether necessary or discretionary, may be appealed to the Head of Schools or his/her designee.

Any falsification of expense reports will be grounds for discipline, up to and including termination from employment. Employees are expected to make a diligent effort to limit expenses to economical options, recognizing the importance of good stewardship of taxpayer dollars. Questions regarding this policy or extenuating circumstances should be directed to your supervisor or to Human Resources.

Common Reasonable and Necessary Expenditures for Consumable Items:

The following are common expenditures that are routinely reimbursed pursuant to applicable law:

Expense Reimbursement Policy

Office Expenses – Consumable Items:
Office-related expenses must be necessary to complete CAVA job duties and be directly incurred as a result of such duties. These expenses may include the following:

- Classroom Supplies, materials, student incentives, etc.: Items must be solely for the use of employee in his/her required duties.
- Postage to mail items to students or CAVA office as required by school policies. Postage for any other reason must be pre-approved
- Live Scan: Reimbursed for actual cost

Phone Expenses:

- Reimbursed at actual cost up to $60.00 per month
- Phone expenses are limited to the *employee's share* of plan cost, taxes, and access
    - Example: a phone plan is shared between 3 lines. The cost of the plan is $60; each line pays an individual access fee, taxes are $12. The reimbursable amount is 1/3 of the plan cost ($20), 1/3 of the taxes ($4), and the access fee associated with the employee's line.
- Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

Internet:

- Reimbursed at actual cost up to $100.00 per month

Travel:
Only expenses incurred on behalf of a CAVA school are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference.

Examples of acceptable travel may include, but are not limited to:

- Professional Development or In-person meetings assigned by the school
- Assessment of students
- In-person instruction of students
- School-sponsored events such as graduation, culmination, and outings

Examples of unacceptable travel-related charges include, but are not limited to:

- Charges for personal goods and services incurred during travel
- Entertainment-related charges incurred during travel
- Travel not related to school business

Mileage:

- Reimbursed for actual miles driven using a personal vehicle for CAVA travel; reimbursed at the IRS rate on the date of travel.
- Mileage is calculated from the employee's home office to the approved location based on the most direct route.

Meals:

- Reimbursed at actual cost incurred up to $50 (limit $20 per meal) per day when traveling more than 100 miles* (one-way) from home office or when travel requires an overnight stay.
- Alcoholic beverages are not reimbursable.

Expense Reimbursement Policy

Hotel:

- Prior approval required.
- Reimbursed at actual cost.
- Where practical, rooms should cost no more than $150 per night. Higher limits will be considered should local prevalent room rates require a higher amount.
- Must travel more than 100 miles* (one-way) from home-office for consideration.

Flight:

- Requires pre-approval.
- Reimbursed when travel from home office to school-required meeting is such that driving is impractical.
- Flights may be secured by the Head of Schools or designee if requested.

If an employee believes that he or she has incurred or will need to incur travel expenses falling outside of the limits as prescribed by this policy, he or she should discuss the matter with the Head of Schools or another designee.

Non-reimbursable Expenses

The following items are generally not considered reimbursable. This is not an exhaustive list. As with all other expenses, should an employee believe that incurring any of the following expenses would be reasonable and necessary in carrying out their jobs, they should speak with the Head of Schools of or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Childcare
- Clothing
- Delinquent credit card fees
- Fines incurred while traveling for school business
- Gift cards
- Gum, candy, cigarettes
- Health club dues
- Hotel mini bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to sporting events or movies)
- Personal toiletries
- Pet care
- Travel, Flight or luggage insurance
- Travel upgrades

**There are some instances in which mileage may be less than 100 miles, but time of travel is excessive (2 hours), in these cases staff should work with Head of Schools or designee to have additional travel expenses approved.*

APPENDIX C

SIDE LETTER BETWEEN
CALIFORNIA VIRTUAL ACADEMIES
AND
CALIFORNIA VIRTUAL EDUCATORS UNITED
REGARDING A ONE-TIME RETENTION SALARY PAYMENT

This Side Letter regarding a one-time Retention Salary Payment is entered into by and between California Virtual Academies ("CAVA") and California Virtual Educators United ("CVEU") as follows:

WHEREAS, CAVA and CVEU share a mutual interest in acknowledging and rewarding current employees; and

WHEREAS, CAVA and CVEU currently maintain a collective bargaining agreement ("CBA") covering terms and conditions of employment for all unit members at CAVA; and

WHEREAS, the CBA does not provide for a one-time off schedule retention salary payment which occurs during the 2024-2025 school year; and

WHEREAS, the parties mutually agree such a retention salary payment is in the best interest of CAVA at this time;

NOW THEREFORE, the parties do hereby agree as follows:

1. For those unit members employed during both the 2023-2024 and 2024-2025 school years (who are continuously employed through June 11, 2025), such members shall receive a one-time off-schedule salary payment in the amount of $8,000.

2. For those unit members only employed during the 2024-2025 school year (who are continuously employed through June 11, 2025), such members shall receive a one-time off schedule salary payment in the amount of $4,000.

3. Unit members may only be eligible for a payment under No. 1 or No. 2 above, not both. All such payments shall be made on or before June 30, 2025.

4. Eligible unit members who were granted leaves of absence during either school year shall receive a pro-rated one-time salary payment based upon the amount specified in either Paragraph 1 or 2.

5. The parties acknowledge and agree that this side letter supersedes and takes the place of any side letter on the same subject matter previously executed by the parties. The parties further acknowledge and agree that this agreement does not establish precedent at CAVA and expires on June 30, 2025.

Date: 5/28/25

April Warren

Name: April Warren
Title: Head of School

Date: 5/29/25

Name: Jaime Talley
Title: CVEU Representative

APPENDIX D

California Virtual Academies
ADP Medical, Dental, Vision Renewal Rates 6/1/25 - 5/31/26
Employee Monthly Premiums
as of April 29, 2025

	12 month	10 month		12 month	10 month		12 month	10 month		12 month	10 month
Medical	Employee Only	Employee Only		Employee/Spouse	Employee/Spouse		Employee/Child	Employee/Child		Employee/Family	Employee/Family
Anthem HMO 20	$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$1,142.10
Anthem HDHP 3500	$0.00	$0.00		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]
Anthem HDHP 5500	$0.00	$0.00		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]
Anthem PPO Modified Plan	$[illegible]	$1,413.35		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$1,416.71
Anthem PPO 250	$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$1,226.20
Kaiser 30 HMO Marin	$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$1,126.50
Kaiser 30 HMO South	$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$1,139.94
Dental	Employee Only	Employee Only		Employee/Spouse	Employee/Spouse		Employee/Child	Employee/Child		Employee/Family	Employee/Family
Guardian PPO 50 1500	$0.00	$0.00		$[illegible]	$[illegible]		$[illegible]	$[illegible]		$[illegible]	$[illegible]
Vision	Employee Only	Employee Only		Employee/Spouse	Employee/Spouse		Employee/Child	Employee/Child		Employee/Family	Employee/Family
VSP	$0.00	$0.00		$0.00	$0.00		$0.00	$0.00		$0.00	$0.00

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	46.0	96.2%	1.9%	0%	1.3%	0.6%	0%	0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

The school is dedicated to cultivating trusting and respectful relationships with families to ensure student success in the virtual learning environment. Upon enrollment approval, families receive personalized onboarding support from their designated onboarding coach. Families receive clear guidance on program expectations, communication channels, and navigating the online platform and resources efficiently. These personalized interactions with their onboarding coach, ensure a sense of belonging from the start. Spanish-language onboarding support is available for Limited English Proficient (LEP) students and families whose primary language is Spanish.

Teachers proactively connect with families through welcome calls, monthly check-ins, Enduring Connection Calls, academic conferences, and provide live instruction aligned with the California content area standards.

Teachers and staff prioritize student relationships through daily face-to-face interactions. Additionally, we support student and adult resilience with intentional social-emotional learning practices. We have identified the importance of self-awareness, self-management, and executive function in our unique setting – and work to foster these skills among students, teachers, and families.In addition, the school has implemented behavioral schoolwide expectations that clarify preferred social behaviors, offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in efforts with students. In addition, the school wide behavior expectations show students how they can be successful and allow all school staff members to proactively teach and provide students and parents with a positive message about behavior.

In addition to classroom interactions, the school offers in-person and virtual activities, clubs, and support sessions. Continuous support is provided to families year-round, including during the summer.

School leaders facilitate regular feedback sessions involving parents, students, and staff, utilizing surveys to gather input and identify areas needing additional support. Special programs, like the Compass program, offer support to MKV, Foster youth, and other underrepresented families, focusing on providing resources and supplies, engagement support, and coaching for students and parents, including bilingual engagement and translation services.

The school actively involves parents, students, and staff in planning processes through various channels, ensuring that their voices are heard and valued. Feedback and collaboration happen in Title I meetings, English Learner Advisory Committee (ELAC), and Partner Engagement Meetings, which include priority opportunities for parents, staff, and students to review Local Control and Accountability Plan (LCAP) goals, actions, and services and provide input and suggestions. The LCAP Advisory Committee ensures LCAP feedback informs decision-making and drives programmatic adjustments to ensure that programs offered reflect the priorities of the learning community and that all students are learning.

The school community evaluates data through various accountabilities. These provide feedback to the leadership team on programs and resources, and adjustments are made to schoolwide and department action plans and family engagement offerings.

By prioritizing staff development in building strong relationships, creating inclusive environments, understanding diverse family backgrounds, and facilitating accessible communication channels, the school ensures that all families are welcomed, valued, and supported within the educational community.

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

Current Areas of Improvement

-Continue to refine the Enduring Connection Calls between teachers and students.
-Schoolwide implementation of 3 Signature Practices across all departments
-Training and Professional Development for staff based on trauma-informed practices, to support trusting and respectful relationships with families.
-Provide additional training for all staff on how to access the primary and preferred language of Limited English Proficient (LEP) families.
-Continue to refine the Language Access Plan - a resource that outlines ongoing efforts to improve access for limited English proficient (LEP) individuals – people whose primary language is not English and who have limited ability to read, speak, write, or understand English.
-Continue to develop the Newcomer instructional and family support services provided by the English Language Development (ELD) Department to meet the needs of students in kindergarten through grade twelve (K–12) who were born outside the United States (U.S.) who have arrived in the U.S. in the last three years and who also are still learning English.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Solid relationships and research-based support/services improve outcomes for underrepresented students. The school provides engagement, attendance, academic, and SEL support for families, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged (SED) students. Support includes removing barriers and providing school supplies and resources, as well as academic support, to help them succeed in the virtual learning environment.

The school has bilingual engagement staff for Spanish-speaking families to provide support throughout the calendar year to expand opportunities for LEP families and provide an increased level of translation and interpretation support from a school staff member. Additionally, schoolwide forms and documents have been translated into Spanish, and the school's website includes a language toggle feature so that families can change the presentation of all information on the site to the language of their choice.

In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 230 languages, allowing for teachers and other staff to communicate with LEP students and families during real-time phone calls or video conferences in their preferred language. In order for Limited English Proficient (LEP) families who speak a language other than English or Spanish to access school information, resources are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time as well.

The school seeks the participation of unduplicated students by offering specific onboarding follow-up for SED families who are not meeting designated engagement metrics, an internet subsidy so families can engage and connect with the school community, and the Compass team reaches out to parents and families when SED students are not engaged. We offer workshops to support resilience, specifically designed to support SED parents and families. This series focuses on skills to manage stress, solve problems, reflect on reactions in different situations and practice new ways to respond when facing challenges.

For Students with Disabilities, GE teachers and Education Specialists do targeted outreach and seek their active participation in their child's education. Case Managers ensure families attend Individualized Educational Plan (IEP) meetings, specifically parents/guardians are invited to attend 30-day, annual, and triennial IEPs, evident in Team Meeting Notices. An ongoing area of improvement for the school is to continue analyzing parental engagement data to ensure consistent and significant participation from parents and students in unduplicated groups.

The SEL program uses evidence-based strategies, including CASEL's 3 Signature Practices, to facilitate meaningful connections. These strategies build relationships between students, learning coaches, and staff that help students achieve their academic goals and nurture their social and emotional growth.

Each day teachers provide rigorous, interactive, standards-based synchronous (live) instruction lessons to ensure every child is learning. The schoolwide focus on empowering students as critical thinkers equips them with tools to master the content and skills to be successful in their current grade, ready for the next grade band, graduate on time, and be prepared for college, career, and adult life.

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

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

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

The school fosters strong partnerships with families to ensure student success. Recognizing parents' crucial role in education, particularly in an independent study charter school, the school actively engages parents by providing them with comprehensive information, resources, training, and opportunities to collaborate with other parents to better support their children's learning journey. Regular teacher-family conferences inform parents about their child's progress and academic expectations, while accessible systems grant them access to student grades, assessments, and online activities.

Dedicated engagement and attendance support teams work to keep students involved in their education, focusing on educating parents about school expectations and strategies to remain engaged in their child's daily schooling. The presence of graduation coaches facilitates better understanding among students and parents regarding graduation requirements, progress tracking, and ensuring timely graduation. This information is shared through various channels, including school assemblies, homeroom meetings, and individual conferences.

The school has committed to being a Professional Learning Community (PLC) and strives to incorporate the Three Big Ideas of the PLC process: focus on learning, a collaborative culture, and results orientation. As a result of this work, the school has refined professional development, prioritized collecting evidence of mastery, and created clear communication regarding our school priorities and goals. The collaboration among staff members focuses on

discussing student progress and working together to support improved student outcomes. This collaborative work, in turn, allows for strengthened communication of outcomes and progress with students and families during individualized onboarding sessions, Enduring Connection Calls, weekly academic support sessions, and ongoing Academic Conferences.

Dual enrollment programs such as CAVA2College and Stride Career Prep (SCP) provide high school students valuable opportunities to explore career pathways, earn certifications, and prepare for college and career. Middle school students benefit from career exploration and technology courses and earn high school credit.

To ensure effective communication and engagement, the school utilizes various platforms such as ParentSquare, social media, LC Community (a school-based social media platform for parents/learning coaches), and the school website. These offer the family's essential information and opportunities to build relationships and advocate for their children. The Family Teacher Organization (FTO) further strengthens student support by facilitating collaboration between home and school through regular meetings and shared goals.

The school prioritizes social-emotional support for staff, students, and families. The SEL team hosts monthly student assemblies focused on a variety of topics to support our SEL Benchmarks & Learning Targets, in addition to content that supports a safe learning environment for our students. The team also provides crisis support and resources through our partnership with Care Solace, which makes it easier for families to connect with mental healthcare resources and providers in their communities. Additionally, the SEL team hosts monthly Parenting with Purpose Workshops, led by Compass Counseling Specialists, offering parents the opportunity to build community and learn relevant parenting information and strategies to foster positive parent-child relationships.

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

Current Areas of Improvements

-Additional opportunities for students to engage with SEL assembly topics by incorporating content into the MS/HS ORN courses and supporting the elementary staff with resources to share during Paw Pride sessions.
-Provide training and access to Care Solace for administrators, who can support families by initiating a warm handoff when needed. Continue to create understanding with staff around the difference between a "warm handoff" and "anonymous search" and how we can better support resource connection when we start a "warm handoff" for a family or student.
-Increase the translation and interpretation services and documents provided in Arabic, an increasing primary language amongst Limited English Proficient (LEP) families at our school.

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

Ways We Are Improving for Underrepresented Families

The school's Attendance Advocates proactively address student absences daily, collaborating with students to overcome any obstacles they may face. They assist parents in completing surveys for any offline assignments completed by students. In continued absences, additional meetings are scheduled with parents and students to identify underlying issues and support overcoming them, ultimately guiding families toward academic success.

To ensure MKV students are engaged and learning, the school has increased the resources, referrals, and support, which include Food and Housing Resources, Health Services, Mental Health and Crisis Support, and internet/hot spots.

All staff undergo continuous, high-quality training and professional development sessions throughout the year. Additionally, new teachers benefit from immersive, hands-on training provided by department trainers to ensure a

comprehensive understanding of schoolwide vision, properties, goals, departmental policies, procedures, and ways to support students and families. New hires are assigned a dedicated support teacher during their inaugural year.

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4

Practices	Rating Scale Number
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

Survey questions and data collection methods are tailored for the virtual school environment and align with LCAP objectives and strategies. The leadership team conducts quarterly reviews of feedback, which lead to adjustments in school-wide and departmental plans, and enhancements in family engagement initiatives. This feedback, along with student engagement and achievement data, informs the development and monitoring of LCAP initiatives.

LCAP Survey – Feedback and Priorities

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

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

In addition, parents, families, students, and staff provide feedback and direction to the school through a variety of opportunities, including:
- ELAC Meetings
- EL Needs Assessment Annual Survey
- School Climate Survey
- Parent Connections, including coffee chats and parent training.
- Student Government
- Family Teacher Organization (FTO)
- Student and Teacher Check-ins

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

- LC Community
- Emails
- Connection Calls
- Academic Conferences
- Student Support Sessions
- Graduation Plan Reviews
- Sharing of Student's Individualized Learning Plans (ILP)
- Student Support Team (SST) Meetings
- Individual Educational Program (IEP) Meetings
- English Language Development (ELD) Program Meetings
- Bear Tracks weekly community newsletter highlights events and activities.

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

Based on parent feedback, the school will:

-Continue Parent Engagement initiatives

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

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

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

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

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

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

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

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

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

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

-Improve ISP Reimbursement Processes

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

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

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

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

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

Parents generally convey satisfaction with the school, which positively impacts all students. They value the assistance that teachers and staff provide, as well as the school's efficient communication with students and families. Daily prompts regarding class attendance and assignments help students stay focused. Parents appreciate the chance to monitor their child's progress and access educational materials in advance to address any academic hurdles. They appreciate the school's diverse and comprehensive curriculum, which offers a wide range of courses and effective teaching methods. Additionally, parents welcome the various opportunities for high school students and socialization activities available at all grade levels. Furthermore, the staff dedicated to supporting Spanish-speaking parents is positively acknowledged.

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

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

Criteria - Met

Parents and students are annually surveyed in the following areas:

- Student-Staff Caring Relationship
- School Safety
- School Connectedness
- Student Peer Relationships
- Physical and Emotional Safety
- Perceived Safety (MS/HS)
- Harassment and Bullying
- Substance Use (MS/HS)
- Self-management

The survey gauges how safe and connected students feel in the virtual school environment. Students and parents in grades 2, 5, 7, 9, and 11 were invited to participate in the survey during the spring of the 2024-2025 school year.

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

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

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

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

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

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

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

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

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

Overall Takeaways

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

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

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

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

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

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

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

Areas for Improvement
- Less student choice in learning

-Limited peer helping opportunities

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

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

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

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

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

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

Additional Analysis:
Grades 2 and 5 – Student Responses
Strengths:
High marks for school safety, teacher support, and anti-bullying messaging
Challenges:
A small decline in peer collaboration and classroom engagement with classmates

Grades 7, 9 & 11 - Student Responses
Strengths:
High marks for school safety, teacher support, and anti-bullying messaging
Challenges:
More peer collaboration and opportunities to interact

Parent Responses
Strengths:
Strong agreement on student safety and staff care
Challenges:
Need for more student-to-student interaction, especially in a virtual format

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

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

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

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

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

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The school uses individualized learning plans and grad plans to ensure all students across all grade bands and student groups have access to and are provided instruction in core subjects including math, language arts, history, science, physical education, and elective courses. In addition to the core courses offered, elementary and middle school students are offered world language, careers (MS only), music, and art. Middle school students are offered an elective of career technical education, with the opportunity to take high school courses. High school students have access to a variety of A-G approved electives that include foreign language, art, and computer science. These are reviewed by teaching staff, administrative teams, and guidance counselors on a semi-annual basis, at a minimum. Additionally, administrative teams review course reports regularly to ensure enrollment is accurate and appropriate for student needs. Students with IEPs who are working towards a certificate of completion are provided an option to complete an alternate course of study while continuing to have opportunities to participate in general education courses as deemed appropriate by the educational team.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers include access to Wi-Fi and school materials, especially for homeless, foster, and socioeconomically disadvantaged students. Platforms that require multiple student logins also create barriers, especially for younger students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To ensure access to content, the school provides ISP reimbursement to those who qualify, mobile hotspots and school supplies to students demonstrating need, and reimbursement for AP exams for those who qualify. The school is also working to provide students with single-sign-on (SSO) experiences to reduce barriers that impede student access due to multiple student logins.
The school strives to offer additional electives in the CTE category (including a new high school "Legal Practices" pathway, under Public Services) and will continue to encourage students to enroll in A-G approved coursework. Careers Explorations are offered to 6th, 7th, and 8th grade students, as well as CTE courses for qualifying 7th and 8th graders (those who completed the 6th or 7th grade Careers course). In advance of new state mandates, Ethnic Studies, and Personal Finance options are now available to CAVA high school students. Math and Literacy Lab courses continue at the high school to support struggling 9th and 10th graders with foundational skills in math and/or ELA course(s). Math and ELA teachers and leaders have been working over the summer and during the school year to continuously evaluate data, improve course materials, and ensure effective implementation of the program. Also at the high school, after-hours sessions were offered (with credentialed teachers) for our ELD students and students with unstable housing, to support their work in A-G courses.

From: Warren, April (CAVA-LA Admin)
To: Robinson, Casey (CAVA Admin)
Subject: FW: Board Resignation - CAVA Fresno
Date: Wednesday, February 26, 2025 9:36:21 AM
Attachments: image001.png
image002.png
image003.png
image004.png

CALIFORNIA VIRTUAL ACADEMIES℠
POWERED BY K12

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California Virtual Academies – Engage, Connect, Grow!

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From: Michael A <agmllc19@gmail.com>
Sent: Sunday, February 23, 2025 11:53 AM
To: Warren, April (CAVA-LA Admin) <awarren@caliva.org>
Subject: Board Resignation - CAVA Fresno

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

Hi April,

I would like to resign as a board member. Can you please tell me what the process is for this? Thank you!

Michael Alston

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Local Control Accountability Plan

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

BACKGROUND: Under the Local Control Funding Formula (LCFF), all Local Education Agencies (LEAs) must develop an LCAP that outlines how they will achieve annual goals for students, with specific actions to address identified state and local priorities. (*EC* Section 52060(d)).

LEAs must annually review these goals and evaluate progress using required metrics (*EC* 52060, 52066). This review must include an assessment of goal effectiveness and identify any changes to actions or goals based on the findings

Charter schools that receive federal funding through the Consolidated Application may use the LCAP and its Educational Partner Engagement process to meet federal planning requirements. Title funds are integrated into the LCAP action descriptions and are used in coordination with LCFF funds to improve student academic performance.

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

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

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Brandy Scott
Director of Student Support Services, SPED

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

CALIFORNIA VIRTUAL ACADEMIES™

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LCFF Budget Overview for Parents

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

CDS Code: 10-62331-0137661

School Year: 2025-26

LEA contact information:

Krista Mount

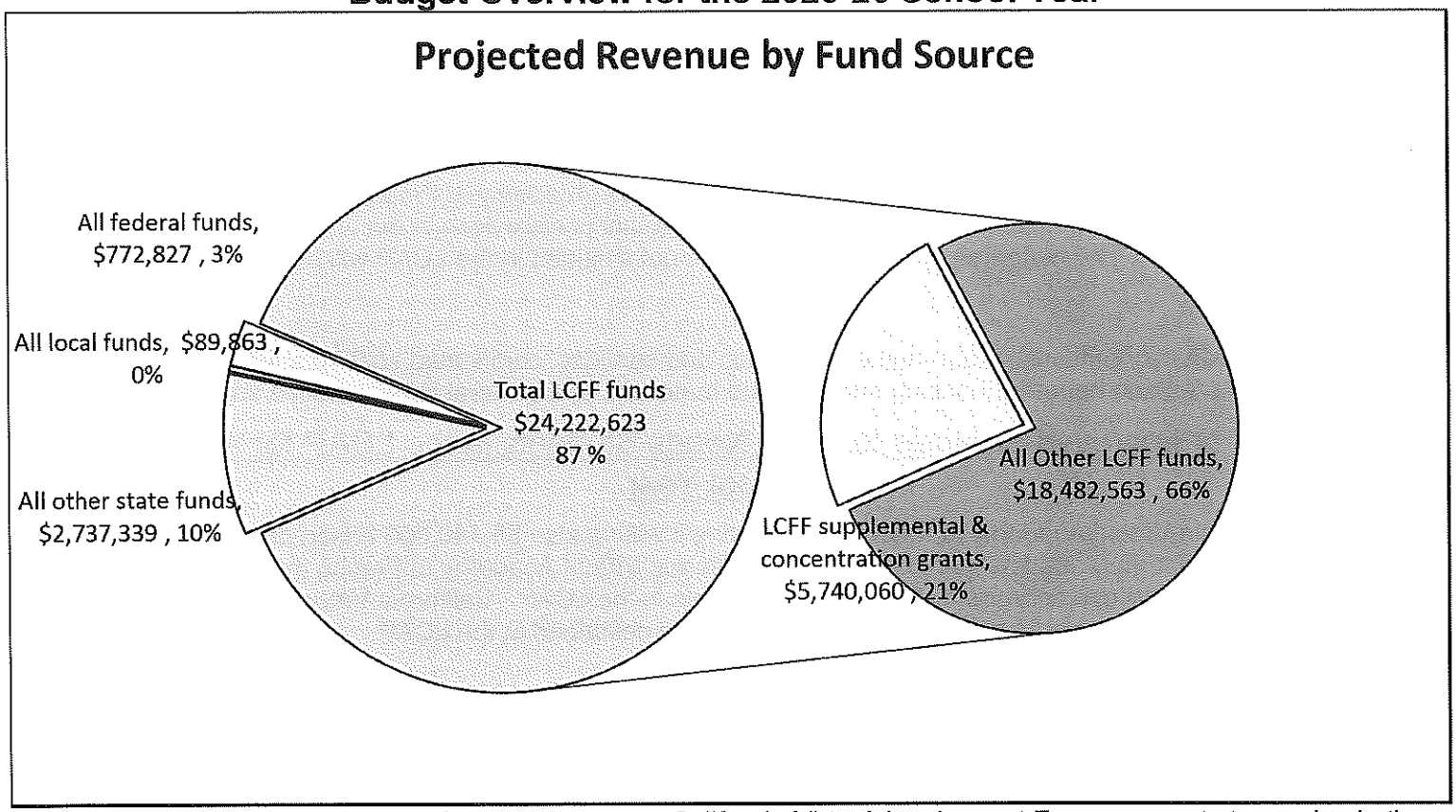
Director of Categorical Programs

kmount@caliva.org

805-581-0202

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

Budget Overview for the 2025-26 School Year



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

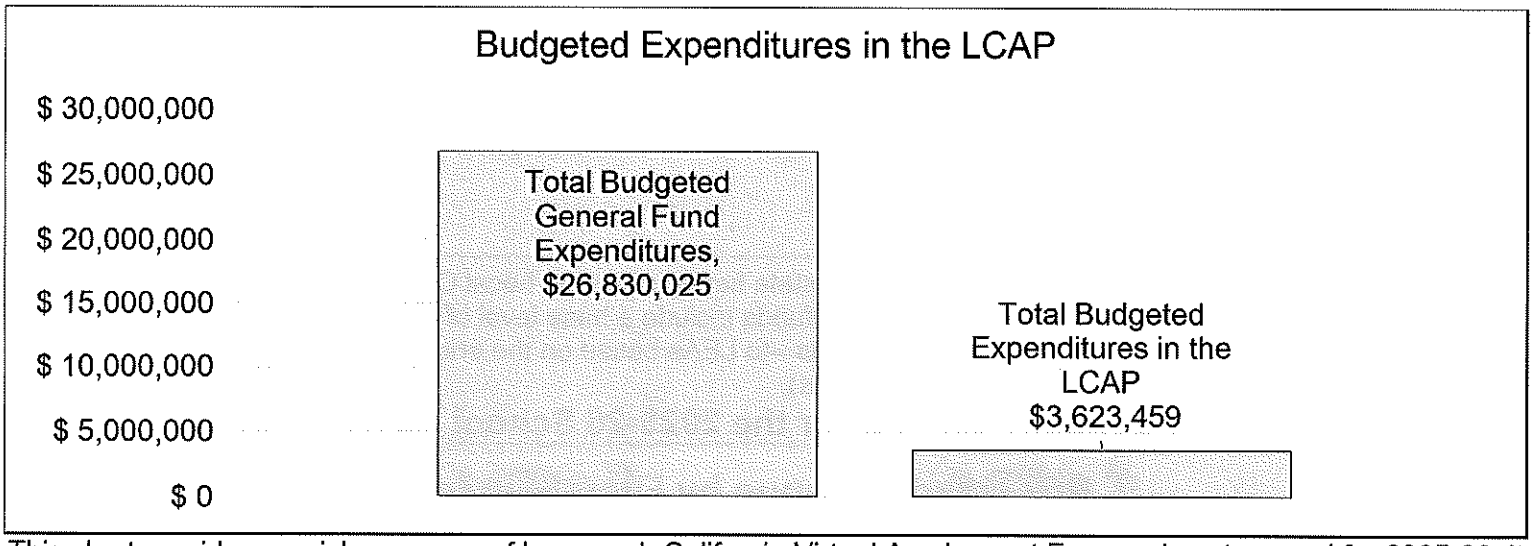
The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Fresno is $27,822,652, of which $24,222,623 is Local Control Funding Formula (LCFF), $2,737,339 is other state funds, $89,863 is local funds, and $772,827 is federal funds. Of the $24,222,623 in LCFF Funds, $5,740,060 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Fresno plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at Fresno plans to spend $26,830,025 for the 2025-26 school year. Of that amount, $3,623,459 is tied to actions/services in the LCAP and $23,206,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

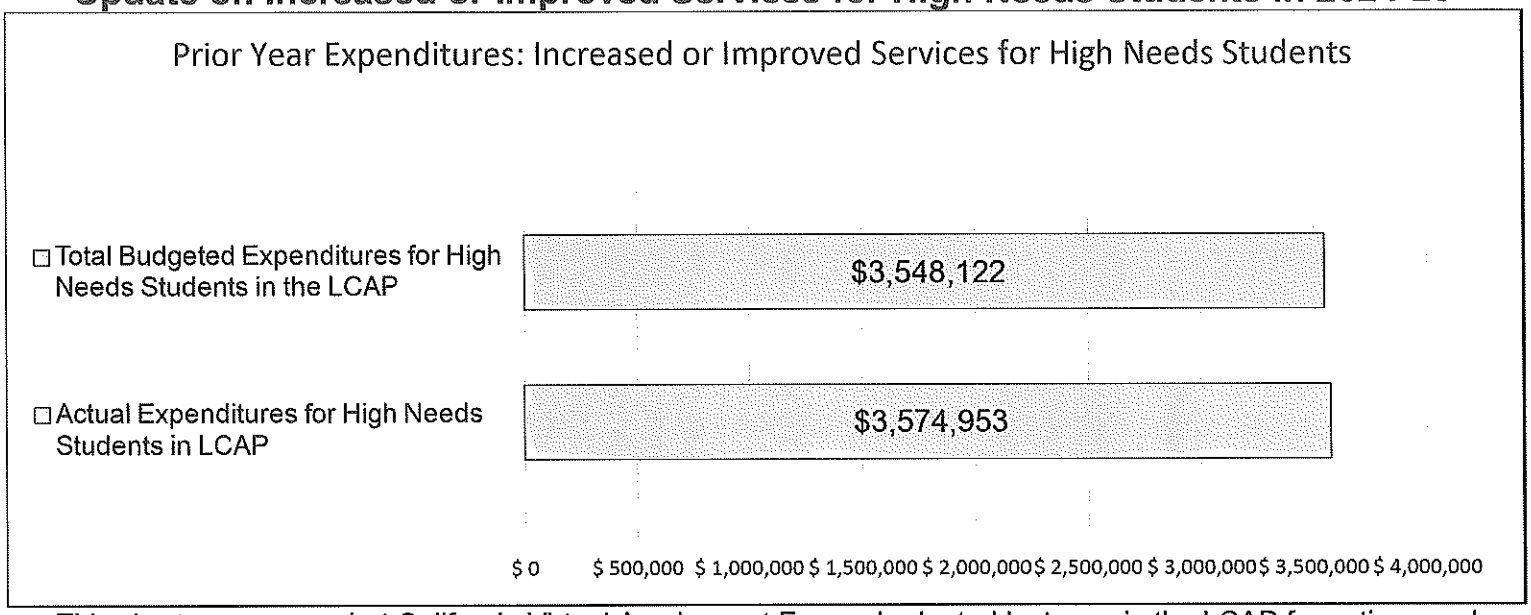
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Virtual Academy at Fresno is projecting it will receive $5,740,060 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Fresno must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Fresno plans to spend $2,676,620 towards meeting this requirement, as described in the LCAP.

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, California Virtual Academy at Fresno's LCAP budgeted $3,548,122 for planned actions to increase or improve services for high needs students. California Virtual Academy at Fresno actually spent $3,574,953 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $26,831 had the following impact on California Virtual Academy at Fresno's ability to increase or improve services for high needs students:

CALIFORNIA VIRTUAL ACADEMIES™

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Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

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

Student Demographics (Fall 2024)
10.6% English Learners (Number of students: 163)
0.06% Foster Youth (Number of students: 1)
2.53% Homeless Youth (Number of students: 39)
0.0% Migrant Education (Number of students: 0)
15.1% Students with Disabilities (Number of students: 232)
76.9% Socioeconomically Disadvantaged (Number of students: 1,184)

78.8% Unduplicated Students (Number of students: 1,214)
Unduplicated students means that each pupil is counted only once even if the pupil meets more than one of these criteria for Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment: 1,540

Mission Statement California Virtual Academy at Fresno 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. 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.

Reflections: Annual Performance

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

Dashboard Performance

On the 2023 Dashboard, the ELA CAASPP results were maintained overall (38.6 below standard). The student groups of socioeconomically disadvantaged (44.7 below) and White (14.5 below) increased. The student groups of English Learners (82.7 below) and Students with Disabilities (126 below) decreased and are indicated as Red on the Dashboard. All students also maintained in math (77.3 points below standard). The student groups of English Learners (109.2 below), Students with Disabilities (157.4 below), and African American (113.9 below) declined and are indicated as Red on the Dashboard. The student groups of socioeconomically disadvantaged (85.3 below) maintained, and the group of White students (62.2 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 math, they increased their English language proficiency by 10%. English learners progressed in English language development, but they need additional support with grade-level curriculum. The College/Career Indicator (10.5%) is well below the state average of 43.9% prepared. The percentage of students completing a CTE pathway, 4%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 2.5%, which is lower than all students. Chronic Absenteeism increased slightly (3%) and is now 11.7%, which is below the state average of 24.3%. The student group of socioeconomically disadvantaged increased 3% to 14% and is indicated in Red on the Dashboard. The student groups of African American students and students with disabilities are also above all other students. The graduation rate declined significantly and is now 65.7%. The overall graduation rate and the student groups of socioeconomically disadvantaged (64.6%) and Hispanic (59.3%) are indicated in red on the Dashboard. The Suspension Rate remains at 0%. The goals in this plan were developed to increase student achievement, paying specific attention to closing the achievement gap.

Student groups with the lowest performance level on one or more indicators on the 2023 Dashboard.
All Students: Graduation Rate
English Learners: CAASPP ELA & Math
Student with Disabilities: CAASPP ELA & Math
Socioeconomically Disadvantaged: Chronic Absenteeism, Graduation Rate
African American: CAASPP Math
Hispanic: Graduation Rate

On the 2024 Dashboard, the ELA CAASPP results declined overall by 14 points (52.5 below standard). The student group of students with disabilities (118.6 below), and African Americans (71.7 below) increased. Students with disabilities are no longer Red on the Dashboard. The student groups of socioeconomically disadvantaged (63.8 below), Hispanic (53.4 below), and White (51.2 below) decreased. The student group of English Learners (96.6 below) decreased and is indicated as Red on the Dashboard. The math CAASPP results declined overall by 6.6 points (83.9 below standard). The student groups of English Learners (127.9 below) and African American (122.6 below) declined and are indicated as Red on the Dashboard. The student groups of socioeconomically disadvantaged (92.1 below) and white students (76.6 below) also declined. The student groups of Hispanic (84.5 below) were maintained. The group of Students with Disabilities (135.5 below) increased and is no longer Red on the Dashboard. The percentage of English Learners who made progress toward English Proficiency, measured by ELPAC (EL Proficiency), is now Red on the Dashboard for both English learners and Long-term EL.

The College/Career Indicator (15.4%) increased by 5%, but it is well below the state average of 45% prepared. The percentage of students completing a CTE pathway remained the same, but the A-G completion rate increased 3.5%. Chronic Absenteeism increased slightly (1%) and is now 12.7%, which is below the state average of 18.6%. The student group of white students increased 6.2% to 13.5% and is now indicated Red on the Dashboard. The student groups of English learners (7.7%) and Asian students (6.3%) decreased and are now Green on the Dashboard. Socioeconomically Disadvantaged (85.3 below) students decreased and are no longer Red on the Dashboard.

The graduation rate had a significant increase of 8%, and it is now 73.6%. Both the student groups of Hispanic (69.9%) and socioeconomically disadvantaged (69.8%) students increased and are no longer Red on the Dashboard.

Student groups with the lowest performance level on one or more indicators on the 2024 Dashboard.
English Learners: CAASPP ELA & Math, EL Progress
Long-Term English Learners: EL Progress
African American: CAASPP Math
White: Chronic Absenteeism Rate, Graduation Rate

Lowest Performing Student Groups

The school has Learning Recovery Emergency Block Grant (LREBG) funds to expend in the 2025-26 school year. LREBG funded actions may be found in Goal 1, Actions 4 & 6; Goal 2, Actions 2 & 3; and Goal 5, Action 3.

All students and student groups were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessment. Metrics 1.1 & 1.2
Student Groups

English Learners
Long-Term English Learners
Student with Disabilities
Socioeconomically Disadvantaged
Homeless
African American
Hispanic
White
Asian
Two or More Races

All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, Hispanic, White, Two or More Race were identified as "Very High" or "High" for Chronic Absenteeism. Metric 4.1

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

Educational Partner(s)	Process for Engagement
	sign-in survey and a recorded audio/video file of the meeting itself. The meetings are conducted in both English and Spanish, with Arabic translation features included, and the meeting agendas and minutes are sent out to attendees in both English and Spanish for approval.
MKV/Foster Coordinator/Administration	Ongoing outreach and collaboration with homeless and foster youth to support access to school technology, programs, and resources. The Housing Questionnaire is requested yearly and is easily accessible to families via multiple entry points, including the Back to School Packet, an online survey, and paper forms. The improved accessibility of the Housing Questionnaire has led to improvements in the identification of homeless and foster students, helping increase the number of homeless/foster students served. Once identified, students receive frequent outreach from a dedicated MKV/Foster Support Specialist and are given opportunities to request additional resources from the school, including hotspots, computers, school supplies, backpacks, and personal hygiene kits. Students are also provided with targeted and localized information about community resources, mental health support through Care Solace, FAFSA, college application support, and prioritized access to engagement support from the school Engagement Coaches and SEL Support Coordinators.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board meets 2-3 times a year. The Advisory Board assists the Prep Program by providing market-based expertise and guidance in the development, implementation, and evaluation of its various Industry Sectors and career pathways.

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

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

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

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

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

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

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

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

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

Action 2

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Student groups with the lowest performance level on one or more indicators on the 2023 Dashboard.
English Learners: CAASPP ELA & Math
Student with Disabilities: CAASPP ELA & Math
African American: CAASPP Math

This broad goal was developed because the state ELA (13.2 points below standard) and math (47.6 points below standard) achievement results are above the school's results. There is a discrepancy between all students and the student groups of English learners, students with disabilities, socioeconomically disadvantaged students, and African Americans in ELA and math. The College/Career Indicator is well below the state average of 45.3% prepared. Through the implementation of the actions in this goal, the school anticipates achievement increasing in the areas identified in the Measuring and Reporting Results section for the identified student groups below and all students.

ELA CAASPP
All students 52.5 below standard (Declined 13.9 points)
Red on Dashboard
English Learners 96.6 below
Not Red on the Dashboard but below all students, Students with Disabilities, Socioeconomically Disadvantaged, and African Americans

Math CAASPP
All students 83.9 below standard (Declined 6.6 points)
Red on Dashboard
English Learners 124.9 below
African American 122.6 below
Not Red on the Dashboard but below all students. Student with Disabilities, Socioeconomically Disadvantaged

College/Career Indicator (CCI)
15.4% of high school graduates are Prepared (Increased 4.9%)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 38.6 below standard English Learners 82.7 below Students with Disabilities 126 below Socioeconomically Disadvantaged 44.7 below African American 76.2 below Hispanic 45.9 below White 14.5 below	2024 52.5 below English Learners* 96.6 below Long-Term English Learners** 108.8 below Student with Disabilities 118.6 below Socioeconomically Disadvantaged 63.8 below Homeless** 68.5 below African American 71.7 below Hispanic 53.4 below White 51.2 below		28 below standard English Learners 72 below Student with Disabilities 116 below Socioeconomically Disadvantaged 34 below African American 66 below Hispanic 36 below White 14.5 below	Declined 13.9 English Learners* declined 13.9 Long-Term English Learners** declined 13.4 Student with Disabilities increased 7.4 Socioeconomically Disadvantaged declined 19.1 Homeless** increased 36.7 African American increased 4.5 Hispanic declined 7.5 White declined 36.7
1.2	Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard	2023 77.3 below standard English Learners 109.2 below Students with Disabilities 157.4 below	2024 83.9 below English Learners* 124.9 below Long-Term English Learners** 164.4 below		67 below standard English Learners 100 below Student with Disabilities 147 below	Declined 6.6 English Learners* declined 15.8 Long-Term English Learners** increased 28.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	** Not a significant student group	Socioeconomically Disadvantaged 85.3 below African American 113.9 below Hispanic 81.9 below White 62.2 below	Student with Disabilities 135.5 below Socioeconomically Disadvantaged 92.1 below Homeless** 103.3 below African American 122.6 below Hispanic 84.5 below White 76.6 below		Socioeconomically Disadvantaged 75 below African American 104 below Hispanic 72 below White 52 below	Student with Disabilities increased 21.9 Socioeconomically Disadvantaged declined 6.8 Homeless** maintained -0.8 African American* declined 8.6 Hispanic maintained -2.6 White declined 14.4
1.3	CA Science Test Source: Dataquest	2023 21.7% English Learners 0.0% Students with Disabilities 11.4% Socioeconomically Disadvantaged 11.4% African American 7.9% Hispanic 18.8% White 32.5%	2024 23.6% English Learners 0% Student with Disabilities 16.3% Socioeconomically Disadvantaged 19.2% African American 26.1% Hispanic 21.3% White 29.2%		30% English Learners 10% Students with Disabilities 20% Socioeconomically Disadvantaged 20% African American 18% Hispanic 25% White 43%	1.9% English Learners 0.0% Student with Disabilities 4.9% Socioeconomically Disadvantaged 7.8% African American 18.2% Hispanic 2.6% White -3.3%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 10.5% Socioeconomically Disadvantaged 10.3% Hispanic 13.5%	2024 15.4% Socioeconomically Disadvantaged 14% Hispanic 13.2%		25% overall and for all student groups	5% Socioeconomically Disadvantaged 3.7% Hispanic -0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g: 6.3% CTE: 4.2% CTE: SED 2.5% a-g & CTE: 2.1% AP: 0 EAP: 5.3%	2024 a-g Completion 9.6% CTE Pathway Completion 4.0% Both CTE & a-g Completion 1.6% Passage of AP Exam 0.0% EAP 23.9%		a-g: 20% CTE: 20% a-g & CTE: 10% AP: 10% EAP: 20%	a-g: 3.3% CTE: -0.2% a-g & CTE: -0.5% below AP: 0% EAP: 18.6%
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 48.2%	2024 33.6% Longterm EL 36.3%		60%	-14.6%
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Internal Calculation	2023 4.7%	2024 1.3%		20%	-3.4%
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading	2023 K N/A 1st 51.7% 2nd 58.4%	2024 K 82.8% 1st 58.4% 2nd 40.4%		75%	K NA 1st 6.7% 2nd -18.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Proficient & Advanced (at/above grade level) Source: Internal					
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 59.9%	2024 66.2%		75%	 6.3%
1.10	Reading Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 44.6% English Learners 42.6% Students with Disabilities 40.5% Socioeconomically Disadvantaged 43.9% Black/African Am 47.5% Hispanic 44.9% White 44.0%	2024 53.3% English Learners 56.8% Students with Disabilities 49.3% Socioeconomically Disadvantaged 54.0% Black/African Am 44.8% Hispanic 55.1% White 47.2%		65% overall and for all student groups	8.7% English Learners 14.2% Student with Disabilities 8.8% Socioeconomically Disadvantaged 10.1% African American - 2.7% Hispanic 10.2% White 3.2%
1.11	Math Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 50.1% English Learners 43.3% Student with Disabilities 34.4% Socioeconomically Disadvantaged 48.5% African American 49.4% Hispanic 48.8%	2024 56.9% English Learners 55.9% Student with Disabilities 50.4% Socioeconomically Disadvantaged 56.8%		65% overall and for all student groups	6.9% English Learners 12.6% Student with Disabilities 15.9% Socioeconomically Disadvantaged 8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 53.8%	African American 61.8% Hispanic 57.7% White 51.4%			African American 12.5% Hispanic 8.9% White -2.3%

Goal Analysis [2024-25]

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

Action 1 (Professional Development)
The school remained committed to becoming a Professional Learning Community (PLC) model school and provided all staff with opportunities for professional development in the PLC evidence-based best practices for improved student outcomes. The leadership team continued leading a PLC by creating high-performing teams at all staff levels and monitored growth and progress through the intentional collection of evidence and artifacts. Professional development was provided for all staff members on topics under the umbrella of the school's Multi-Tiered System of Supports (MTSS), including tier 1 best practices, tier 2 supplemental intervention, tier 3 intensive intervention, data-based decision-making based on Response to Intervention (RtI) research, and progress monitoring through assessments of learning, all addressing the needs of the whole child: academic, behavioral, and social-emotional needs necessary for academic success. At the high school level specifically, Math teachers continued their participation in coaching to implement the mathematical practice standards, and all high school staff were trained on A-G requirements and how they applied to course development. All teachers and staff received training each semester on the CASEL 3 Signature Practices (Inclusive Welcome, Engaging Strategy, and Intentional Close). The B.E.A.R. Expectations (Be Responsible, Engage in Learning, Aim for Success, Respect All) were introduced and implemented schoolwide to support the establishment of consistent behavioral expectations across all grade levels and learning environments.

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

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

Action 4 & 7 (Instructional Support & Instructional Intervention)
In elementary and middle school, weekly Wildly Important Goals (WIG) meetings provided a collaborative space for educators and leaders to discuss focused commitments designed to boost student academic achievement. Instructional Leads played a key role in training and supporting teacher teams, facilitating data-driven collaboration, and ensuring all Tiers of instruction incorporated evidence-based best practices. The Instructional Leads mainly focused on Tier 2 and Tier 3 sessions which supported students in meeting personalized learning goals aligned with the guaranteed and viable curriculum (GVC) standards for Mathematics and English Language Arts (ELA). Educators reviewed assessment data to identify specific areas of need, and students were scheduled for targeted intervention sessions, with Tier 3 instruction addressing foundational skill gaps. Tier 3 programs, including Lalilo, Mindplay, Amira, and Freckle, were implemented to close learning gaps in reading and math, resulting in measurable student growth. The Reading Coordinator collaborated with teachers to implement and support the literacy program using research-based practices, instructional strategies, and assessments aligned with California's English Language Arts and Literacy Standards.

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

Action 5 (CTE)
The school's Career and Technical Education (CTE) program expanded and continued to develop, focusing on the importance of career readiness education and the opportunities it provided for youth in high-demand, high-growth job fields. CTE at the high school level offered students opportunities in six different industry sectors with a variety of CTE pathways to choose from. Careers and CTE course options were expanded to middle school, where 6th, 7th, and 8th grade students had an elective option to enroll in a career exploration course. For 7th and 8th graders who had already completed the career exploration course, opportunities were available to enroll in high school IT, Business, and Arts, Media, and Entertainment courses for high school credit. High school students met with career coaches to receive information and support on creating résumés, networking, interviewing, college preparation, internships, and more. In collaboration with the school

counselors and Work-Based Learning Specialist, the career coaches supported live, interactive workshops to prepare students for their futures; these free virtual sessions were a resource that supported career and college readiness. The school's CTE students were also eligible to participate in the Career & Technical Student Organization (CTSO) offered through the school.

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

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

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

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

N/A

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

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

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

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

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

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

extension needs, with a continued focus on "every student means every student." Our professional development will center around the idea of personalized learning for all learners and will emphasize the importance of addressing each specific learner group (struggling learners, advanced learners).

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

Action 2 (Instructional Coaching)
To measure effectiveness of the instructional coaching program, a mid-year survey is used to indicate whether instructional coaches are partnering with teachers to support student growth. Teachers indicated this partnership is present 99.6% of the time. According to the mid-year survey, the majority of teachers know their instructional coaching goals and are actively working on these goals. The coaching team added a new team goal this school year: Student outcomes will focus on math and ELA as measured by a 25% increase of ELA and/or math focused instructional coaching goals. We are moving toward showing effectiveness as indicated by the new metric of tracking ELA and math focused instructional coaching goals. We added this to move toward alignment with our schoolwide goals of improving student proficiency in ELA and math. (Goal 1) As coaches help teachers identify an area of focus, evidence of an increased number of ELA and/or math goals indicates a priority of student outcomes related directly to student learning. The number of ELA/and or math goals increased from a baseline of 15.14% last school year to 44.6% as of the middle of this school year.

Action 3 (English Language Support)
The school did not increase in English learners or Long-Term English learners meeting or exceeding the ELA standards in grades 3-8 or 11 as demonstrated on the CAASPP. However, the school had an increase of 13.8% of Long-Term English Learners who made progress toward English proficiency, as measured by the Summative ELPAC, and the school had 2.9% more English learners demonstrating reading growth on the local standards-based ELA assessment. Long-Term English Learners did see a 28-point increase in Mathematics on the CAASPP. The school also had an increase of 4.1% of English Learners who demonstrated Math growth of one more grade level from the beginning to the end of the school year on the local standards-based Math assessment. The school's Reclassification to Fluent English Proficient (RFEP) percentage for students decreased by 3.42%. Preliminary RFEP data for the 2024-2025 school year shows a potential RFEP rate of 12.35%, demonstrating that the updates made to the school's RFEP plan have been significantly impactful and should continue, including Integrated ELD professional development for all staff and the direct student and family support that the school's Bilingual Engagement Coach provided to students eligible for RFEP to ensure they have the information and resources needed to meet all requirements for reclassification.

Long-Term English Learners (LTELs), At-Risk Long-Term English Learners (AR-LTELs), and students potentially eligible for RFEP have received extra language instruction and support, in addition to their regularly scheduled, required Designated ELD sessions. The school has determined that the Tier 1 Designated ELD curriculum is effective for increasing language proficiency, but must be supplemented moving forward to ensure students not only develop English proficiency, but can also immediately apply their language learning within academic content areas and meet the rigorous content area expectations that the ELA standards demand. Additional professional development for Integrated ELD in the areas of grade level comprehension and genre-based writing are needed moving forward.

Action 4 & 7 (Instructional Support & Instructional Intervention)
Weekly Wildly Important Goals (WIG) meetings, implementation of evidence-based MTSS practices, particularly in Tier 2 and Tier 3 instruction, and the use of intervention programs were effective in improving academic achievement through focused, data-driven collaboration and targeted support. These actions helped close skill gaps, contributing to notable gains in early literacy for Kindergarten and first grade. (Metric 1.8) Effectiveness was mixed in second grade, where a decline in reading proficiency (Metric 1.8) suggests the need to strengthen Tier 3 interventions. In mathematics, these efforts also proved effective, with overall proficiency in grades K–2 increasing from the prior year, reflecting positive growth in foundational math skills. (Metric 1.9)

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

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

The actions demonstrated limited effectiveness in improving overall ELA proficiency in Grades 3–8 and 11. Although STAR 360 data (see Metric 1.10) indicated reading growth for nearly half of the students, including positive gains for all student groups except African American students, this progress did not translate into improved outcomes on the CAASPP (see Metric 1.1). Despite the use of targeted Tier 2 and Tier 3 interventions, evidence-based programs, and collaborative WIG meetings, CAASPP results declined from 2023 to 2024. These findings suggest that while formative assessment data reflects academic progress during the year, it has not yet led to corresponding gains in proficiency on state summative assessments.

The actions demonstrated mixed effectiveness in improving overall proficiency in grades 3-8, 11 Math, though mid-year internal assessment data showed some positive growth. Despite targeted intervention sessions, collaborative Wildly Important Goals (WIG) meetings, and the use of evidence-based Tier 2 and Tier 3 supports, CAASPP grades 3-8, 11 (Metric 1.2) results declined by 6.6 points overall, with scores moving from 77.3 points below standard in 2023 to 83.9 points below in 2024. English Learners fell 15.8 points, and socioeconomically disadvantaged students dropped 6.8 points. Although STAR 360 data (see Metric 1.11) indicated math growth for nearly half of the students, including positive gains for all student groups except the student group of white students, this progress did not translate into improved outcomes on the CAASPP. These results suggest that while formative assessment data reflects short-term learning growth for more than half of students, it has not yet translated into proficiency gains on summative assessments such as CAASPP.

In Middle School for those students assigned to our Tier 3 program: In 6th grade, 40% of the students met the criteria to exit Tier 3 ELA and 34% met criteria to exit Tier 3 Math, In 7th grade, 26% of the students met the criteria to exit Tier 3 ELA and 38% met the criteria to exit Tier 3 Math, in 8th grade, 40% met the criteria to exit Tier 3 in ELA and 48% met the criteria to exit Tier 3 in Math. Our teacher Professional Learning Teams meet weekly to analyze student data by standard and skill to group students by specific needs to provide intensive intervention instruction by the learning targets in both ELA and Math.

Action 5 (CTE)
Overall, College/Career Readiness ("Prepared") increased from 10.5% to 15.4%, a 4.9% gain. (Metric 1.4) Among Socioeconomically Disadvantaged students, the "Prepared" rate increased from 10.3% to 14.0%, showing progress in an unduplicated pupil group. A-G Completion increased substantially from 6.1% to 9.6%, suggesting better academic preparation overall. EAP Readiness saw a large increase, from 5.3% to 23.9%, reflecting significant improvement in college readiness (likely due to academic counseling, readiness lessons, and possibly skill-building through PBL or CTE coursework). (Metric 1.5) Expansion to Middle School may have contributed to greater early exposure to career pathways, setting the foundation for future pathway completion. The CTE program action (5) has been partially effective in supporting progress toward the goal of increasing student achievement and proficiency for all student groups. The program contributed to a noticeable rise in overall College/Career Indicator (CCI) readiness rates and improved a-g completion and EAP scores. However, it was less effective in specifically improving CTE Pathway Completion rates, which slightly declined, and did not impact AP passage rates. Furthermore, while Socioeconomically Disadvantaged students showed gains, Hispanic students' readiness slightly declined, highlighting a need for targeted improvements in program engagement and support for specific student groups.

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

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

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

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

In addition, 75% of Jumpstart (Grades K-2) participants remained enrolled as of November 15, 2024. Student feedback indicated that 69% rated their knowledge of the Online Learning System (OLS) as a 3 out of 3, 62% felt fully comfortable with Engageli, and 62% met a friend during the program. Parent responses showed strong satisfaction: 88% felt their student was comfortable or very comfortable with the OLS, 84% with Engageli, 79% noted their student met a friend, and 99% felt the program provided a strong start. The program was effective in

supporting academic growth, particularly for kindergarten and 1st grade students, where meaningful gains were made, moving students closer to or above 80% proficiency in key skill areas. While the percentage increases (11–14%) may seem moderate in isolation, they represent important shifts, especially for students already nearing proficiency. For 1st graders, gains from mid-50s to mid-60s show significant movement toward grade-level readiness. In 2nd grade, smaller gains (7%) suggest some challenges, indicating that while the program provided benefits, additional or extended interventions may be needed for older primary students to achieve comparable growth. High retention rates and strong student and parent satisfaction further reinforce the program's effectiveness in both academic and social-emotional areas.

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

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

At the end of Quarter 1, 67% of students who participated in Jumpstart remained enrolled.
3rd Grade:
61.5% knew where to locate their SID; 76.9% felt very comfortable with the OLS.
84.5% knew where to find Intro to Online Learning lessons; 92.3% knew what Engageli is.
62.9% completed a Classkick activity; 46.2% knew their Google email and password.

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

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

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

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

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

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

In high school our goal of increasing credit sufficiency by 10% by the end of the summer term was met. The credit sufficiency rate increased by 32.9% for summer school participants for the 23-24 school year. The increase for the 22-23 school year was 11.57%.

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

The 3rd-5th and Middle School Department will focus professional development around high-performing teams, which focuses on the ongoing cycle of inquiry or student data based on standards and skills.

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers	$66,693.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.		
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.	$450,332.00	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists. In addition, provide Integrated ELD instruction and support by content area teachers who possess the required EL Authorization. Provide English Language Arts (ELA) and Math academic support sessions, using scaffolding and strategies to help make the rigorous academic content comprehensible for and accessible to English Learners at all language proficiency levels. In addition, provide all students with access to tutoring on-demand in English and in multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year.	$293,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum using an ELD standards-aligned program, Tier 2 program – supplemental software that		

Action #	Title	Description	Total Funds	Contributing
		targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	Learning Recovery Emergency Block Grant (LREBG) Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based framework shown to improve student outcomes by identifying and addressing academic, behavioral, and social-emotional needs early (McDaniel & Flower, 2015). Teachers use formative and summative assessments to monitor core instruction (Tier 1) and identify students requiring additional support through small-group (Tier 2) or individualized (Tier 3) interventions (Fitzpatrick & Knowlton, 2009). Instructional Leads oversee student progress in Math and English Language Arts, monitor participation in supplemental instructional programs, and provide training and additional instructional support to ensure effective implementation. Special education paraprofessionals support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based	$336,210.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013).. These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, Asian, and Two or More Races were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessments. (Metrics 1.1 & 1.2). These metrics will also be used to measure effectiveness. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 194,017		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building	$328,036.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.		
1.6	Summer School	Learning Recovery Emergency Block Grant (LREBG) Action The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA), mathematics, and chronic absenteeism. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, Asian, and Two or More Races were identified as "Very Low" or "Low" on the ELA and Math CAASPP assessments. (Metric 1.1 & 1.2) All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or	$39,546.00	No

Action #	Title	Description	Total Funds	Contributing
		More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) To address these areas of need, the school selected a comprehensive Summer School Program (Grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns to the allowable use in the area of increasing instructional time. Key metrics from the needs assessment included: Below-grade-level proficiency in ELA and Math as measured by CAASPP assessments. (Metric 1.1 & 1.2) Elevated chronic absenteeism rates in the following student groups, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students. (Goal 4, Metric 4.2) Credit deficiencies among high school students, putting them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 25-26: $ 39,546		
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		Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 17% Spanish and 22% 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 79% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

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

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

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

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

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

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

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

Goal Analysis [2024-25]

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

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

In order to continue improving and strengthening parent participation in programs and in serving as effective Learning Coaches, the school has continued to dedicate itself to providing high-quality and effective interpretation and translation services for our Limited English Proficient (LEP) parents and English Learner (EL) students to support these efforts (Action 1). School notices, reports, statements, or records sent to parents, in addition to being written in English, are written in Spanish. For LEP families who speak a language other than English or Spanish, translation tools and resources to access school information are included with school communication for seamless translation on demand. All parents and guardians of students may request free language translation services in their preferred language at any time, and staff members can request document translation for LEP families' preferred languages at any time. The school has a full-time Bilingual Engagement Coach to provide targeted language support in Spanish throughout the calendar year since the home language of all English learners and those EL reclassified in the school is 16.6% Spanish. The Bilingual Engagement Coach meets with students and families in one-on-one or small group sessions to provide training, resources, and support in accessing and utilizing services and instructional support to improve student engagement and academic outcomes and parent participation in school programs, meetings, and platforms. In addition, the school contracts with an over-the-phone interpreting service, Certified Languages International (CLI), which provides interpreters in over 200 languages, allowing teachers and other staff to communicate with LEP parents during real-time phone calls or video conferences in their preferred language. The ELD Department staff has continued to provide ELD Back-to-School presentations offered in English and Spanish for all grade levels. The annual EL parent meeting and English Language Advisory Committee (ELAC) meetings are presented in English and Spanish, and PowerPoint Closed Captioning is offered in Arabic for these meetings.

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

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

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

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

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

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

N/A

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

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

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

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$16,455.00	Yes
2.2	Engagement	Learning Recovery Emergency Block Grant (LREBG) Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005). The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1, 2.2, 2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented families, are heard and valued. All students and the student groups of	$91,266.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Goal 4, Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 9,613		
2.3	Social Emotional Learning, Prevention, and Intervention	Learning Recovery Emergency Block Grant (LREBG) Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also expressed a desire for more opportunities to build peer connections, strengthen engagement, and contribute to school and class activities. In response, the SEL, Prevention & Intervention Department is expanding its efforts to enhance supportive adult-student relationships, scaffold learning to promote self-efficacy, and provide explicit social-emotional learning instruction. Additionally, the department is implementing specialized	$98,023.00	No

Action #	Title	Description	Total Funds	Contributing
		support and targeted resources to students and families dealing with trauma. As well as identifying and implementing protocols to ensure school and student safety. This action directly addresses the areas of need identified in the school's needs assessment, focusing on building a positive, inclusive school culture and increasing opportunities for meaningful student engagement and connection. The effectiveness of this action will be measured through the Student Perception of School Safety and Connectedness, as captured by the annual School Climate Survey (Metric 2.6), allowing the school to monitor progress and make data-informed adjustments to further strengthen its approach. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 25-26: $ 56,314		

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 that all students are 52.5 below standard in ELA and 83.9 below standard in math. Socioeconomically disadvantaged (63.8 below standard) and English learners (96.6 below standard) scored lower than all students in ELA and math, socioeconomically disadvantaged (92.1 below standard) and English learners (124.9 below standard).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 98.6% Teachers Without Credentials and Misassignment 0.0%	2022-2023 Fully Credentialed and Properly Assigned 96.2% Teachers Without Credentials and Misassignment 1.3%		100%	Fully Credentialed and Properly Assigned 2.4% Teachers Without Credentials and Misassignment - 1.3% Credentialed Teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 0.1% Unknown/Incomplete 1.3%	Credentialed Teachers Assigned Out-of-Field 1.9% Unknown/Incomplete 0.6%			Assigned Out-of-Field -1.8% Unknown/Incomplete -0.7%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		100%	Goal Met
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3) Visual and Performing Arts (3) World Language (2)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4)		Full Implementation and Sustainability (5)	Increase of 1 for: ELA ELD Mathematics Grades 6-12 Next Generation Science Standards Health Ed CTE Physical Ed Visual and Performing Arts Increase of 2: World Language No Change:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			World Language (4)			History-Social Science
3.5	How the programs and services will enable English learners (EL) to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency. Rating Scale (lowest to highest):1 - Exploration and Research Phase2 - Beginning Development3 - Initial Implementation4 - Full Implementation5 - Full Implementation and SustainabilitySource: Dashboard	2023 Progress in providing professional learning for teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	2024 Progress in providing professional learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)		ELD aligned to ELA Standards Progress in providing professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	Progress in providing professional learning for teaching to ELD standard. (Increased 1). Progress in making instructional materials that are aligned to the ELD standards.(maintained).
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple	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	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		levels of Spanish and French. 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	Programs and services developed and provided to unduplicated pupils. Source: Internal SIS	Fall 2023 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Fall 2024 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.		Maintain	Goal Met
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's	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.		Maintain	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		IEP are provided. Some services are provided in person by outside vendors.	In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.			
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%		10%	-4.1%
3.10	Teacher Retention Rates % of new hires that completed the year % or rehires that completed the year Source: Internal	New, Baseline Data will be for 23-24.	2023-2024 86.1% of new teachers completed the year 83.7% of rehires completed the year		85%	N/A

Goal Analysis [2024-25]

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

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

Action 3.2 & 6 (High Quality Teachers & Staff Training)
Teacher retention strategies include Educator Effectiveness funds to allow for new teacher mentoring programs and continued education while furthering their growth and professional development. We offer leadership opportunities to support teacher growth and career advancement, and we continue our progress toward becoming a Professional Learning Community (PLC) school, which includes having all staff be a part of a PLC and professional learning team. Staff were provided with robust, high-quality training and professional development opportunities throughout the year. In addition, our new teachers were allotted five days of training before the return of all staff. Upon the return of all staff, there were nine non-instructional days filled with training, preparing for the students' return. New hire training included a meet and greet with our upper administration team, followed by weekly welcome orientations for staff hired throughout the year. All new hires were assigned an Instructional Coach, who guided them in effectively using the Engageli platform for live instruction, and an MTSS Coach, who provided training on the Multi-Tiered System of Support (MTSS) and the PLC process. This training emphasized the key components of the tiered support system and included targeted mini sessions based on Learning by Doing: A Handbook for Professional Learning Communities at Work. All newly hired staff have received live, hands-on training from their department trainers to ensure they understand all school and department policies and procedures. Additionally, new staff were assigned to a new hire support teacher during their first year at our school. New hire support teachers include veteran teachers who excel in their abilities.

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

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

Action 3.5 (MKV/FY)
McKinney Vento (MKV) students lack fixed, regular, and adequate nighttime residence and qualify for support under the McKinney Vento Act. In an effort to ensure all students engage, connect and grow, we have increased our resources, which includes Food and Housing Resources, Health Services, Mental Health and Crisis Support, Income Support and Internet/Hot Spots. Foster youth students are children and young adults who have been placed in the foster care system. In alignment with LCAP goals, foster youth are supported with the

necessary resources to address their academic and emotional needs. This includes providing targeted interventions and social-emotional support, which are critical for fostering a stable and supportive learning environment.

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

N/A

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

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

Action 3.2 & 6 (High Quality Teachers & Staff Training)
The efforts to support high-quality teachers and staff have been effective in maintaining a strong instructional workforce. Throughout the year, 96.2% of teachers were fully credentialed and properly assigned (Metric 3.1), ensuring that students received instruction from qualified educators. To support continued growth and address school needs and expand student support services, the new teachers and educational specialists hired during the first semester made up 20% of all teachers (Metric 3.9).

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

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

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

Action 3.4 (Curriculum Specialist)

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

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

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

Action 3.5 (MKV/FY)
This action supports McKinney-Vento (MKV) students and foster youth. It has been effective in providing critical resources and support to address their unique needs. The action support access to standard-aligned materials and all programs and services. (Metric 3.2, 6, 7) There has been an increase in the number of unhoused students from Fall 2023 to Fall 2024 of 34.5%.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$171,270.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$612,509.00	Yes
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.	$281,099.00	Yes
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.	$138,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$31,866.00	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.	$121,789.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was developed to ensure all students, and all student groups have a chronic absenteeism rate of 10% or below. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (14.2%) is higher than all students, 12.7%. The attendance rate of English learners, 95.5%, is lower than all students, 96.1%. Students' engagement in learning and schools is largely based upon being seen and valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated.

Chronic Absenteeism Rate 12.7%
Red on Dashboard
White 13.5%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.4% English Learners 95.4% Students with Disabilities 95.1% Socioeconomically Disadvantaged 96.3% African American 95.8% Hispanic 96.2% White 96.5%	2024 96.1% English Learners 95.5% Student with Disabilities 94% Socioeconomically Disadvantaged 96% African American 95.1%		97% overall and for all student groups	-0.3% English Learners 0.1% Student with Disabilities -1.1% Socioeconomically Disadvantaged -0.4% African American -0.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 95.9% White 99.3%			Hispanic -0.2% White 2.7%
4.2	Chronic Absenteeism Rate Source: Dashboard * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 11.7% English Learners 11.0% Student with Disabilities 16.1% Socioeconomically Disadvantaged 13.9% Homeless 11.1% African American 18.0% Hispanic 11.8% White 7.3% Asian 9.1%	2024 12.7% English Learners 7.7% Long-Term English Learners** 18.9% Student with Disabilities 17.5% Socioeconomically Disadvantaged 14.2% Homeless** 20.7% African American 18.7% Hispanic 12.3% White* 13.5% Asian 6.3% Two or More Races** 13.2% Filipino** 0.0%		Decrease 2%	1.0% English Learners -3.3% Long-Term English Learners** -14.4% Student with Disabilities 1.4% Socioeconomically Disadvantaged 0.3% Homeless** 9.6% African American 0.7% Hispanic 0.5% White* 6.2% Asian -2.8% Two or More Races** 4.1% Filipino** -21.4%
4.3	High School Dropout Rate Source: Dataquest	2023 32.6% Socioeconomically Disadvantaged 33.3% African American 25.0% Hispanic 42.3% White 17.9%	2024 25.6% English Learners 45.5% Student with Disabilities 33.3% Socioeconomically Disadvantaged 29.0% Hispanic 32.4% White 17.1%		Decrease 10% overall and each student group	-7% Socioeconomically Disadvantaged -4.3% Hispanic -9.9% White -0.8%

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

Goal Analysis [2024-25]

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

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

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

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

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

4.2 (Attendance Interventions)
The actions implemented to reduce chronic absenteeism demonstrated mixed effectiveness overall.Teachers play a crucial role in monitoring student activity and assignment submission daily. They adhere to established protocols for supporting students who may fall behind,

including providing necessary resources, implementing success plans, and initiating academic probation plans as needed. Student attendance data is tracked on weekly scoreboards, focusing on students with Individualized Education Plans (IEPs). Special education teachers collaborate with instructional teams to address attendance concerns, ensuring students receive the necessary support to participate in related service sessions.

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

N/A

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

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

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

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

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

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

Due to increased enrollment, the Attendance Advocate FTE will be increased, and the Compass team will increase the targeted follow-up and onboarding support offered to families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	$207,850.00	Yes
4.2	Attendance Intervention	For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.		Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was developed because the school's graduation rate of73.6%, is far below the state average of 86.7%. The graduation rate of the student group of socioeconomically disadvantaged (69.8%), and English learners (54.5%) were below all students (73.6%). The course pass rate for all students is 75.3%, the student group of English learners is 62.7%, and socioeconomically disadvantaged is 74.5%. The credit sufficiency for English learners (30.8%) and socioeconomically disadvantaged (52.4%) are below all students (54.6%). Educational partner feedback indicated that increasing the graduation rate should be a priority for the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate ** Not a significant student group Source: Dashboard	2023 65.7% English Learners N/A Student with Disabilities N/A Socioeconomically Disadvantaged 64.6% African American 66.7% Hispanic 59.3% White 76.7%	2024 73.6% English Learners** 54.5% Student with Disabilities** 66.7% Socioeconomically Disadvantaged 69.8% Hispanic 69.9% White 75.7%		80%	7.9% Socioeconomically Disadvantaged 5.2% Hispanic 10.6% White -1.0%
5.2	High School Course Pass Rate	2023 74.0%	2024 75.3%		80%	1.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal	English Learners 57.4% Student with Disabilities 66.4% Socioeconomically Disadvantaged 71.9% African American 85.7% Hispanic 57.1% White 65.9%	English Learners 62.7% Student with Disabilities 63.9% Socioeconomically Disadvantaged 74.5% African American 73.9% Hispanic 72.8% White 76.6%			English Learners 5.3% Student with Disabilities -2.5% Socioeconomically Disadvantaged 2.6% African American -11.8% Hispanic 15.7% White 10.6%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 54.6% English Learners 30.8% Student with Disabilities 38.5% Socioeconomically Disadvantaged 52.4% African American 51.7% Hispanic 52.5% White 56.7%	N/A Baseline data in 2024 due to a new way the credit sufficiency is calculated.		10% overall and for all student groups	N/A
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 6.1% Socioeconomically Disadvantaged 7.6% African American 8.3% Hispanic 7.4% White 3.3%	2024 9.6% English Learners 9.1% Student with Disabilities 9.5% Socioeconomically Disadvantaged 8.5% African American N/A		15% overall and for all student groups	3.5% Socioeconomically Disadvantaged 0.9% Hispanic 4.9% White 4.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 12.3% White 8.1%			

Goal Analysis [2024-25]

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

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

Action 5.2 (Guidance Program)
Each quarter, the Guidance Counselor (GC) or Freshman Support Specialist (FSS) meets with students individually or in small groups to review student progress, course options, post graduate plan, and update the student's course selection as needed. During these meetings, the grad plan is reviewed, and students confirm course placement. Any requested or necessary changes to course placement are completed by the GC or FSS and the grad plan is updated. Grad plans must be reviewed each semester at a minimum to ensure students remain on a path to graduation. All members of the Counseling team are responsible for ensuring assigned students are on track to graduate by continually monitoring pass rates and credit deficiency, proactively reviewing and updating 4-Year Graduation Plans, ensuring needed documentation is collected, and communicating with families about concerns. Failing students and students with credit deficiency are prioritized. Graduation Coaches track student progress toward career college indicators and support efforts to locate students who withdrew from the school without an identified enrollment in another school.

Action 5.3 (Math/ELA Intervention)
Three years ago, we implemented a Lab program designed to supplement ENG108 English 9 and MTH107 Developmental Algebra. Freshman students who demonstrate gaps in English Language Arts and Mathematics skills for academic success are enrolled in Math Lab and/or English Lab. These courses have been structured to support students in the prerequisite skills necessary to master grade level content in the math and English core courses. This course addresses two identified barriers to freshman success. Lab freshmen are enrolled in a more limited breadth of courses, with at most one elective. Students who are proficient in one subject will have an elective instead of the Lab course in that subject. By participating in supplemental courses, Lab teachers are able to teach the prerequisite skills necessary for mastery, as well as provide additional teacher support on specific assignments in the core courses. Two years ago, we increased our Lab offerings to include support for the second year of 2-year Algebra for our 10th grade students. We have seen great success in all of our Lab programs.

Action 5.4 (A-G Completion)
To support A-G completion, the College, Career, and Counseling Coordinator works with the Assistant Director of High School and Principals to prepare all students to graduate college and career ready. The position works collaboratively with administrators, teachers, and support

teams across grades 9-12 to educate students, families, and staff on postsecondary options; facilitate linkages with parents, business/industry, postsecondary institutions, and community organizations to support students' transition to postsecondary education; and assists with ensuring program funding and compliance. The Dual Enrollment and AP Specialist works with the Assistant Director of High School and Principals to implement high quality and diverse college level opportunities. The position works collaboratively with administrators, teachers, and support teams to coordinate AP testing and professional development for AP teachers. The CAVA2College dual enrollment program expanded its partnership to include Irvine Valley College to provide a wider range of offerings to students,

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

N/A

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

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

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

The actions implemented to improve graduation rates were effective in supporting student success. Our overall graduation rate (Metric 5.1) of 73.6% increased by 7.9% from the 2022-2023 school year. It is worth noting that the rate for students considered socioeconomically disadvantaged increased by 5.2% and Hispanic students increased by 10.6%. The HS course pass rate (Metric 5.2) of 75.3% increased by 1.3%. The credit sufficiency rate at the start of the fall 2024 term was 64.48% and increased to 67.02% at the end of the fall term. In addition, all student groups maintained or increased in credit sufficiency (Metric 5.3). The A-G completion rate (four-year adjusted cohort) of 8.7% increased by 2.6%. (Metric 5.4) Targeted counseling efforts, early identification of credit deficiencies, and individualized support contributed to these gains.

For Literacy Lab semester 1, 38% of students were actively engaged, achieving 70% or better participation in the course. 100% of engaged students completed their Beginning of Year (BOY) STAR assessment. By January 30th, 25.9% of students enrolled in Literacy Lab, increased their STAR Scaled scores from BOY to Middle of Year (MOY) by 5% or more. Improvements were made in English proficiency across various grade levels and student groups: 22% of students with an IEP, 82.8% of students considered socioeconomically

disadvantaged, 6% of English Learners, 14% of Hispanic students, and 7% of African American students. While we're pleased with these improvements, we recognize there's still work to be done. We're committed to supporting all our students in their literacy journey and will continue to adapt our approaches to meet individual needs.

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

Action 5.4 (A-G Completion)
The effectiveness of the initiative to strengthen A-G completion efforts is demonstrated by measurable gains from 2023 to 2024. The overall percentage of students completing A-G requirements (Metric 5.4) increased from 6.1% to 9.6%, indicating a positive effect on college readiness. Hispanic students showed significant improvement, rising from 7.4% to 12.3%, and White students increased from 3.3% to 8.1%. English Learners (9.1%) and Students with Disabilities (9.5%) also benefited, reflecting the effectiveness of targeted outreach and expanded access. These results suggest that enhanced coordination, expanded dual enrollment opportunities, and focused postsecondary readiness strategies had a meaningful effect on improving A-G completion rates. However, the smaller gain for socioeconomically disadvantaged students (7.6% to 8.5%) - indicates that additional efforts are needed to maximize effectiveness across all student groups.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$1,299.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	$216,849.00	Yes
5.3	Math/ELA Intervention	Learning Recovery Emergency Block Grant (LREBG) Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007). The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice	$91,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that while the overall graduation rate has improved, challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 25-26: $ 35,393		
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.	$29,148.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$5,732,839	$654,852

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
31.005%	0.619%	$104,804.11	31.624%

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 (44.7 below standard) and English learners (82.7 below standard) are below all students (37.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.3 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 (109.2 below standard) are below all students (77.3 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (44.7 below standard) and English learners (82.7 below standard) are below all students (37.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.3 below standard) and English learners (109.2 below standard) are below all students (77.3 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wise basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.4	**Action:** Instructional Support **Need:** Additional student groups to be served: Students with Disabilities, and African American The CAASPP data shows the student groups of socioeconomically disadvantaged (44.7 below standard) and English learners (82.7 below standard) are below all students (37.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (85.3 below standard) and English learners (109.2 below standard) are below all students (77.3 below standard) in math. Students with Disabilities are 126 below standard in ELA and 157.4 below in math. African Americans are 113.9 below standard in math. African Americans are 113.9 below standard in math. 9.1% of African Americans who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 14.3% of African Americans who are not socioeconomically disadvantaged met or exceeded standards for math.	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
	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, 4%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 2.5%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 10.5%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on increasing overall CTE Completion rates for all students.	Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 79% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education. **Scope:** LEA-wide	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our	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	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	highly qualified teachers that has experience in our school setting.	percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:** There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium).	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 75%, while it is only 57% for English learners and 72% for socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows that all students are 37.6 below standard in ELA and 77.3 below standard in math. Socioeconomically disadvantaged (44.7 below standard) and English learners (82.7 below standard) scored lower than all students in ELA and math, socioeconomically disadvantaged (85.3 below standard) and English learners (109.2 below standard). Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.6	**Action:** Staff Training **Need:**	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators.	Progress will be monitored through teacher turnover rate and percentage of new hires each year as

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
	During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training. **Scope:** LEA-wide	This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.	well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.
4.1	**Action:** Compass **Need:** The chronic absenteeism data shows the student group of socioeconomically disadvantaged (13.9%) is higher than all students, 11.7%. The attendance rate of English learners, 95.4%, is lower than all students, 96.4%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:**	Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and attendance rate for English Learners; however, it will also benefit all students who are not participating in school.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
5.2	**Action:** Guidance Program **Need:** The graduation rate of the student group of socioeconomically disadvantaged (64.6%) was below all students (65.7%) and indicated as Red on the Dashboard. The course pass rate for all students is 68.14%, the student group of English learners is 57.35%, and socioeconomically disadvantaged is 71.94%. The credit sufficiency for English learners (46.43%) and socioeconomically disadvantaged (65.61%) are below all students (68.14%). The student group of Hispanic (59.3%) indicated Red on the Dashboard for graduation rate. Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority. **Scope:** LEA-wide	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.
5.3	**Action:** Math/ELA Intervention **Need:**	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	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass

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 school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (64.6%) was below all students (65.7%). The course pass rate for all students is 68.14%, the student group of English learners is 57.35%, and socioeconomically disadvantaged is 71.94%. The credit sufficiency for English learners (46.43%) and socioeconomically disadvantaged (65.61%) are below all students (68.14%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** LEA-wide	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.	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:**	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	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	26.5% of English Learners decreased one level of English language proficiency measured by the Summative ELPAC for all schools, signaling a need for additional support for targeted Designated ELD instruction, with a focus on Long-Term English Learners (LTELs), At-Risk Long-Term English Learners (AR-LTELs), and Newcomer students. EL students decreased in both ELA and Math (red on the Dashboard) as measured by CAASPP, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency. **Scope:** Limited to Unduplicated Student Group(s)	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.	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 CAASPP data shows the student groups of socioeconomically disadvantaged (44.7 below standard) and English learners (82.7 below standard) are below all students (37.6 below standard) in ELA. The CAASPP data	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	also shows the student groups of socioeconomically disadvantaged (85.3 below standard) and English learners (109.2 below standard) are below all students (77.3 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 14.95% Spanish and 18% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	**Action:** Student ISP	An internet subsidy will be provided to any socioeconomically disadvantaged family that	Progress will be monitored through educational partner feedback, internet

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)	requests it. This will allow all students to maintain internet access.	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 (13.9%) is higher than all students, 11.7%. The attendance rate of English learners, 95.4%, is lower than all students, 96.4%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	Teachers will monitor and follow up with students not completing assignments and attending class. This action is focused on improving the attendance rate and lowering the chronic absenteeism rate for socioeconomically disadvantaged and English learner students.	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
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $873,702. 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 $860,690. 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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$18,489,784	$5,732,839	31.005%	0.619%	31.624%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,676,728.00	$429,111.00	$0.00	$517,620.00	$3,623,459.00	$3,096,624.00	$526,835.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$10,293.00	$56,400.00	$3,498.00	$9,226.00		$53,969.00	$66,693.00	
1	1.2	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$443,926.00	$6,406.00	$444,576.00			$5,756.00	$450,332.00	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$281,704.00	$11,731.00	$270,055.00			$23,380.00	$293,435.00	
1	1.4	Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$249,090.00	$87,120.00	$30,525.00	$231,789.00		$73,896.00	$336,210.00	
1	1.5	Career & Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Grades 8-12	25-26	$317,562.00	$10,474.00	$312,165.00			$15,871.00	$328,036.00	
1	1.6	Summer School	All	No			All Schools	25-26	$39,546.00	$0.00		$39,546.00			$39,546.00	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	25-26								4.72%
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	25-26	$0.00	$16,455.00	$16,455.00				$16,455.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$43,826.00	$47,440.00	$48,566.00	$9,613.00		$33,087.00	$91,266.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	25-26	$96,448.00	$1,575.00		$56,314.00		$41,709.00	$98,023.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	25-26	$0.00	$171,270.00	$171,270.00				$171,270.00	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$610,885.00	$1,624.00	$612,509.00				$612,509.00	
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$235,752.00	$45,347.00	$228,136.00	$12,916.00		$40,047.00	$281,099.00	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$138,545.00	$0.00	$138,545.00				$138,545.00	
3	3.5	MKV/FY	MKV & FY	No			All Schools	25-26	$29,520.00	$2,346.00				$31,866.00	$31,866.00	
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	25-26	$103,499.00	$18,290.00	$103,499.00	$5,166.00		$13,124.00	$121,789.00	
4	4.1	Compass	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	25-26	$207,496.00	$354.00	$100,249.00			$107,601.00	$207,850.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	25-26								4.64%

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
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	25-26	$0.00	$1,299.00	$1,299.00				$1,299.00	
5	5.2	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	25-26	$216,849.00	$0.00	$164,723.00			$52,126.00	$216,849.00	
5	5.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	25-26	$55,770.00	$35,469.00	$30,658.00	$35,393.00		$25,188.00	$91,239.00	
5	5.4	A-G Completion	All	No			All Schools High School	25-26	$15,913.00	$13,235.00		$29,148.00			$29,148.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$18,489,784	$5,732,839	31.005%	0.619%	31.624%	$2,676,728.00	9.360%	23.837 %	**Total:**	$2,676,728.00
								LEA-wide Total:	$2,217,649.00
								Limited Total:	$459,079.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools	$3,498.00	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	$444,576.00	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$270,055.00	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	$30,525.00	
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	All Schools Grades 8-12	$312,165.00	
1	1.7	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		4.72%
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$16,455.00	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,566.00	

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 (%)
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$171,270.00	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$612,509.00	
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$228,136.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$138,545.00	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,499.00	
4	4.1	Compass	Yes	LEA-wide	English Learners Low Income	All Schools	$100,249.00	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		4.64%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,299.00	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$164,723.00	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$30,658.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,192,479.24	$4,267,120.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$73,484.59	$78,839
1	1.2	Instructional Coaching	Yes	$379,385.81	$389,586
1	1.3	English Language Support	Yes	$233,137.32	$238,998
1	1.4	Instructional Support	Yes	$129,373.48	$173,535
1	1.5	Career & Technical Education (CTE)	Yes	$284,395.28	$284,745
1	1.6	Summer School	No Yes	$44,596.59	$30,608
1	1.7	Instructional Intervention	Yes		
2	2.1	English Language Services	Yes	$9,340.50	$10,886
2	2.2	Engagement	Yes	$78,559.68	$82,600
2	2.3	Social Emotional Learning, Prevention, and Intervention	No	$83,487.79	$81,581

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP	Yes	$171,194.49	$168,587
3	3.2	High Quality Teachers	Yes	$1,708,552.75	$1,658,706
3	3.3	Equity, Access & Accountability	Yes	$270,066.83	$295,073
3	3.4	Curriculum Specialist	Yes	$132,440.52	$135,433
3	3.5	MKV/FY	No	$19,140.53	$24,946
3	3.6	Staff Training	Yes	$77,466.71	$110,145
4	4.1	Compass	Yes	$185,015.47	$191,782
4	4.2	Attendance Intervention	Yes		
5	5.1	Transcript Evaluation Service	Yes	$1,390.97	$1,566
5	5.2	Guidance Program	Yes	$202,437.97	$213,560
5	5.3	Math/ELA Intervention	Yes	$73,322.69	$53,017
5	5.4	A-G Completion	No	$35,689.27	$42,927

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$5,170,266	$3,548,121.66	$3,574,953.00	($26,831.34)	9.740%	9.350%	-0.390%

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	$15,377.34	21,443		
1	1.2	Instructional Coaching	Yes	$379,385.81	389,437		
1	1.3	English Language Support	Yes	$233,137.32	238,882		
1	1.4	Instructional Support	Yes	$28,678.59	28,867		
1	1.5	Career & Technical Education (CTE)	Yes	$269,285.21	269,510		
1	1.6	Summer School	Yes	$1,791.70	1,792		
1	1.7	Instructional Intervention	Yes			4.91%	4.71%
2	2.1	English Language Services	Yes	$9,340.50	10,886		
2	2.2	Engagement	Yes	$46,358.49	53,547		
3	3.1	Student ISP	Yes	$171,194.49	168,587		
3	3.2	High Quality Teachers	Yes	$1,708,552.75	1,658,706		
3	3.3	Equity, Access & Accountability	Yes	$208,390.86	213,144		
3	3.4	Curriculum Specialist	Yes	$132,440.52	135,433		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Staff Training	Yes	$73,709.35	104,121		
4	4.1	Compass	Yes	$85,913.91	90,327		
4	4.2	Attendance Intervention	Yes			4.83%	4.64%
5	5.1	Transcript Evaluation Service	Yes	$1,390.97	1,566		
5	5.2	Guidance Program	Yes	$155,175.01	160,331		
5	5.3	Math/ELA Intervention	Yes	$27,998.84	28,374		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$16,937,601	$5,170,266	0.55%	31.075%	$3,574,953.00	9.350%	30.457%	$104,804.11	0.619%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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 the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Fresno approve the application for federal categorical funds through the Consolidated Application, 2025-26 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, California Virtual Academy at Fresno declares the intent to apply for multiple, formula-driven, categorical program funds. The submission also assures the California State Board of Education that the Local Education Agency (LEA) will adhere to the legal assurances associated with the programs.

The LEA is applying for funds from the following programs:

1. Title I, Part A (Basic Grant) ESSA Sec 1111
2. Title II, Part A (Supporting Effective Instruction) ESSA Sec 2104
3. Title III, Part A (Language Instruction for English Learners) ESSA Sec 3102
4. Title IV, Part A (Student Support) ESSA Sec 1112(b)

The LEA annually submits a school plan and proposed expenditures to the Board for approval, outlining how the entitlement will fund the personnel, activities, and programs the educational partners have determined will support improved student achievement.

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

RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, Application for Funding.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

2025–26 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Krista Mount
Authorized Representative's Signature	
Authorized Representative's Title	Director of Categorical Programs
Authorized Representative's Signature Date	05/05/2025

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2025–26 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	April Warren
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/05/2025
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning
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2025–26 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/10/2024
Authorized Representative's Full Name	Krista Mount
Authorized Representative's Title	Director of Categorical Programs

Warning
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2025–26 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Fiscal Year 2025-26 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Fresno approve the "Adopted Budget."

BACKGROUND:
This report has been prepared using Fiscal Crisis and Management Assistance Team's (FCMAT's) Local Control Funding Formula (LCFF) calculator, which is based on the Governor's 2025-26 May Revision.

The preliminary budget for the 2025-26 fiscal year is based on an estimated P2 ADA of 1,604 students, which is expected to generate $27,822,652 in funding. The current budget anticipates an ending fund balance of $2,883,258, including an estimated surplus of $992,628 in fiscal year 2025-26, which California Virtual Academy at Fresno will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $27,822,652. The school anticipates an ending fund balance of $2,883,258 for the 2025-26 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2025-26 school year on behalf of California Virtual Academy at Fresno

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated income 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: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

California Virtual Academy at Fresno

Board Presentation

Fiscal Year 2025-26

Preliminary Budget

CALIFORNIA
VIRTUAL
ACADEMIES

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Fresno

Summary of Changes from Fiscal Year 2024-25 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	1,604	98	6% increase compared to Fiscal Year 2024-25 Estimated Actuals
LCFF Revenue	$ 24,222,623	$ 2,114,756	Due to increase in estimated P2 ADA and increase in LCFF funding rate (2.30% COLA).
Restricted Revenue	$ 3,510,166	$ 216,026	Primarily due to ADA driven increase in estimated SPED funding, and an increase in planned Educator Effectivenes and Learning Recovery Emergency Block Grant, and Title spending
Expenses	$ 26,830,025	$ 2,136,981	Primarily due to an increase in enrollment driven materials and services, certificated personnel, and restricted funded classified personnel

Fiscal Year 2025-26 Preliminary Budget Highlights

SB740	49.90%	Certificated salaries and benefits, as a percent of revenue, is 9.9% 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 2025-26, which guarantee the school does not end the year with a deficit

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Fresno

Fiscal Year 2025-26

Preliminary Budget Comparison

Description	Object Code	2024-25 Adopted Budget	2024-25 First Interim Budget	2024-25 Second Interim Budget	2024-25 Estimated Actuals	2025-26 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	% Change	
P2 ADA		1,480	1,520	1,526	1,506	1,604	98	6.49%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 21,692,192	$ 22,153,603	$ 22,239,320	$ 22,107,867	$ 24,222,623	$ 2,114,756	9.57%	b
2. Federal Revenues	8100-8299	831,250	795,704	809,753	780,989	772,827	(8,162)	-1.05%	c
3. Other State Revenues	8300-8599	1,766,601	2,122,735	2,491,245	2,513,151	2,737,339	224,187	8.92%	d
4. Other Local Revenues	8600-8799	59,591	38,604	89,298	66,849	89,863	23,014	34.43%	e
5. TOTAL REVENUES		**$ 24,349,634**	**$ 25,110,646**	**$ 25,629,616**	**$ 25,468,856**	**$ 27,822,652**	**$ 2,353,796**	**9.24%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 7,973,910	$ 7,942,056	$ 8,504,004	$ 8,560,924	$ 9,694,722	$ 1,133,798	13.24%	f
2. Non-certificated Salaries	2000-2999	459,588	406,133	457,166	374,434	520,223	145,789	38.94%	g
3. Employee Benefits	3000-3999	2,455,268	2,688,976	2,872,755	2,681,890	3,072,410	390,520	14.56%	h
4. Books and Supplies	4000-4999	4,491,911	4,636,444	4,144,516	4,144,498	4,273,561	129,063	3.11%	i
5. Services and Other Operating Expenditures	5000-5999	8,073,975	8,602,289	8,753,202	8,895,125	9,225,459	330,334	3.71%	j
6. Capital Outlay	6000-6999	41,249	39,547	37,173	36,173	43,650	7,477	20.67%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 23,495,901**	**$ 24,315,446**	**$ 24,768,816**	**$ 24,693,044**	**$ 26,830,025**	**$ 2,136,981**	**8.65%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		**853,733**	**795,200**	**860,800**	**775,812**	**992,628**	**216,815**	27.95%	
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		**853,733**	**795,200**	**860,800**	**775,812**	**992,628**	**216,815**	27.95%	

EXPLANATION OF VARIANCES:

- a 6% increase compared to Fiscal Year 2024-25 Estimated Actuals
- b Due to increase in estimated P2 ADA and increase in LCFF funding rate (2.30% COLA).
- c Primarily due to decrease in estimated Federal SpEd funding, end of ESSER III spending, partially offset by an increase in planned Title expenditures
- d Primarily due to ADA driven increase in estimated SPED funding, and an increase in planned Educator Effectiveness and LREBG expenditures
- e School set up interest bearing accounts effective October 2023.
- f Primarily due to an increase of enrollment driven certificated personnel
- g Primarily due to an increase in restricted funded personnel, and estimated salary and hourly rate increases for classified personnel
- h Primarily due to increase in health benefits rate and increase in health benefits participation
- i Primarily due to increase in enrollment driven materials and services
- j Primarily due to increase in enrollment driven materials and services
- k Due to an estimated increase in asset purchases - employee computers and technology

California Virtual Academy at Fresno

Fiscal Year 2025-26
Preliminary Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	7,736,784
Cert. Supervisors' and Admin. Salaries	1300	$	358,631
Additional Certificated Personnel Pay	1900	$	1,599,307
Certificated Employee Benefits	3000-3999	$	2,855,958
Special Ed. - Certificated Contract Services (Certificated Portion - 90%)	5100	$	1,333,669
Certificated Staff Cost		**$**	**13,884,349**
Non-Certificated Support Salaries	2200	$	520,223
Non-Certificated Employee Benefits	3000-3999	$	216,452
Approved Textbooks and Core Curricula Materials	4100	$	4,115,341
Materials and Supplies	4300	$	158,219
Special Ed. - Certificated Contract Services (Non-certificated portion - 10%)	5100	$	148,185
Travel and Conferences	5200	$	147,292
Inst. Computers/Printers/Leasing	5600	$	1,044,893
Contract - Student Instructional Technology (7%)	5800	$	1,787,478
Other Instructional and Operating Expenditures	5800	$	15,594
ISP Services/Telephone	5900	$	297,288
Instruction & Instruction-Related Costs		**$**	**8,450,966**
Total Instructional Cost		**$**	**22,335,315**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 13,884,349	$ 27,822,652	49.90%
B. Total Instructional Costs	$ 22,335,315	$ 27,822,652	80.28%
C. PTR (Pupil-Teacher Ratio)	**14.58**	**: 1**	

Note:

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

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

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2025-26 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 3,319,602	$ -	$ 3,319,602
Technology Fees (7%)	$ 1,787,478	$ -	$ 1,787,478
OLS - Curriculum & Development	$ 3,210,340	$ -	$ 3,210,340
Instruction Materials	$ 748,719	$ -	$ 748,719
Inst. Computers/Printers/Leasing	$ 1,007,301	$ -	$ 1,007,301
Total Net K12, Inc.-Related Expenditures	**$ 10,073,440**	**$ -**	**$ 10,073,440**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 ADOPTED BUDGET

Charter School Name: California Virtual Academy @
(continued) Fresno
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

To the entity that approved the charter school:

(___) 2025-26 CHARTER SCHOOL ADOPTED BUDGET 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: June 25, 2025
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

(___) 2025-26 CHARTER SCHOOL ADOPTED BUDGET 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 Adopted Budget, please contact:

For Approving Entity:	For Charter School:
Mayra Sanchez	Francis "Paco" Burke
Name	Name
District Business Manager	Chief Business Official
Title	Title
559.237.0437	805.232.4142
Phone	Phone
msanchez@orangecenter.org	fburke@caliva.org
E-mail	E-mail

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

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 ADOPTED BUDGET - SUMMARY

Charter School Name: California Virtual Academy @ Fresno (continued)
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

Description	Object Code	2024-25 Estimated Actuals (X)	2025-26 Adopted Budget (Z)	Estimated Actuals vs. Adopted Budget Increase (Decrease) $ Difference (Z) vs. (X)	Estimated Actuals vs. Adopted Budget Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	22,107,867	24,222,623	2,114,756	9.57%
2. Federal Revenues	8100-8299	780,989	772,827	-8,162	-1.05%
3. Other State Revenues	8300-8599	2,513,151	2,737,339	224,187	8.92%
4. Other Local Revenues	8600-8799	66,849	89,863	23,014	34.43%
5. TOTAL REVENUES		25,468,856	27,822,652	2,353,796	9.24%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	8,560,924	9,694,722	1,133,798	13.24%
2. Non-certificated Salaries	2000-2999	374,434	520,223	145,789	38.94%
3. Employee Benefits	3000-3999	2,681,890	3,072,410	390,520	14.56%
4. Books and Supplies	4000-4999	4,144,498	4,273,561	129,063	3.11%
5. Services and Other Operating Expenditures	5000-5999	8,895,125	9,225,459	330,334	3.71%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	36,173	43,650	7,477	20.67%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		24,693,044	26,830,025	2,136,981	8.65%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		775,812	992,628	216,815	27.95%
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)		775,812	992,628	216,815	27.95%
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,065,602	1,890,630	825,028	77.42%
b. Adjustments to Beginning Balance	9793, 9795	49,216	0	-49,216	(100%)
c. Adjusted Beginning Balance		1,114,818	1,890,630		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,890,630	2,883,258		
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	1,890,630	2,883,258	992,628	53%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Adopted Budget - Detail

Charter School Name: California Virtual Academy @
(continued) Fresno
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	17,758,113	-	17,758,113	19,605,676	-	19,605,676
Education Protection Account State Aid - Current Year	8012	2,987,320	-	2,987,320	3,254,513	-	3,254,513
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	1,362,434	-	1,362,434	1,362,434	-	1,362,434
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		22,107,867	-	22,107,867	24,222,623	-	24,222,623
2. Federal Revenues							
No Child Left Behind	8290	-	461,575	461,575	-	515,706	515,706
Special Education - Federal	8181, 8182	-	287,322	287,322	-	257,122	257,122
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	32,092	32,092	-	-	-
Total, Federal Revenues		-	780,989	780,989	-	772,827	772,827
3. Other State Revenues							
Special Education - State	StateRevSE	-	1,429,997	1,429,997	-	1,522,872	1,522,872
All Other State Revenues	StateRevAO	367,562	715,593	1,083,154	396,654	817,812	1,214,466
Total, Other State Revenues		367,562	2,145,590	2,513,151	396,654	2,340,685	2,737,339
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	66,849	-	66,849	89,863	-	89,863
Total, Local Revenues		66,849	-	66,849	89,863	-	89,863
5. TOTAL REVENUES		22,542,277	2,926,579	25,468,856	24,709,140	3,113,512	27,822,652
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	6,195,331	929,764	7,125,095	6,200,359	1,536,425	7,736,784
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	177,070	143,018	320,088	220,069	138,562	358,631
Other Certificated Salaries	1900	987,533	128,208	1,115,741	1,420,336	178,971	1,599,307
Total, Certificated Salaries		7,359,934	1,200,990	8,560,924	7,840,763	1,853,959	9,694,722
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	122,103	252,331	374,434	169,645	350,578	520,223
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		122,103	252,331	374,434	169,645	350,578	520,223
3. Employee Benefits							
STRS	3101-3102	1,405,747	229,389	1,635,136	1,497,586	354,106	1,851,692
PERS	3201-3202	33,029	68,256	101,284	45,482	93,990	139,472
OASDI / Medicare / Alternative	3301-3302	167,817	35,571	203,388	192,253	40,751	233,004
Health and Welfare Benefits	3401-3402	609,078	75,021	684,099	693,369	88,448	781,817
Unemployment Insurance	3501-3502	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	49,032	8,951	57,983	56,172	10,254	66,426
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		2,264,703	417,187	2,681,890	2,484,862	587,549	3,072,410
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	4,008,742	17,813	4,026,555	4,097,136	18,205	4,115,341
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	110,499	7,444	117,943	148,233	9,986	158,219
Noncapitalized Equipment	4400	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		4,119,242	25,256	4,144,498	4,245,370	28,191	4,273,561

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 Adopted Budget - Detail

Charter School Name: California Virtual Academy @ Fresno (continued)
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2024-25 Estimated Actuals			2025-26 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	421	1,489,412	1,489,833	418	1,481,436	1,481,854
Travel and Conferences	5200	13,309	19,605	32,914	59,559	87,733	147,292
Dues and Memberships	5300	20,950	3,063	24,013	45,755	6,689	52,445
Insurance	5400	29,371	-	29,371	29,902	-	29,902
Operations and Housekeeping Services	5500	6,945	-	6,945	17,698	-	17,698
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,069,399	-	1,069,399	1,044,893	-	1,044,893
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	6,002,422	4,273	6,006,695	6,149,710	4,378	6,154,088
Communications	5900	232,218	3,737	235,955	292,580	4,708	297,288
Total, Services and Other Operating Expenditures		7,375,035	1,520,090	8,895,125	7,640,515	1,584,944	9,225,459
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*	36,173	-	36,173	43,650	-	43,650
Total, Capital Outlay		36,173	-	36,173	43,650	-	43,650
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		21,277,189	3,415,854	24,693,044	22,424,804	4,405,221	26,830,025
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,265,088	(489,276)	775,812	2,284,337	(1,291,709)	992,628
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	(405,162)	405,162	-	(1,291,709)	1,291,709	-
4. TOTAL OTHER FINANCING SOURCES / USES		(405,162)	405,162	-	(1,291,709)	1,291,709	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		859,926	(84,114)	775,812	992,628	-	992,628
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	1,065,602	-	1,065,602	1,890,630	-	1,890,630
b. Adjustments to Beginning Balance	9793, 9795	(34,898)	84,114	49,216	-	-	-
c. Adjusted Beginning Balance		1,030,704	84,114	1,114,818	1,890,630	-	1,890,630
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,890,630	-	1,890,630	2,883,258	-	2,883,258
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	1,890,630	-	1,890,630	2,883,258	-	2,883,258

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Fresno

Fiscal Year 2025-26
Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2025-26 (Y1)**	**FY 2026-27 (Y2)**	**FY 2027-28 (Y3)**
Estimated Enrollment	1,662	1,679	1,695
Estimated # Unduplicated Pupils	1,298	1,322	1,332
Estimated P2 ADA	1,604	1,620	1,636
Average Daily Attendance Growth Rate [1]	6.5%	1.0%	1.0%
Special Education	6.5%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.42%	2.98%	2.77%
Statutory Cost-of-Living Allowance (COLA)	2.30%	3.02%	3.42%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA [2]	2.88%	2.43%	3.36%
Estimated Certificated FTEs	94.1	95.1	96.0
% Increase (Decrease) Certificated FTEs	4.61%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	8.26%	2.99%	2.32%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.30%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	7.3	7.3	7.3
% Increase (Decrease) Classified FTEs	12.18%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	23.76%	2.98%	2.77%
CalPERS Employer Rate (statutory)	26.81%	26.90%	27.80%
Other State Revenues: Lottery	$ 496,207	$ 510,994	$ 525,148
Other State Revenues: Mandated Block Grant	$ 51,636	$ 53,196	$ 55,015
Other State Revenues: A-G Completion	$ 29,148	$ 30,028	$ 31,055
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 237,513	$ 244,685	$ 253,054
Other State Revenues: Educator Effectiveness	$ 65,080	$ 67,045	$ 69,338
Other State Revenues: Learning Recovery Emergency Block Grant	$ 334,883	$ 344,996	$ 356,795
Other Federal Revenues: ESSA CSI	$ -	$ -	$ -
Other Federal Revenues: ESSER I, II, III	$ -	$ -	$ -

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

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

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2025-26 Adopted Budget

Charter School Name: California Virtual Academy @ (continued) Fresno

CDS #: 10-62331-0137661

Charter Approving Entity: Orange Center Elementary School

County: Fresno

Charter #: 1492

Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	19,605,676	0	19,605,676	20,311,761	21,263,241
Education Protection Account State Aid - Current Year	8012	3,254,513	0	3,254,513	3,386,325	3,537,161
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	1,362,434	0	1,362,434	1,362,434	1,362,434
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		24,222,623	0	24,222,623	25,060,520	26,162,836
2. Federal Revenues						
No Child Left Behind	8290	0	515,706	515,706	531,074	545,784
Special Education - Federal	8181, 8182	0	257,122	257,122	259,693	262,290
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	0	0	0	0
Total, Federal Revenues		0	772,827	772,827	790,767	808,074
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,522,872	1,522,872	1,538,101	1,553,482
All Other State Revenues	StateRevAO	396,654	817,812	1,214,466	1,250,945	1,290,406
Total, Other State Revenues		396,654	2,340,685	2,737,339	2,789,046	2,843,888
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	89,863	0	89,863	0	0
Total, Local Revenues		89,863	0	89,863	0	0
5. TOTAL REVENUES		24,709,140	3,113,512	27,822,652	28,640,332	29,814,798
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	6,200,359	1,536,425	7,736,784	8,048,955	8,318,366
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	220,069	138,562	358,631	369,318	379,548
Other Certificated Salaries	1900	1,420,336	178,971	1,599,307	1,646,966	1,692,587
Total, Certificated Salaries		7,840,763	1,853,959	9,694,722	10,065,240	10,390,502
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	169,645	350,578	520,223	535,716	550,558
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		169,645	350,578	520,223	535,716	550,558
3. Employee Benefits						
STRS	3101-3102	1,497,586	354,106	1,851,692	1,922,461	1,984,586
PERS	3201-3202	45,482	93,990	139,472	144,108	153,055
OASDI / Medicare / Alternative	3301-3302	192,253	40,751	233,004	235,389	245,698
Health and Welfare Benefits	3401-3402	693,369	88,448	781,817	734,804	786,409
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	56,172	10,254	66,426	67,106	70,045
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		2,484,862	587,549	3,072,410	3,103,868	3,239,792

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2025-26 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Fresno
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	4,097,136	18,205	4,115,341	4,239,528	4,382,904
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	148,233	9,986	158,219	162,934	167,447
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		4,245,370	28,191	4,273,561	4,402,462	4,550,351
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	418	1,481,436	1,481,854	1,526,013	1,568,284
Travel and Conferences	5200	59,559	87,733	147,292	151,682	155,883
Dues and Memberships	5300	45,755	6,689	52,445	18,741	19,260
Insurance	5400	29,902	0	29,902	30,793	31,646
Operations and Housekeeping Services	5500	17,698	0	17,698	18,225	18,730
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,044,893	0	1,044,893	1,076,434	1,112,996
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	6,149,710	4,378	6,154,088	6,335,064	6,591,054
Communications	5900	292,580	4,708	297,288	306,147	314,627
Total, Services and Other Operating Expenditures		7,640,515	1,584,944	9,225,459	9,463,098.53	9,812,480.41
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*	43,650	0	43,650	44,950	46,195
Total, Capital Outlay		43,650	0	43,650	44,950	46,195
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		22,424,804	4,405,221	26,830,025	27,615,336	28,589,879
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,284,337	(1,291,709)	992,628	1,024,997	1,224,919
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,291,709)	1,291,709	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,291,709)	1,291,709	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		992,628	0	992,628	1,024,997	1,224,919

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2025-26 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Fresno
CDS #: 10-62331-0137661
Charter Approving Entity: Orange Center Elementary School
County: Fresno
Charter #: 1492
Fiscal Year: 2025-26

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2025-26 Unrestricted	FY 2025-26 Restricted	FY 2025-26 Total	2026-27 Projections	2027-28 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,890,630	0	1,890,630	2,883,258	3,908,255
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		1,890,630	0	1,890,630	2,883,258	3,908,255
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,883,258	0	2,883,258	3,908,255	5,133,173
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	2,883,258	0	2,883,258	3,908,255	5,133,173

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Fresno

Fiscal Year 2025-26

Preliminary Budget

FY 2025-26(Y1) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	**4,267,846**	**3,790,399**	**3,656,354**	**3,602,836**	**4,089,212**	**3,955,167**	**3,901,649**	**4,388,026**	**4,253,981**	**4,200,463**	**4,686,839**	**4,552,794**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	136,243	0	1,362,434
Net State Aid	8011	0	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,764,511	1,960,568	0	19,605,676
EPA	8012	813,628	0	0	813,628	0	0	813,628	0	0	813,628	0	0	0	3,254,513
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	193,207	0	0	193,207	0	0	193,207	0	0	193,207	0	0	772,827
Other State Revenues	8300-8599	136,867	136,867	410,601	136,867	136,867	410,601	136,867	136,867	410,601	136,867	136,867	410,601	0	2,737,339
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	89,863	0	89,863
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		**950,495**	**2,217,204**	**2,297,731**	**2,837,625**	**2,217,204**	**2,297,731**	**2,837,625**	**2,217,204**	**2,297,731**	**2,837,625**	**2,217,204**	**2,597,275**	**0**	**27,822,652**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	923,307	923,307	923,307	923,307	923,307	923,307	923,307	923,307	923,307	923,307	461,653	0	9,694,722
Classified Salaries	2000-2999	43,352	43,352	43,352	43,352	43,352	43,352	43,352	43,352	43,352	43,352	43,352	43,352	0	520,223
Employee Benefits	3000-3999	256,034	256,034	256,034	256,034	256,034	256,034	256,034	256,034	256,034	256,034	256,034	256,034	0	3,072,410
Supplies and Services	4000-5999	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	1,124,918	0	13,499,020
Capital Outlays	6000-6599	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	3,637	0	43,650
Other Outgo	7000-7499	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		**1,427,942**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**2,351,249**	**1,889,595**	**0**	**26,830,025**
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)		**(477,447)**	**(134,045)**	**(53,518)**	**486,376**	**(134,045)**	**(53,518)**	**486,376**	**(134,045)**	**(53,518)**	**486,376**	**(134,045)**	**707,680**	**0**	**992,628**
F. ENDING CASH (A + E)		**3,790,399**	**3,656,354**	**3,602,836**	**4,089,212**	**3,955,167**	**3,901,649**	**4,388,026**	**4,253,981**	**4,200,463**	**4,686,839**	**4,552,794**	**5,260,474**		
G. ENDING CASH, PLUS ACCRUALS															**5,260,474**

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at Fresno

Fiscal Year 2025-26

Preliminary Budget

FY 2026-27(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	5,260,474	4,783,999	4,650,718	4,598,651	5,114,259	4,980,979	4,928,911	5,444,520	5,311,239	5,259,171	5,774,780	5,641,499		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	122,619	136,243	0	1,362,434
Net State Aid	8011	0	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	1,828,058	2,031,176	0	20,311,761
EPA	8012	846,581	0	0	846,581	0	0	846,581	0	0	846,581	0	0	0	3,386,325
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	197,692	0	0	197,692	0	0	197,692	0	0	197,692	0	0	790,767
Other State Revenues	8300-8599	139,452	139,452	418,357	139,452	139,452	418,357	139,452	139,452	418,357	139,452	139,452	418,357	0	2,789,046
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		986,034	2,287,821	2,369,034	2,936,711	2,287,821	2,369,034	2,936,711	2,287,821	2,369,034	2,936,711	2,287,821	2,585,776	0	28,640,332
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	958,594	958,594	958,594	958,594	958,594	958,594	958,594	958,594	958,594	958,594	479,297	0	10,065,240
Classified Salaries	2000-2999	44,643	44,643	44,643	44,643	44,643	44,643	44,643	44,643	44,643	44,643	44,643	44,643	0	535,716
Employee Benefits	3000-3999	258,656	258,656	258,656	258,656	258,656	258,656	258,656	258,656	258,656	258,656	258,656	258,656	0	3,103,868
Supplies and Services	4000-5999	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	1,155,463	0	13,865,561
Capital Outlays	6000-6599	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	3,746	0	44,950
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		1,462,508	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	2,421,102	1,941,805	0	27,615,336
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)		(476,474)	(133,281)	(52,068)	515,609	(133,281)	(52,068)	515,609	(133,281)	(52,068)	515,609	(133,281)	643,971	0	1,024,997
F. ENDING CASH (A + E)		4,783,999	4,650,718	4,598,651	5,114,259	4,980,979	4,928,911	5,444,520	5,311,239	5,259,171	5,774,780	5,641,499	6,285,470		
G. ENDING CASH, PLUS ACCRUALS															6,285,470

Certificated Salary Schedule 25-26 SY

Years of Service	General Ed. BA Salary General Ed BA	General Ed. MA Salary General Ed MA	Leads and Curriculum Specialists BA Salary LC1	Leads and Curriculum Specialists MA Salary LC2	Principals and Coordinators Salary PCPS1	Principals and Coordinators Salary PCPS2	Assistant Director Salary AD	Director Salary DIR	Special Education Director Salary SPDIR
1	$ 64,419	$ 66,419	$ 68,704	$ 70,837	$ 84,876	$ 87,511	$ 89,698	$ 91,886	$100,331
2	$ 66,029	$ 68,029	$ 70,422	$ 72,555	$ 86,997	$ 89,633	$ 91,873	$ 94,114	$102,774
3	$ 67,680	$ 69,680	$ 72,183	$ 74,316	$ 89,172	$ 91,808	$ 94,103	$ 96,398	$105,278
4	$ 69,372	$ 71,372	$ 73,987	$ 76,120	$ 91,402	$ 94,037	$ 96,388	$ 98,739	$107,845
5	$ 72,841	$ 74,841	$ 77,686	$ 79,819	$ 95,972	$ 98,607	$ 101,072	$ 103,537	$113,106
6	$ 74,662	$ 76,662	$ 79,629	$ 81,762	$ 98,371	$ 101,006	$ 103,531	$ 106,057	$115,868
7	$ 76,528	$ 78,528	$ 81,619	$ 83,752	$ 100,830	$ 103,466	$ 106,052	$ 108,639	$118,700
8	$ 78,442	$ 80,442	$ 83,660	$ 85,793	$ 103,351	$ 105,986	$ 108,636	$ 111,286	$121,602
9	$ 80,403	$ 82,403	$ 85,751	$ 87,884	$ 105,935	$ 108,570	$ 111,284	$ 113,999	$124,576
10	$ 84,423	$ 86,423	$ 90,039	$ 92,172	$ 111,232	$ 113,867	$ 116,713	$ 119,560	$130,674
11	$ 86,533	$ 88,533	$ 92,290	$ 94,423	$ 114,012	$ 116,648	$ 119,564	$ 122,480	$133,876
12	$ 88,697	$ 90,697	$ 94,597	$ 96,730	$ 116,863	$ 119,498	$ 122,485	$ 125,473	$137,157
13	$ 90,914	$ 92,914	$ 96,962	$ 99,095	$ 119,784	$ 122,419	$ 125,480	$ 128,540	$140,521
14	$ 93,187	$ 95,187	$ 99,386	$ 101,519	$ 122,779	$ 125,414	$ 128,549	$ 131,685	$143,969
15	$ 95,517	$ 97,517	$ 101,871	$ 104,004	$ 125,848	$ 128,484	$ 131,696	$ 134,908	$147,502
16	$ 97,905	$ 99,905	$ 104,417	$ 106,551	$ 128,995	$ 131,630	$ 134,921	$ 138,211	$151,125
17	$ 100,352	$ 102,352	$ 107,028	$ 109,161	$ 132,220	$ 134,855	$ 138,226	$ 141,597	$154,837
18	$ 102,861	$ 104,861	$ 109,704	$ 111,837	$ 135,525	$ 138,160	$ 141,614	$ 145,068	$158,643
19	$ 105,433	$ 107,433	$ 112,446	$ 114,579	$ 138,913	$ 141,548	$ 145,087	$ 148,626	$162,543
20	$ 108,068	$ 110,068	$ 115,257	$ 117,390	$ 142,386	$ 145,021	$ 148,647	$ 152,272	$166,542
21	$ 110,230	$ 112,230	$ 117,562	$ 119,696	$ 145,234	$ 147,869	$ 151,566	$ 155,262	$169,820
22	$ 112,434	$ 114,434	$ 119,914	$ 122,047	$ 148,138	$ 150,773	$ 154,543	$ 158,312	$173,164
23	$ 114,683	$ 116,683	$ 122,312	$ 124,445	$ 151,101	$ 153,736	$ 157,580	$ 161,423	$176,575
24	$ 116,977	$ 118,977	$ 124,758	$ 126,891	$ 154,123	$ 156,758	$ 160,677	$ 164,596	$180,054
25	$ 119,316	$ 121,316	$ 127,253	$ 129,386	$ 157,206	$ 159,841	$ 163,837	$ 167,833	$183,603

Certificated Salary Schedule 25-26 SY

Years of Service	Occupational Therapist	School Psychologist/ Speech Language Pathologist	Lead School Psychologist/ Lead Speech Language Pathologist	Special Education BA	Special Education MA	Lead Education Specialist BA	Lead Education Specialist MA	Speech Language Pathologist	Assistant Sped Director
	Salary	Salary	Salary	Salary	Salary	Salary	Salary	Salary	Salary
	cupational Therap	chool Psychologis	LC5	pecial Education	Decial Education M	LC6	LC7	ch Language Pathc	ASTSPDIR
1	$ 94,509	$ 102,671	$ 108,443	$ 74,718	$ 76,718	$ 78,919	$ 81,031	$ 102,671	$97,942
2	$ 96,872	$ 105,238	$ 111,154	$ 76,586	$ 78,586	$ 80,892	$ 83,004	$ 105,238	$100,327
3	$ 99,294	$ 107,869	$ 113,933	$ 78,501	$ 80,501	$ 82,914	$ 85,026	$ 107,869	$102,771
4	$ 101,776	$ 110,566	$ 116,781	$ 80,463	$ 82,463	$ 84,987	$ 87,099	$ 110,566	$105,277
5	$ 106,865	$ 116,094	$ 122,620	$ 84,486	$ 86,486	$ 89,236	$ 91,348	$ 116,094	$110,413
6	$ 109,536	$ 118,996	$ 125,686	$ 86,598	$ 88,598	$ 91,467	$ 93,579	$ 118,996	$113,110
7	$ 112,275	$ 121,971	$ 128,828	$ 88,763	$ 90,763	$ 93,754	$ 95,866	$ 121,971	$115,873
8	$ 115,082	$ 125,020	$ 132,049	$ 90,983	$ 92,983	$ 96,097	$ 98,210	$ 125,020	$118,706
9	$ 117,959	$ 128,146	$ 135,350	$ 93,257	$ 95,257	$ 98,500	$ 100,612	$ 128,146	$121,610
10	$ 123,857	$ 134,553	$ 142,118	$ 97,920	$ 99,920	$ 103,425	$ 105,537	$ 134,553	$127,563
11	$ 126,953	$ 137,917	$ 145,671	$ 100,368	$ 102,368	$ 106,010	$ 108,123	$ 137,917	$130,688
12	$ 130,127	$ 141,365	$ 149,312	$ 102,877	$ 104,877	$ 108,661	$ 110,773	$ 141,365	$133,892
13	$ 133,380	$ 144,899	$ 153,045	$ 105,449	$ 107,449	$ 111,377	$ 113,490	$ 144,899	$137,175
14	$ 136,715	$ 148,522	$ 156,871	$ 108,085	$ 110,085	$ 114,162	$ 116,274	$ 148,522	$140,541
15	$ 140,132	$ 152,235	$ 160,793	$ 110,787	$ 112,787	$ 117,016	$ 119,128	$ 152,235	$143,990
16	$ 143,636	$ 156,040	$ 164,813	$ 113,557	$ 115,557	$ 119,941	$ 122,054	$ 156,040	$147,526
17	$ 147,227	$ 159,942	$ 168,933	$ 116,396	$ 118,396	$ 122,940	$ 125,052	$ 159,942	$151,151
18	$ 150,907	$ 163,940	$ 173,156	$ 119,306	$ 121,306	$ 126,013	$ 128,126	$ 163,940	$154,866
19	$ 154,680	$ 168,039	$ 177,485	$ 122,289	$ 124,289	$ 129,163	$ 131,276	$ 168,039	$158,673
20	$ 158,547	$ 172,240	$ 181,923	$ 125,346	$ 127,346	$ 132,393	$ 134,505	$ 172,240	$162,576
21	$ 161,718	$ 175,684	$ 185,561	$ 127,853	$ 129,853	$ 135,040	$ 137,153	$ 175,684	$165,777
22	$ 164,952	$ 179,198	$ 189,272	$ 130,410	$ 132,410	$ 137,741	$ 139,854	$ 179,198	$169,041
23	$ 168,251	$ 182,782	$ 193,058	$ 133,018	$ 135,018	$ 140,496	$ 142,608	$ 182,782	$172,371
24	$ 171,616	$ 186,438	$ 196,919	$ 135,678	$ 137,678	$ 143,306	$ 145,418	$ 186,438	$175,767
25	$ 175,049	$ 190,166	$ 200,857	$ 138,392	$ 140,392	$ 146,172	$ 148,285	$ 190,166	$179,232

Certificated Salary Schedule 25-26 SY

Years of Service	Academic Administrator or Deputy Head of School	Head of School	Instructional Coach	Instructional Coach	Guidance Counselor	Lead Guidance Counselors	Lead Speech Language Pathologist	Program Specialist	Program Specialist
	Salary	Salary	BA < 45	MA	Salary	Salary	Salary	BA < 45	MA
	DHOS	HOS	IC1	IC2	Guidance Counselo	LC4	LC8	PCPS3	PCPS4
1	$ 101,075	$ 124,827	$ 66,029	$ 68,079	$ 73,600	$ 77,738	$ 108,443	$93,062	95,553
2	$ 103,526	$ 127,854	$ 67,680	$ 69,730	$ 75,440	$ 79,681	$ 111,154	$95,389	97,880
3	$ 106,038	$ 130,957	$ 69,372	$ 71,422	$ 77,326	$ 81,673	$ 113,933	$97,774	100,265
4	$ 108,613	$ 134,137	$ 71,107	$ 73,157	$ 79,259	$ 83,715	$ 116,781	$100,218	102,709
5	$ 113,891	$ 140,655	$ 74,662	$ 76,712	$ 83,222	$ 87,901	$ 122,620	$105,229	107,720
6	$ 116,662	$ 144,078	$ 76,528	$ 78,578	$ 85,303	$ 90,098	$ 125,686	$107,860	110,351
7	$ 119,503	$ 147,586	$ 78,442	$ 80,492	$ 87,435	$ 92,351	$ 128,828	$110,556	113,047
8	$ 122,414	$ 151,181	$ 80,403	$ 82,453	$ 89,621	$ 94,660	$ 132,049	$113,320	115,811
9	$ 125,398	$ 154,867	$ 82,413	$ 84,463	$ 91,862	$ 97,026	$ 135,350	$116,153	118,644
10	$ 131,516	$ 162,422	$ 86,533	$ 88,583	$ 96,455	$ 101,877	$ 142,118	$121,961	124,452
11	$ 134,728	$ 166,389	$ 88,697	$ 90,747	$ 98,866	$ 104,424	$ 145,671	$125,010	127,501
12	$ 138,020	$ 170,455	$ 90,914	$ 92,964	$ 101,338	$ 107,035	$ 149,312	$128,135	130,626
13	$ 141,395	$ 174,622	$ 93,187	$ 95,237	$ 103,871	$ 109,711	$ 153,045	$131,338	133,829
14	$ 144,853	$ 178,894	$ 95,517	$ 97,567	$ 106,468	$ 112,454	$ 156,871	$134,622	137,113
15	$ 148,399	$ 183,272	$ 97,905	$ 99,955	$ 109,130	$ 115,265	$ 160,793	$137,987	140,478
16	$ 152,032	$ 187,760	$ 100,352	$ 102,402	$ 111,858	$ 118,147	$ 164,813	$141,437	143,928
17	$ 155,757	$ 192,360	$ 102,861	$ 104,911	$ 114,655	$ 121,100	$ 168,933	$144,973	147,464
18	$ 159,575	$ 197,075	$ 105,433	$ 107,483	$ 117,521	$ 124,128	$ 173,156	$148,597	151,088
19	$ 163,488	$ 201,908	$ 108,068	$ 110,118	$ 120,459	$ 127,231	$ 177,485	$152,312	154,803
20	$ 167,499	$ 206,862	$ 110,770	$ 112,820	$ 123,470	$ 130,412	$ 181,923	$156,120	158,611
21	$ 170,788	$ 210,924	$ 112,985	$ 115,035	$ 125,940	$ 133,020	$ 185,561	$159,243	161,734
22	$ 174,143	$ 215,067	$ 115,245	$ 117,295	$ 128,459	$ 135,680	$ 189,272	$162,427	164,918
23	$ 177,565	$ 219,293	$ 117,550	$ 119,600	$ 131,028	$ 138,394	$ 193,058	$165,676	168,167
24	$ 181,056	$ 223,604	$ 119,901	$ 121,951	$ 133,648	$ 141,162	$ 196,919	$168,989	171,480
25	$ 184,616	$ 228,001	$ 122,299	$ 124,349	$ 136,321	$ 143,985	$ 200,857	$172,369	174,860

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ Fresno (137661) - FY25-26 Adopted Budget	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	1,183	1,432	1,540	1,662	1,679	1,695
Unduplicated Pupil Count (UPC)	895	1,137	1,214	1,298	1,322	1,332
Unduplicated Pupil Percentage (UPP)	74.57%	75.67%	78.12%	78.75%	78.56%	78.48%
Current Year LCFF Average Daily Attendance (ADA)	1,164.72	1,387.72	1,505.75	1,603.54	1,619.58	1,635.77
Funded LCFF ADA	1,164.72	1,387.72	1,505.75	1,603.54	1,619.58	1,635.77
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	$11,584,935	$14,877,648	$16,294,436	$17,767,015	$18,486,602	$19,310,224
Grade Span Adjustment	413,665	525,476	573,195	614,835	639,770	667,811
Adjusted Base Grant	$11,998,600	$15,403,124	$16,867,631	$18,381,850	$19,126,372	$19,978,035
Supplemental Grant	1,789,471	2,331,109	2,635,398	2,895,141	3,005,136	3,135,753
Concentration Grant	1,526,282	2,069,487	2,534,868	2,837,698	2,929,012	3,049,048
Total Base, Supplemental and Concentration Grant	$15,314,353	$19,803,720	$22,037,897	$24,114,689	$25,060,520	$26,162,836
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	47,343	73,543	69,970	107,934	-	-
Total Allowance and Add-On Amounts	$47,343	$73,543	$69,970	$107,934	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$15,361,696**	**$19,877,263**	**$22,107,867**	**$24,222,623**	**$25,060,520**	**$26,162,836**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 15,361,696**	**$ 19,877,263**	**$ 22,107,867**	**$ 24,222,623**	**$ 25,060,520**	**$ 26,162,836**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 13,189	$ 14,324	$ 14,682	$ 15,106	$ 15,474	$ 15,994
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	15,361,696	19,877,263	22,107,867	24,222,623	25,060,520	26,162,836
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *1,096,572*	$ *1,236,903*	$ *1,362,434*	$ *1,362,434*	$ *1,362,434*	$ *1,362,434*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 962,799	$ 2,129,426	$ 2,987,320	$ 3,254,513	$ 3,386,325	$ 3,537,161
Net State Aid *(excludes Additional State Aid)*	$ 13,302,325	$ 16,510,934	$ 17,758,113	$ 19,605,676	$ 20,311,761	$ 21,263,241
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 15,361,696**	**$ 19,877,263**	**$ 22,107,867**	**$ 24,222,623**	**$ 25,060,520**	**$ 26,162,836**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 13,302,325	$ 16,510,934	$ 17,758,113	$ 19,605,676	$ 20,311,761	$ 21,263,241
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 232,944	$ 2,129,426	$ 2,987,320	$ 3,254,513	$ 3,386,325	$ 3,537,161
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 149,393	$ 10,004	$ 7,651	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,096,572	1,236,903	1,362,434	1,362,434	1,362,434	1,362,434
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 15,361,696	$ 19,877,263	$ 22,107,867	$ 24,222,623	$ 25,060,520	$ 26,162,836
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 15,361,696	$ 19,877,263	$ 22,107,867	$ 24,222,623	$ 25,060,520	$ 26,162,836
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant *(Excludes add-ons for TIIG & Transportation)*	[redacted]			$ 18,489,784	$ 19,126,372	$ 19,978,035
Supplemental and Concentration Grant funding in the LCAP year				$ 5,732,839	$ 5,934,148	$ 6,184,801
Projected Additional 15% Concentration Grant funding in the LCAP year				$ 654,852	$ 675,925	$ 703,626
Percentage to Increase or Improve Services				31.01%	31.03%	30.96%

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

APPROVED

BOARD REPORT # 04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

June 25, 2025

SUBJECT: The ratification of disbursements made by California Virtual Academy at Fresno from February 2025 through April 2025.

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at Fresno ratify the disbursements made by the school from February 2025 through April 2025.

BACKGROUND:

On a monthly basis, California Virtual Academy at Fresno 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 February 2025 through April 2025.

BUDGET IMPLICATIONS:

The total disbursements for the months of February, March, and April were $3,937,848, $3,014,495, and $2,734,521, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Fresno from February 2025 through April 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: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

California Virtual Academy at Fresno
Board Disbursements A/P Payment History
February 01, 2025 - February 28, 2025

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,338,361.76
California Virtual Academy @ Los Angeles	Intercompany Settlement	837,423.00
Insperity	PEO - Payroll Services and HR Admin Services provider	626,567.74
California Virtual Academy@ San Diego	Intercompany Settlement	357,280.00
Fresno County Office of Education	STRS/PERS Contribution	178,440.65
Beach Cities Learning Center	Special Education SAI Services	114,744.11
California Virtual Academy@Kings	Intercompany Settlement	113,997.00
Insight School of California	Intercompany Settlement	96,102.00
California Virtual Academy @Sutter	Intercompany Settlement	75,414.00
California Virtual Academy @ Maricopa	Intercompany Settlement	37,106.00
California Virtual Academy @ San Mateo	Intercompany Settlement	34,625.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	25,341.00
E-Therapy Intermediate, INC	Special Education Contracted Services	13,178.51
State Board of Equalization	Sales Tax	11,000.00
Effectual Educational Consulting Service	Special Education Services	9,022.40
Thera-Staffers	Language and Speech Therapy	8,411.34
El Paseo Children's Center, Inc.	Special Education Contracted Services	8,025.82
California Teachers Association	Union Dues	7,445.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	7,272.22
Anchor Counseling & Education Solutions	Special Education Contracted Services	4,435.53
Speech Guy, LLC	Special Education Contracted Services	4,265.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	3,918.12
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	3,290.65
Bridge The Gap Sped, LLC	Special Education Contracted Services	2,677.50
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,649.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,550.00
Behavior Education Consulting Center	Psychological Services for SPED Students	2,000.00
Grace Speech Therapy Corp.	SLP IEP Attendance	1,837.83
JEM FBO Californina Virtual Academy@Fresn	FR - 403b for January '25	1,402.00
Kadiant, LLC	Special Education Contracted Services	1,358.75
Jabbergym, LLC	Language and Speech Therapy	1,258.33
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	938.50
Adapted Child's Play	Special Education Contracted Services	937.27
SpeechRighter, Inc.	Special Education Contracted Services	573.75
Specialized Therapy Services Inc	Special Education Contracted Services	496.25
The Stepping Stones Group LLC	Special Education Contracted Services	406.25
eLuma	Special Individual Counseling Services	366.00
EMHSports USA, Inc	Special Education Contracted Services	360.00
Maryssa Worden	ISP Subsidy	240.00
Anthony D. Constancio	ISP Subsidy	240.00
Stepping Stones Therapy	Special Education Contracted Services	225.00
Clear Speech and Language	Language and Speech Therapy	210.00
Mary Garcia	ISP Subsidy	179.35
Oxford Consulting Services	Special Education Contracted Services	166.66
A1 Speech Therapy, Inc.	Special Education Contracted Services	160.00
Amazon Capital Services	Staff Office Supplies	154.37
Virtual Technologies Group, Inc.	Computer equip. & installation	147.23
Corie Blankenship	ISP Subsidy	146.67
Braille Abilities, LLC	Special Education Orientation and Mobility Services	127.50
Foundations Therapy Service	Special Education Contracted Services	124.25
Augmentative Communications Solutions	Special Education Contracted Services	120.00
Beyond Blindness, Inc.	Special Education Contracted Services	101.78
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	27.08
Grand Total		**3,937,848.17**

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5725 - Effectual Educational Consulting Service(CAVA @ Fresno)					482.40
	Bill Payment				
	Bill	02/21/2025	INV-09776		(482.40)
Bill Payment #5708 - Effectual Educational Consulting Service(CAVA @ Fresno)					4,685.00
	Bill Payment				
	Bill	02/21/2025	INV-09791		(150.00)
	Bill	02/21/2025	INV-09796		(260.00)
	Bill	02/21/2025	INV-09826		(1,140.00)
	Bill	02/21/2025	INV-09854		(125.00)
	Bill	02/21/2025	INV-09862		(140.00)
	Bill	02/21/2025	INV-09885		(1,950.00)
	Bill	02/21/2025	INV-09901		(920.00)
Bill Payment #5692 - Effectual Educational Consulting Service(CAVA @ Fresno)					3,855.00
	Bill Payment				
	Bill	02/13/2025	INV-09704		(330.00)
	Bill	02/13/2025	INV-09706		(180.00)
	Bill	02/13/2025	INV-09714		(270.00)
	Bill	02/13/2025	INV-09732		(195.00)
	Bill	02/13/2025	INV-09733		(2,730.00)
	Bill	02/13/2025	INV-09742		(150.00)
					0.00
Bill Payment #5712 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					882.75
	Bill Payment				
	Bill	02/21/2025	INV-08412		(96.00)
	Bill	02/21/2025	INV-08416		(66.50)
	Bill	02/21/2025	INV-08413		(62.75)
	Bill	02/21/2025	INV-08453		(166.25)
	Bill	02/21/2025	INV-08415		(133.00)
	Bill	02/21/2025	INV-08417		(59.00)
	Bill	02/21/2025	INV-08414		(299.25)
Bill Payment #5697 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,894.41
	Bill Payment				
	Bill	02/13/2025	INV-08360		(630.00)
	Bill	02/13/2025	INV-08355		(133.00)
	Bill	02/13/2025	INV-08369		(325.00)
	Bill	02/13/2025	INV-08370		(454.41)
	Bill	02/13/2025	INV-08371		(133.00)
	Bill	02/13/2025	INV-08372		(56.50)
	Bill	02/13/2025	INV-08373		(29.50)
	Bill	02/13/2025	INV-08396		(133.00)
Bill Payment #5676 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,140.96
	Bill Payment				
	Bill	02/06/2025	INV-08271		(291.75)
	Bill	02/06/2025	INV-08270		(434.46)
	Bill	02/06/2025	INV-08273		(56.50)
	Bill	02/06/2025	INV-08304		(66.50)
	Bill	02/06/2025	INV-08272		(133.00)
	Bill	02/06/2025	INV-08269		(99.75)
	Bill	02/06/2025	INV-08274		(59.00)
					0.00
Bill Payment #5677 - PrentGraf Ltd dba TalkPath Live(CAVA @ Fresno)					2,649.00
	Bill Payment				
	Bill	02/06/2025	INV-00963		(2,649.00)
					0.00
Bill Payment #ACHs for Feb '25 - Insperity(CAVA @ Fresno)					626,567.74
	Bill Payment				
	Bill	02/26/2025	Fresno payroll for Feb 2025	Fresno payroll for Feb 2025	(626,567.74)
					0.00
Bill Payment #5710 - Grace Speech Therapy Corp.(CAVA @ Fresno)					584.25
	Bill Payment				
	Bill	02/21/2025	INV-01620		(215.25)
	Bill	02/21/2025	INV-01627		(61.50)
	Bill	02/21/2025	INV-01628		(61.50)
	Bill	02/21/2025	INV-01649		(246.00)
Bill Payment #5696 - Grace Speech Therapy Corp.(CAVA @ Fresno)					522.75
	Bill Payment				
	Bill	02/13/2025	INV-01595		(123.00)
	Bill	02/13/2025	INV-01607		(399.75)
Bill Payment #5673 - Grace Speech Therapy Corp.(CAVA @ Fresno)					730.83
	Bill Payment				
	Bill	02/06/2025	INV-01521		(61.50)
	Bill	02/06/2025	INV-01532		(30.75)
	Bill	02/06/2025	INV-01552		(246.00)
	Bill	02/06/2025	INV-01558		(177.33)
	Bill	02/06/2025	INV-01570		(61.50)
	Bill	02/06/2025	INV-01583		(153.75)

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #5702 - Anchor Counseling & Education Solutions(CAVA @ Fresno)					2,337.46
	Bill Payment				
	Bill	02/21/2025	INV-07509		(1,774.96)
	Bill	02/21/2025	INV-07518		(562.50)
Bill Payment #5662 - Anchor Counseling & Education Solutions(CAVA @ Fresno)					2,098.07
	Bill Payment				
	Bill	02/06/2025	INV-07454		(356.74)
	Bill	02/06/2025	INV-07481		(1,553.83)
	Bill	02/06/2025	INV-07489		(187.50)
					0.00
Amount Unapplied - Bill Payment #5662 - Anchor Counseling & Education Solutions(CAVA @ Fresno)					
					0.00
Bill Payment #5687 - Axis Teletherapy(CAVA @ Fresno)					938.50
	Bill Payment				
	Bill	02/13/2025	INV-01270		(48.00)
	Bill	02/13/2025	INV-01325		(890.50)
					0.00
Bill Payment #5703 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Fresno)					1,674.43
	Bill Payment				
	Bill	02/21/2025	INV-01072		(1,579.18)
	Bill	02/21/2025	INV-01073		(95.25)
Bill Payment #5663 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Fresno)					1,616.22
	Bill Payment				
	Bill	02/06/2025	INV-01052		(1,616.22)
					0.00
Bill Payment #5704 - Bridge The Gap Sped, LLC(CAVA @ Fresno)					2,677.50
	Bill Payment				
	Bill	02/21/2025	INV-00252		(2,677.50)
					0.00
Bill Payment #5695 - EMHSports USA, Inc(CAVA @ Fresno)					360.00
	Bill Payment				
	Bill	02/13/2025	INV-03873		(360.00)
					0.00
Bill Payment #5675 - MK Innovations Inc dba The Silly Room(CAVA @ Fresno)					2,550.00
	Bill Payment				
	Bill	02/06/2025	INV-00717		(2,550.00)
					0.00
Bill Payment #5714 - Speech Guy, LLC(CAVA @ Fresno)					3,291.75
	Bill Payment				
	Bill	02/21/2025	INV-01295		(2,272.25)
	Bill	02/21/2025	INV-01305		(1,019.50)
Bill Payment #5679 - Speech Guy, LLC(CAVA @ Fresno)					973.25
	Bill Payment				
	Bill	02/06/2025	INV-01284		(482.50)
	Bill	02/06/2025	INV-01271		(490.75)
					0.00
Bill Payment #5667 - California Teachers Association(CAVA @ Fresno)					7,445.00
	Bill Payment				
	Bill	02/06/2025	Union Dues - 012025		(7,445.00)
					0.00
Bill Payment #5715 - Stepping Stones Therapy(CAVA @ Fresno)					112.50
	Bill Payment				
	Bill	02/21/2025	INV-00785		(112.50)
Bill Payment #5680 - Stepping Stones Therapy(CAVA @ Fresno)					112.50
	Bill Payment				
	Bill	02/06/2025	INV-00778		(112.50)
					0.00
Bill Payment #5716 - The Stepping Stones Group LLC(CAVA @ Fresno)					130.00
	Bill Payment				
	Bill	02/21/2025	INV-00744		(130.00)
Bill Payment #5699 - The Stepping Stones Group LLC(CAVA @ Fresno)					130.00
	Bill Payment				
	Bill	02/13/2025	INV-00733		(130.00)
Bill Payment #5682 - The Stepping Stones Group LLC(CAVA @ Fresno)					146.25
	Bill Payment				
	Bill	02/06/2025	INV-00704		(16.25)
	Bill	02/06/2025	INV-00720		(130.00)
					0.00
					1,900.00
Bill Payment #5689 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Fresno)					
	Bill Payment				
	Bill	02/13/2025	INV-00543		(1,900.00)
					23,441.00
Bill Payment #5668 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Fresno)	Bill Payment				

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5668 - Christy Bock dba Cornerstone	Bill	02/06/2025	INV-00529		(23,441.00)
					0.00
Bill Payment #5706 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					1,593.79
	Bill Payment				
	Bill	02/21/2025	INV-00539		(45.00)
	Bill	02/21/2025	INV-00533		(1,548.79)
Bill Payment #5690 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					2,296.66
	Bill Payment				
	Bill	02/13/2025	INV-00511		(2,251.66)
	Bill	02/13/2025	INV-00518		(45.00)
Bill Payment #5669 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					3,381.77
	Bill Payment				
	Bill	02/06/2025	INV-00472		(616.75)
	Bill	02/06/2025	INV-00494		(90.00)
	Bill	02/06/2025	INV-00487		(2,675.02)
					0.00
Bill Payment #5707 - E-Therapy Intermediate, INC(CAVA @ Fresno)					4,169.16
	Bill Payment				
	Bill	02/21/2025	INV-08403		(36.25)
	Bill	02/21/2025	INV-08375		(2,331.92)
	Bill	02/21/2025	INV-08460		(24.17)
	Bill	02/21/2025	INV-08431		(1,692.23)
	Bill	02/21/2025	INV-08417		(24.17)
	Bill	02/21/2025	INV-08439		(24.17)
	Bill	02/21/2025	INV-08443		(36.25)
Bill Payment #5691 - E-Therapy Intermediate, INC(CAVA @ Fresno)					3,337.98
	Bill Payment				
	Bill	02/13/2025	INV-08322		(290.00)
	Bill	02/13/2025	INV-08337		(3,023.81)
	Bill	02/13/2025	INV-08360		(24.17)
Bill Payment #5670 - E-Therapy Intermediate, INC(CAVA @ Fresno)					5,671.37
	Bill Payment				
	Bill	02/06/2025	INV-08249		(2,036.30)
	Bill	02/06/2025	INV-08251		(2,974.43)
	Bill	02/06/2025	INV-08292		(265.00)
	Bill	02/06/2025	INV-08272		(24.17)
	Bill	02/06/2025	INV-08276		(47.50)
	Bill	02/06/2025	INV-08280		(48.34)
	Bill	02/06/2025	INV-08283		(217.50)
	Bill	02/06/2025	INV-08315		(58.13)
Amount Unapplied - Bill Payment #5707 - E-Therapy Intermediate, INC(CAVA @ Fresno)					(0.00)
Amount Unapplied - Bill Payment #5691 - E-Therapy Intermediate, INC(CAVA @ Fresno)					0.00
Amount Unapplied - Bill Payment #5670 - E-Therapy Intermediate, INC(CAVA @ Fresno)					(0.00)
					(0.00)
Bill Payment #5693 - El Paseo Children's Center, Inc.(CAVA @ Fresno)					4,758.88
	Bill Payment				
	Bill	02/13/2025	INV-01217		(4,758.88)
Bill Payment #5671 - El Paseo Children's Center, Inc.(CAVA @ Fresno)					3,266.94
	Bill Payment				
	Bill	02/06/2025	INV-01207		(3,266.94)
					0.00
Bill Payment #5717 - Thera-Staffers(CAVA @ Fresno)					3,833.67
	Bill Payment				
	Bill	02/21/2025	INV-00706		(3,833.67)
Bill Payment #5683 - Thera-Staffers(CAVA @ Fresno)					4,577.67
	Bill Payment				
	Bill	02/06/2025	INV-00694		(4,577.67)
					0.00
Bill Payment #5700 - A1 Speech Therapy, Inc.(CAVA @ Fresno)					160.00
	Bill Payment				
	Bill	02/21/2025	INV-00355		(160.00)
					0.00
Bill Payment #5688 - Beyond Blindness, Inc.(CAVA @ Fresno)					101.78
	Bill Payment				
	Bill	02/13/2025	INV-00177		(101.78)
					0.00
Bill Payment #5698 - SpeechRighter, Inc.(CAVA @ Fresno)					573.75
	Bill Payment				
	Bill	02/13/2025	INV-00358		(573.75)
					0.00
Bill Payment #5728 - K12 MANAGEMENT INC	Bill Payment				39,080.00
Bill Payment #5727 - K12 MANAGEMENT INC	Bill Payment				2,302.61
Bill Payment #5726 - K12 MANAGEMENT INC	Bill Payment				627,798.27
Bill Payment #2/26/25 ACH - K12 MANAGEMENT INC					669,180.88
	Bill Payment				
	Bill	10/23/2024	INV-003-16853 _ FR-Sep.24-Lease	INV-003-16853 _ FR-Sep.24-Lease	(2,257.61)

K12 : SA : Full Financials CA Node : CAVAFRES
Board Disbursements A/P Payment History by Vendor
February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2/26/25 ACH - K12 MANAGEMENT	Bill	10/24/2024	INV-003-16919 _ FR-Oct.24-Adobe Lic	INV-003-16919 _ FR-Oct.24-Adobe Lic	(140.00)
	Bill	10/24/2024	INV-003-16938 _ FR-Sep.24-Hotspots	INV-003-16938 _ FR-Sep.24-Hotspots	(45.00)
	Bill	10/24/2024	INV-003-17004 _ FR-Sep.24-OLS	INV-003-17004 _ FR-Sep.24-OLS	(8,795.00)
	Bill	10/21/2024	INV-003-16714 _ FR-Oct.24-MAT	INV-003-16714 _ FR-Oct.24-MAT	(34,300.14)
	Bill	10/21/2024	INV-003-16683 _ FR-Sep.24-SS&T	INV-003-16683 _ FR-Sep.24-SS&T	(426,198.00)
	Bill	10/21/2024	INV-003-16805 FR-Oct.24-COM	INV-003-16805 FR-Oct.24-COM	(115,195.00)
	Bill	10/29/2024	INV-003-17042 _ FR-Oct.24-TchrOLS (Rev)	INV-003-17042 _ FR-Oct.24-TchrOLS (Rev)	(38,940.00)
	Bill	11/15/2024	INV-003-17303 _ FR-Nov.24-OLS	INV-003-17303 _ FR-Nov.24-OLS	(43,310.13)
					669,180.88
Bill Payment #5694 - eLuma(CAVA @ Fresno)	Bill Payment				366.00
	Bill	02/13/2025	VST-01176		(366.00)
					0.00
Bill Payment #5678 - Specialized Therapy Services Inc(CAVA @ Fresno)	Bill Payment				496.25
	Bill	02/06/2025	INV-01307		(496.25)
					0.00
Bill Payment #5674 - Kadiant, LLC(CAVA @ Fresno)	Bill Payment				1,358.75
	Bill	02/06/2025	INV-00198		(1,358.75)
					0.00
Bill Payment #5728 - K12 MANAGEMENT INC	Journal	02/25/2025	JE-167-2345	** K12 pmts should be an ACH, not a check** INV-003-16919 _ FR-Oct.24-Adobe Lic	(39,080.00)
Bill Payment #5727 - K12 MANAGEMENT INC	Journal	02/25/2025	JE-167-2344	** K12 pmts should be ACH, not a check** INV-003-16853 _ FR-Sep.24-Lease	(2,302.61)
Bill Payment #5726 - K12 MANAGEMENT INC	Journal	02/25/2025	JE-167-2343	** K12 pmts should be ACH, not a check** INV-003-16714 _ FR-Oct.24-MAT	(627,798.27)
					(669,180.88)
Bill Payment #ACH 2/20/25 - State Board of Equalization(CAVA @ Fresno)	Bill Payment				11,000.00
	Bill	01/22/2025	Use Tax for Jan 2025	Use Tax for Jan 2025	(10,712.00)
	Bill	02/21/2025	Use Tax TRUEUP for Jan 2025	Use Tax TRUEUP for Jan 2025	(288.00)
					0.00
Bill Payment #5709 - Foundations Therapy Service(CAVA @ Fresno)	Bill Payment				75.75
	Bill	02/21/2025	INV-00916		(75.75)
Bill Payment #5672 - Foundations Therapy Service(CAVA @ Fresno)	Bill Payment				48.50
	Bill	02/06/2025	INV-00906		(48.50)
					0.00
Bill Payment #5730 - Fresno County Office of Education(CAVA @ Fresno)	Bill Payment				405.00
	Bill	02/26/2025	FR - Feb 2025 STRS Sub Fee	FR - Feb 2025 STRS Sub Fee	(405.00)
Bill Payment #5729 - Fresno County Office of Education(CAVA @ Fresno)	Bill Payment				178,035.65
	Bill	02/26/2025	FR - Feb 2025 STRS	FR - Feb 2025 STRS	(178,035.65)
					0.00
Bill Payment #ACH 2/26/25 - JEM FBO California Virtual Academy@Fresn(CAVA @ Fresno)	Bill Payment				632.00
	Bill	02/25/2025	403b (2) for Feb '25	403b (2) for Feb '25	(632.00)
Bill Payment #ACH 2/11/25 - JEM FBO California Virtual Academy@Fresn(CAVA @ Fresno)	Bill Payment				770.00
	Bill	02/18/2025	403b (1) for Feb '25	403b (1) for Feb '25	(770.00)
					0.00
Bill Payment #5701 - Adapted Child's Play(CAVA @ Fresno)	Bill Payment				937.27
	Bill	02/21/2025	INV-00534		(937.27)
					0.00
Bill Payment #5685 - Amazon Capital Services(CAVA @ Fresno)	Bill Payment				154.37
	Bill	02/13/2025	1WJ4-QGQ4-LJ34		(154.37)
					0.00
Bill Payment #5686 - Augmentative Communications Solutions(CAVA @ Fresno)	Bill Payment				120.00
	Bill	02/13/2025	INV-00579		(120.00)
					0.00
Bill Payment #5664 - Beach Cities Learning Center(CAVA @ Fresno)	Bill Payment				114,744.11
	Bill	02/06/2025	LIS0025299		(37,117.58)
	Bill	02/06/2025	LIS0025671		(40,072.43)
	Bill	02/06/2025	LIS0027127		(37,554.10)
					0.00
Bill Payment #5666 - Braille Abilities, LLC(CAVA @ Fresno)	Bill Payment				127.50
	Bill	02/06/2025	INV-00261		(127.50)
					0.00
Bill Payment #5711 - Jabbergym, LLC(CAVA @ Fresno)	Bill Payment				1,258.33

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

February 01, 2025 - February 28, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5711 - Jabbergym, LLC(CAVA @	Bill	02/21/2025	INV-00101		(1,258.33)
					0.00
Bill Payment #5713 - Oxford Consulting					166.66
Services(CAVA @ Fresno)	Bill Payment				
	Bill	02/21/2025	INV-01770		(66.66)
	Bill	02/21/2025	INV-01771		(100.00)
					0.00
Bill Payment #5684 - Virtual Technologies Group,					147.23
Inc.(CAVA @ Fresno)	Bill Payment				
	Bill	02/06/2025	213745		(115.05)
	Bill	02/06/2025	213797		(32.18)
					0.00
Bill Payment #5665 - Behavior Education					2,000.00
Consulting Center(CAVA @ Fresno)	Bill Payment				
	Bill	02/06/2025	INV-00038		(2,000.00)
					0.00
Bill Payment #5681 - The Miri Center. A					27.08
Professional Psychological Corporation(CAVA @					
Fresno)	Bill Payment				
	Bill	02/06/2025	INV-00522		(27.08)
					0.00
Bill Payment #1383 - Anthony D. Constancio(CAVA					240.00
@ Fresno)	Bill Payment				
	Bill	02/21/2025	Feb 2025 ISP Reissue		(240.00)
					0.00
Bill Payment #1384 - Corie Blankenship(CAVA @					146.67
Fresno)	Bill Payment				
	Bill	02/21/2025	Feb 2025 ISP Reissue		(146.67)
					0.00
					179.35
Bill Payment #1385 - Mary Garcia(CAVA @ Fresno)	Bill Payment				
	Bill	02/21/2025	Feb 2025 ISP Reissue		(179.35)
					0.00
Bill Payment #1386 - Maryssa Worden(CAVA @					240.00
Fresno)	Bill Payment				
	Bill	02/21/2025	Feb 2025 ISP Reissue		(240.00)
					0.00
Bill Payment #5705 - Clear Speech and					210.00
Language(CAVA @ Fresno)	Bill Payment				
	Bill	02/21/2025	INV-00026		(210.00)
					0.00
Bill Payment #5718 - California Virtual Academy @					837,423.00
Los Angeles(CAVA @ Fresno)	Bill Payment				
	Bill	02/25/2025	Interco pmt to LA Feb '25	Interco pmt to LA Feb '25	(837,423.00)
					0.00
Bill Payment #5719 - California Virtual Academy @					37,106.00
Maricopa(CAVA @ Fresno)	Bill Payment				
	Bill	02/25/2025	Interco pmt to CAVA Maricopa - Feb '25	Interco pmt to CAVA Maricopa - Feb '25	(37,106.00)
					0.00
Bill Payment #5720 - California Virtual Academy @					34,625.00
San Mateo(CAVA @ Fresno)	Bill Payment				
			FR * Intercompany payment to SM - Feb		(34,625.00)
	Bill	02/25/2025	'25	FR * Intercompany payment to SM - Feb '25	
					0.00
Bill Payment #5721 - California Virtual Academy					75,414.00
@Sutter(CAVA @ Fresno)	Bill Payment				
	Bill	02/25/2025	FR * Interco pmt to SU - Feb '25	FR * Interco pmt to SU - Feb '25	(75,414.00)
					0.00
Bill Payment #5722 - California Virtual Academy@					357,280.00
San Diego(CAVA @ Fresno)	Bill Payment				
					(357,280.00)
	Bill	02/25/2025	FR * Intercompany payment to SD - Feb '25	FR * Intercompany payment to SD - Feb '25	
					0.00
Bill Payment #5723 - California Virtual					113,997.00
Academy@Kings(CAVA @ Fresno)	Bill Payment				
	Bill	02/25/2025	Intercompany payment to KI - Feb '25	Intercompany payment to KI - Feb '25	(113,997.00)
					0.00
Bill Payment #5724 - Insight School of					96,102.00
California(CAVA @ Fresno)	Bill Payment				
			FR * Intercompany payment to ISCA - Feb		(96,102.00)
	Bill	02/25/2025	'25	FR * Intercompany payment to ISCA - Feb '25	
					0.00
					0.00
				Total	3,937,848.17

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Green Hasson & Janks LLP	1,532.93
Smile From The Inside, Inc.	1,386.48
Effectual Educational Consulting Service	1,220.67
Robert Half Inc.	1,159.31
Law Offices of Young, Minney & Corr, LLP	1,083.90
Document Tracking Services	1,012.00
Barrington Staffing Services	782.34
Expedited Reports	705.99
AppleOne Employment Services	671.65
Procopio, Cory, Hargreaves & Savitch, LLP	597.54
NCS Pearson, Inc.	551.05
FusionPlus Inc	507.25
UPS	405.25
Solution Tree	402.29
DataBasics, Inc.	363.17
AXIS Teletherapy	331.09
Express Employment Professionals	254.10
The Back Room Inc	232.66
Supreme Facility Services, Inc.	222.51
Quill Corporation	219.21
De Lage Landen Financial Services Inc.	179.63
Southern California Edison	179.06
AT&T Mobility	172.70
Comm-Core	129.86
Amazon	129.67
ULINE	108.52
Bill.com	103.61
Speech Guy, LLC	86.45
Verizon Wireless	56.17
Specialized Therapy Services Inc	43.69
Carmen Gomez Ruiz	40.58
Urbane Café	40.20
PilotCity Inc.	39.76
Campus Bible Church	37.77
Everon, LLC	34.11
Sparkletts	25.04
Waste Management	24.62
Orkin	23.33
Doctors Wellness Company LLC dba WellnessMart MD	20.97
Interpreters Unlimited	17.90
Pitney Bowes Global Financial Services	15.60
TheraStaffers	14.86

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Paper Recycling & Shredding	14.61
Integration Inc.	13.67
Zoom Video Communications, Inc.	4.22
Grand Total	**15,198.00**

Transaction Details
CAVA @ Fresno

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3012	January	600.00	40.58
	Operations and Housekeeping Services Total					600.00	40.58
Carmen Gomez Ruiz Total						600.00	40.58
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 592977	January (1-23)	108.00	7.30
				LLC 594068	February (2-6)	108.00	7.30
	Office Expense Total					216.00	14.61
Paper Recycling & Shredding Total						216.00	14.61
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E045	January (1-25)	885.54	59.89
				LLC 000073Y68E055	Febuary (2-1)	1,995.12	134.94
				LLC 000073Y68E065	February (2-8)	1,017.92	68.85
				LLC 000073Y68E075	February (2-15)	702.15	47.49
			280 SPED	LLC 0000V9159W045	January (1-25)	422.31	25.31
				LLC 0000V9159W055	Febuary (2-1)	376.60	22.57
				LLC 0000V9159W065	February (2-8)	438.28	26.26
				LLC 0000V9159W075	February (2-15)	332.89	19.95
	Shipping Total					6,170.81	405.25
UPS Total						6,170.81	405.25
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7076034-0283-5	February	167.38	11.32
				LLC 7076050-0283-1	February	196.57	13.29
	Operations and Housekeeping Services Total					363.95	24.62
Waste Management Total						363.95	24.62
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44448	January (1-26)	1,948.59	131.79
			280 SPED	LLC 44488	February (2-9)	1,340.26	80.32
				LLC 44505	February (2-16)	1,319.13	79.05
	Outside Service Total					4,607.98	291.15
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44467	Febuary (2-2)	3,013.29	203.80
				LLC 44488	February (2-9)	2,253.06	152.38
				LLC 44505	February (2-16)	1,282.00	86.71
			280 SPED	LLC 44467	Febuary (2-2)	805.97	48.30
	Outside Service Total					7,354.32	491.18
Barrington Staffing Services Total						11,962.30	782.34
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1019	Febuary (2-1)	7,500.00	507.25
	Outside Service-General Total					7,500.00	507.25
FusionPlus Inc Total						7,500.00	507.25
Law Offices of Young, Minney & Corr, LLP	Legas Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 13488	November	13,840.00	1,045.58
			280 SPED	LLC 13488	November	562.50	38.33
	Legas Fees Total					14,402.50	1,083.90
Law Offices of Young, Minney & Corr, LLP Total						14,402.50	1,083.90
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC T-930650081	January	10,571.64	1,012.00
	Outside Service-General Total					10,571.64	1,012.00
Document Tracking Services Total						10,571.64	1,012.00
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6105153027	January	830.50	56.17
	Telephone - Adminstration Total					830.50	56.17
Verizon Wireless Total						830.50	56.17
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1097751	Febuary	1,920.11	129.86
	Communications Total					1,920.11	129.86
Comm-Core Total						1,920.11	129.86
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4275	Febuary (2-1)	3,290.00	222.51
	Operations and Housekeeping Services Total					3,290.00	222.51
Supreme Facility Services, Inc. Total						3,290.00	222.51
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-4137281-9957039	February	(61.12)	(4.13)
				113-5205162-8373006	January	45.68	3.09
				112-3909785-2621051	February	186.97	12.65
				112-7220344-2905806	February	35.18	2.38
				112-9482949-3509043	February	217.48	14.71

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-3622174-6291457	February	103.96	7.03
				112-3320155-6361066	February	41.39	2.80
				111-7522525-2576261	February	35.00	2.37
				112-8568811-4301059	February	23.01	1.56
				112-2549518-2830635	February	22.19	1.50
				112-7445104-9185047	February	155.23	10.50
				112-0955535-8609049	February	32.72	2.21
				112-9898960-6602639	February	114.64	7.75
				112-2270113-0249049	February	141.85	9.59
				112-3670263-4733801	February	8.57	0.58
				112-8709693-7983457	February	14.97	1.01
				112-4205415-0021006	February	139.41	9.43
				112-1033449-8897856	February	22.72	1.54
				112-3184843-8824238	February	300.28	20.31
				112-6437011-8842669	February	23.05	1.56
				112-9940641-2573053	February	141.85	9.59
				112-9705144-2508252	February	16.70	1.13
				112-4689530-3620215	February	27.89	1.89
				112-2737160-5754622	February	127.62	8.63
	Office Expense Total					1,917.24	129.67
Amazon Total						1,917.24	129.67
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 42399929	January (1-14)	809.74	54.77
				LLC 42525876	January (1-22)	787.18	53.24
				LLC 42549449	January (1-23)	481.02	32.53
				LLC 42549611	January (1-23)	273.27	18.48
				LLC 42697855	February (2-3)	889.96	60.19
	Office Expense Total					3,241.17	219.21
Quill Corporation Total						3,241.17	219.21
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578012825	February	796.80	53.89
				LLC 5024759906	February	1,756.68	118.81
	Communications Total					2,553.48	172.70
AT&T Mobility Total						2,553.48	172.70
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3539	January	3,440.00	232.66
	Outside Service-General Total					3,440.00	232.66
The Back Room Inc Total						3,440.00	232.66
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7031135	January (1-18)	2,822.44	190.89
				LLC 01-7035689	January (1-25)	2,304.96	155.89
				LLC 01-7039332	February (2-1)	2,236.50	151.26
				LLC 01-7043562	February (2-8)	2,566.83	173.60
	Outside Service Total					9,930.73	671.65
AppleOne Employment Services Total						9,930.73	671.65
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-8173	January	310.00	20.97
	Outside Service-General Total					310.00	20.97
Doctors Wellness Company LLC dba WellnessMart MD Total						310.00	20.97
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25020221305	February	1,410.00	103.61
	Dues and Memberships Total					1,410.00	103.61
Bill.com Total						1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681021025	January	2,647.49	179.06
	Utilities Total					2,647.49	179.06
Southern California Edison Total						2,647.49	179.06
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 188148610	January (1-21)	1,604.52	108.52
	Office Expense Total					1,604.52	108.52

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
ULINE Total						**1,604.52**	**108.52**
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC S316191	January (1-30)	1,920.00	141.71
			630 Title III	LLC S316398	January (1-31)	2,800.00	260.58
	Teacher Training Total					**4,720.00**	**402.29**
Solution Tree Total						**4,720.00**	**402.29**
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83506623	February	2,655.93	179.63
	Equipment Rental Expense Total					**2,655.93**	**179.63**
De Lage Landen Financial Services Inc. Total						**2,655.93**	**179.63**
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814515	Febuary	5,369.75	363.17
	Outside Service-General Total					**5,369.75**	**363.17**
DataBasics, Inc. Total						**5,369.75**	**363.17**
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1026874295	January (1-31)	162.99	11.02
				LLC 3107059295	January (1-28)	67.73	4.58
	Office Expense Total					**230.72**	**15.60**
Pitney Bowes Global Financial Services Total						**230.72**	**15.60**
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 021625	February	370.22	25.04
	Office Expense Total					**370.22**	**25.04**
Sparkletts Total						**370.22**	**25.04**
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3322	January	5,525.00	331.09
	Subagreements for Services Total					**5,525.00**	**331.09**
AXIS Teletherapy Total						**5,525.00**	**331.09**
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2212	Febuary	15,000.00	1,014.50
				LLC 2213	February	5,500.00	371.98
	Outside Service-General Total					**20,500.00**	**1,386.48**
Smile From The Inside, Inc. Total						**20,500.00**	**1,386.48**
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64560091	January (1-21)	11,038.00	746.54
				LLC 64586114	January (1-24)	1,300.03	87.93
				LLC 64600913	January (1-31)	1,626.26	109.99
				LLC 64637915	February (2-7)	1,627.47	110.07
				LLC 64652170	February (2-14)	1,549.41	104.79
	Outside Service Total					**17,141.17**	**1,159.31**
Robert Half Inc. Total						**17,141.17**	**1,159.31**
NCS Pearson, Inc.	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC 321363	January (1-30)	9,195.60	551.05
	Materials and Supplies Total					**9,195.60**	**551.05**
NCS Pearson, Inc. Total						**9,195.60**	**551.05**
Speech Guy, LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC AAC-2501b	January	1,268.75	86.45
	Subagreements for Services Total					**1,268.75**	**86.45**
Speech Guy, LLC Total						**1,268.75**	**86.45**
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	101 General	LLC 12846	November	2,080.00	140.68
				LLC 12906	December	1,495.00	101.11
			280 SPED	LLC 12846	November	7,920.00	474.61
				LLC 12906	December	8,415.00	504.27
	Subagreements for Services Total					**19,910.00**	**1,220.67**
Effectual Educational Consulting Service Total						**19,910.00**	**1,220.67**
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INVOICE001170	December (12-15)	11,781.25	705.99
	Subagreements for Services Total					**11,781.25**	**705.99**
Expedited Reports Total						**11,781.25**	**705.99**
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 157703593	January (1-8)	429.38	29.04
				LLC 157711637	January (1-9)	75.00	5.07
	Operations and Housekeeping Services Total					**504.38**	**34.11**
Everon, LLC Total						**504.38**	**34.11**
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 250221	February (2-14)	13.14	0.89
	Postage Total					**13.14**	**0.89**
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 250221	February (2-14)	189.00	12.78

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Integration Inc.	Printing Expense Total					189.00	12.78
Integration Inc. Total						202.14	13.67
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 20873	January (1-25)	20,291.00	1,532.93
	Accounting Fees Total					20,291.00	1,532.93
Green Hasson & Janks LLP Total						20,291.00	1,532.93
Interpreters Unlimited	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 414170	January	264.60	17.90
	Outside Service-General Total					264.60	17.90
Interpreters Unlimited Total						264.60	17.90
Urbane Café	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	139932	February	594.32	40.20
	Office Expense Total					594.32	40.20
Urbane Café Total						594.32	40.20
Campus Bible Church	Prepaid Other	13514 Prepaid Other	101 General	LLC 1205	December (12-16)	500.00	37.77
	Prepaid Other Total					500.00	37.77
Campus Bible Church Total						500.00	37.77
Specialized Therapy Services Inc	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC Oct & Nov 2024 DHH	Oct-Nov	641.25	43.69
	Subagreements for Services Total					641.25	43.69
Specialized Therapy Services Inc Total						641.25	43.69
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV293486020	February (2-18)	49.00	4.22
	Non K12 Curriculum Total					49.00	4.22
Zoom Video Communications, Inc. Total						49.00	4.22
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 272873821	January (1-7)	155.00	10.48
				LLC 273808420	February (2-4)	155.00	10.48
				LLC 278486797	February (2-4)	35.00	2.37
	Operations and Housekeeping Services Total					345.00	23.33
Orkin Total						345.00	23.33
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 31910300	January (1-26)	853.05	57.69
				LLC 31936732	February (2-2)	1,452.00	98.20
				LLC 31959754	February (2-9)	1,452.00	98.20
	Outside Service Total					3,757.05	254.10
Express Employment Professionals Total						3,757.05	254.10
PilotCity Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC 1607	January (1-31)	400.00	39.76
	Non K12 Curriculum Total					400.00	39.76
PilotCity Inc. Total						400.00	39.76
Procopio, Cory, Hargreaves & Savitch, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 918668	December	6,317.50	427.27
				LLC 921016	January	2,517.50	170.27
	Legal Fees Total					8,835.00	597.54
Procopio, Cory, Hargreaves & Savitch, LLP Total						8,835.00	597.54
TheraStaffers	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12345	January	248.00	14.86
	Subagreements for Services Total					248.00	14.86
TheraStaffers Total						248.00	14.86
Grand Total						220,182.57	15,198.00

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,594,443.90
Orange Center School District	Annual Oversight & Administrative Fee	356,753.00
ADP, Inc.	Payroll Services	350,300.39
Fresno County Office of Education	STRS/PERS Contribution	167,921.55
California Virtual Academy @ Los Angeles	Intercompany Settlement	155,916.00
Insperity	PEO - Payroll Services and HR Admin Services provider	143,304.97
California Virtual Academy@ San Diego	Intercompany Settlement	51,745.00
California Virtual Academy@Kings	Intercompany Settlement	32,193.00
Beach Cities Learning Center	Special Education SAI Services	20,795.78
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	18,645.28
State Board of Equalization	Sales Tax	15,000.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	10,035.94
E-Therapy Intermediate, INC	Special Education Contracted Services	8,935.77
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	8,643.39
California Teachers Association	Union Dues	7,941.00
Effectual Educational Consulting Service	Special Education Services	7,219.03
Anchor Counseling & Education Solutions	Special Education Contracted Services	6,333.23
Speech Guy, LLC	Special Education Contracted Services	5,975.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	5,770.53
El Paseo Children's Center, Inc.	Special Education Contracted Services	5,400.60
Kadiant, LLC	Special Education Contracted Services	5,391.05
Grace Speech Therapy Corp.	SLP IEP Attendance	4,660.38
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	4,396.05
Thera-Staffers	Language and Speech Therapy	3,606.34
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,940.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,337.65
Virtual Technologies Group, Inc.	Computer equip. & installation	1,727.23
Specialized Therapy Services Inc	Special Education Contracted Services	1,581.25
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	1,556.89
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,293.75
Stepping Stones Therapy	Special Education Contracted Services	1,195.00
Jabbergym, LLC	Language and Speech Therapy	1,166.66
SpeechRighter, Inc.	Special Education Contracted Services	1,113.75
Behavioral & Educational Consulting Inc	Behavior Intervention	1,075.00
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	920.75
Adapted Child's Play	Special Education Contracted Services	855.79
Jessica Lteif	Occupational Therapy for SPED Students	720.00
The Stepping Stones Group LLC	Special Education Contracted Services	715.00
EMHSports USA, Inc	Special Education Contracted Services	540.00
Bay Area SpeechWorks	Special Education Contracted Services	525.00
Augmentative Communications Solutions	Special Education Contracted Services	440.00
Judith A. Kroeger, Inc.	Special Education Contracted Services	435.50
eLuma	Special Individual Counseling Services	350.75
Beyond Blindness, Inc.	Special Education Contracted Services	237.49
Foundations Therapy Service	Special Education Contracted Services	212.00
Clear Speech and Language	Language and Speech Therapy	178.32
Oxford Consulting Services	Special Education Contracted Services	166.68
A1 Speech Therapy, Inc.	Special Education Contracted Services	160.00
Amazon Capital Services	Staff Office Supplies	133.61
The Talk Team	Augmentative and Alternative Communication	130.00
Comptroller of the State of New York	Consulting	127.88
Empow3r Education	Special Education Contracted Services	125.00
Behavior Education Consulting Center	Psychological Services for SPED Students	115.00
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	92.08
Grand Total		**3,014,495.21**

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

March 01, 2025 - March 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5794 - Effectual Educational Consulting Service(CAVA @ Fresno)					6,141.53
	Bill Payment				
	Bill	03/25/2025	INV-10004		(693.20)
	Bill	03/25/2025	INV-10013		(93.33)
	Bill	03/25/2025	INV-10015		(90.00)
	Bill	03/25/2025	INV-10043		(150.00)
	Bill	03/25/2025	INV-10064		(455.00)
	Bill	03/25/2025	INV-10073		(780.00)
	Bill	03/25/2025	INV-10082		(2,340.00)
	Bill	03/25/2025	INV-10107		(140.00)
	Bill	03/25/2025	INV-10117		(480.00)
	Bill	03/25/2025	INV-10128		(140.00)
	Bill	03/25/2025	INV-10141		(780.00)
Bill Payment #5767 - Effectual Educational Consulting Service(CAVA @ Fresno)					1,025.00
	Bill Payment				
	Bill	03/14/2025	INV-09933		(360.00)
	Bill	03/14/2025	INV-09949		(420.00)
	Bill	03/14/2025	INV-09960		(180.00)
	Bill	03/14/2025	INV-09975		(65.00)
Bill Payment #5741 - Effectual Educational Consulting Service(CAVA @ Fresno)					52.50
	Bill Payment				
	Bill	03/06/2025	INV-09922		(52.50)
					0.00
Bill Payment #5800 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,002.89
	Bill Payment				
	Bill	03/25/2025	INV-08786		(99.75)
	Bill	03/25/2025	INV-08811		(29.50)
	Bill	03/25/2025	INV-08839		(62.75)
	Bill	03/25/2025	INV-08859		(739.89)
	Bill	03/25/2025	INV-08882		(35.50)
	Bill	03/25/2025	INV-08889		(35.50)
Bill Payment #5776 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,778.16
	Bill Payment				
	Bill	03/14/2025	INV-08667		(630.00)
	Bill	03/14/2025	INV-08691		(35.50)
	Bill	03/14/2025	INV-08737		(325.00)
	Bill	03/14/2025	INV-08738		(354.66)
	Bill	03/14/2025	INV-08739		(133.00)
	Bill	03/14/2025	INV-08740		(56.50)
	Bill	03/14/2025	INV-08741		(125.50)
	Bill	03/14/2025	INV-08742		(59.00)
	Bill	03/14/2025	INV-08769		(59.00)
Bill Payment #5747 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					2,989.48
	Bill Payment				
	Bill	03/06/2025	INV-08633		(188.25)
	Bill	03/06/2025	INV-08634		(576.33)
	Bill	03/06/2025	INV-08635		(785.00)
	Bill	03/06/2025	INV-08636		(373.36)
	Bill	03/06/2025	INV-08661		(35.50)
	Bill	03/06/2025	INV-08664		(412.33)
	Bill	03/06/2025	INV-08666		(618.71)
Amount Unapplied - Bill Payment #5776 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					0.00
					0.00
Bill Payment #5749 - PrentGraf Ltd dba TalkPath Live(CAVA @ Fresno)					2,337.65
	Bill Payment				
	Bill	03/06/2025	INV-00977		(2,337.65)
					0.00
Bill Payment #ACH 3/6/25 - Insperity(CAVA @ Fresno)					143,304.97
	Bill Payment				
	Bill	03/29/2025	Fresno payroll for Mar 2025 (Insperity)	Fresno payroll for Mar 2025 (Insperity)	(143,304.97)
					0.00
Bill Payment #5796 - Grace Speech Therapy Corp.(CAVA @ Fresno)					1,250.50
	Bill Payment				
	Bill	03/25/2025	INV-01756		(430.50)
	Bill	03/25/2025	INV-01771		(820.00)
Bill Payment #5772 - Grace Speech Therapy Corp.(CAVA @ Fresno)					1,260.75
	Bill Payment				
	Bill	03/14/2025	INV-01730		(451.00)
	Bill	03/14/2025	INV-01743		(389.50)
	Bill	03/14/2025	INV-01714		(358.75)
	Bill	03/14/2025	INV-01716		(61.50)
Bill Payment #5743 - Grace Speech Therapy Corp.(CAVA @ Fresno)					2,149.13
	Bill Payment				
	Bill	03/06/2025	INV-01664		(1,119.00)

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Board Disbursements A/P Payment History by Vendor

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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5743 - Grace Speech Therapy	Bill	03/06/2025	INV-01685		(599.63)
	Bill	03/06/2025	INV-01700		(92.25)
	Bill	03/06/2025	INV-01702		(338.25)
					0.00
Bill Payment #5784 - Anchor Counseling & Education Solutions(CAVA @ Fresno)	Bill Payment				3,439.22
	Bill	03/25/2025	INV-07597		(2,689.22)
	Bill	03/25/2025	INV-07606		(600.00)
	Bill	03/25/2025	INV-07617		(150.00)
Bill Payment #5759 - Anchor Counseling & Education Solutions(CAVA @ Fresno)	Bill Payment				794.00
	Bill	03/14/2025	INV-07567		(794.00)
Bill Payment #5732 - Anchor Counseling & Education Solutions(CAVA @ Fresno)	Bill Payment				2,100.01
	Bill	03/06/2025	INV-07525		(379.25)
	Bill	03/06/2025	INV-07551		(1,383.26)
	Bill	03/06/2025	INV-07560		(337.50)
					0.00
Bill Payment #5735 - Axis Teletherapy(CAVA @ Fresno)	Bill Payment				1,556.89
	Bill	03/06/2025	INV-01340		(41.25)
	Bill	03/06/2025	INV-01339		(226.56)
	Bill	03/06/2025	INV-01382		(48.00)
	Bill	03/06/2025	INV-01377		(48.00)
	Bill	03/06/2025	INV-01391		(48.00)
	Bill	03/06/2025	INV-01440		(740.58)
	Bill	03/06/2025	INV-01441		(404.50)
					0.00
Bill Payment #5785 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Fresno)	Bill Payment				2,085.35
	Bill	03/25/2025	INV-01113		(1,270.00)
	Bill	03/25/2025	INV-01114		(815.35)
Bill Payment #5733 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Fresno)	Bill Payment				2,310.70
	Bill	03/06/2025	INV-01093		(1,706.17)
	Bill	03/06/2025	INV-01094		(604.53)
					0.00
Bill Payment #5790 - Bridge The Gap Sped, LLC(CAVA @ Fresno)	Bill Payment				1,293.75
	Bill	03/25/2025	INV-00262		(1,293.75)
					0.00
Bill Payment #5770 - EMHSports USA, Inc(CAVA @ Fresno)	Bill Payment				540.00
	Bill	03/14/2025	INV-03919		(540.00)
					0.00
Bill Payment #5775 - MK Innovations Inc dba The Silly Room(CAVA @ Fresno)	Bill Payment				2,940.00
	Bill	03/14/2025	INV-00732		(2,940.00)
					0.00
Bill Payment #5804 - Speech Guy, LLC(CAVA @ Fresno)	Bill Payment				2,388.25
	Bill	03/25/2025	INV-01337		(2,388.25)
Bill Payment #5777 - Speech Guy, LLC(CAVA @ Fresno)	Bill Payment				2,634.25
	Bill	03/14/2025	INV-01326		(2,634.25)
Bill Payment #5752 - Speech Guy, LLC(CAVA @ Fresno)	Bill Payment				952.50
	Bill	03/06/2025	INV-01315		(952.50)
					0.00
Bill Payment #5736 - California Teachers Association(CAVA @ Fresno)	Bill Payment				7,941.00
	Bill	03/06/2025	Union Dues - 022025		(7,941.00)
					0.00
Bill Payment #5805 - Stepping Stones Therapy(CAVA @ Fresno)	Bill Payment				1,116.25
	Bill	03/25/2025	INV-00803		(1,003.75)
	Bill	03/25/2025	INV-00810		(112.50)
Bill Payment #5753 - Stepping Stones Therapy(CAVA @ Fresno)	Bill Payment				78.75
	Bill	03/06/2025	INV-00791		(78.75)
					0.00
Bill Payment #5806 - The Stepping Stones Group LLC(CAVA @ Fresno)	Bill Payment				162.50
	Bill	03/25/2025	INV-00816		(162.50)
Bill Payment #5779 - The Stepping Stones Group LLC(CAVA @ Fresno)	Bill Payment				487.50
	Bill	03/14/2025	INV-00802		(487.50)

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5755 - The Stepping Stones Group LLC(CAVA @ Fresno)					65.00
	Bill Payment				
	Bill	03/06/2025	INV-00779		(65.00)
					0.00
					16,145.28
Bill Payment #5763 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Fresno)					
	Bill Payment				
	Bill	03/14/2025	INV-00550		(15,545.28)
	Bill	03/14/2025	INV-1193		(600.00)
					2,500.00
Bill Payment #5737 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Fresno)					
	Bill Payment				
	Bill	03/06/2025	INV-1013		(1,000.00)
	Bill	03/06/2025	INV-1038		(1,500.00)
					0.00
Bill Payment #5792 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					2,032.53
	Bill Payment				
	Bill	03/25/2025	INV-00630		(1,950.03)
	Bill	03/25/2025	INV-00635		(82.50)
Bill Payment #5765 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					5,435.85
	Bill Payment				
	Bill	03/14/2025	INV-00580		(1,535.23)
	Bill	03/14/2025	INV-00606		(3,743.12)
	Bill	03/14/2025	INV-00612		(45.00)
	Bill	03/14/2025	INV-00586		(112.50)
Bill Payment #5738 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					2,567.56
	Bill Payment				
	Bill	03/06/2025	INV-00556		(2,522.56)
	Bill	03/06/2025	INV-00562		(45.00)
Amount Unapplied - Bill Payment #5765 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					0.00
					0.00
Bill Payment #5793 - E-Therapy Intermediate, INC(CAVA @ Fresno)					2,780.11
	Bill Payment				
	Bill	03/25/2025	INV-08566		(84.38)
	Bill	03/25/2025	INV-08610		(581.27)
	Bill	03/25/2025	INV-08597		(1,256.89)
	Bill	03/25/2025	INV-08628		(627.50)
	Bill	03/25/2025	INV-08576		(205.90)
	Bill	03/25/2025	INV-08622		(24.17)
Bill Payment #5766 - E-Therapy Intermediate, INC(CAVA @ Fresno)					3,719.04
	Bill Payment				
	Bill	03/14/2025	INV-08572		(24.17)
	Bill	03/14/2025	INV-08557		(170.00)
	Bill	03/14/2025	INV-08544		(1,773.78)
	Bill	03/14/2025	INV-08511		(265.00)
	Bill	03/14/2025	INV-08525		(24.17)
	Bill	03/14/2025	INV-08506		(1,461.92)
Bill Payment #5740 - E-Therapy Intermediate, INC(CAVA @ Fresno)					2,436.62
	Bill Payment				
	Bill	03/06/2025	INV-08475		(2,135.02)
	Bill	03/06/2025	INV-08486		(301.60)
Amount Unapplied - Bill Payment #5766 - E-Therapy Intermediate, INC(CAVA @ Fresno)					(0.00)
					(0.00)
Bill Payment #5768 - El Paseo Children's Center, Inc.(CAVA @ Fresno)					2,998.30
	Bill Payment				
	Bill	03/14/2025	INV-01248		(2,998.30)
Bill Payment #5742 - El Paseo Children's Center, Inc.(CAVA @ Fresno)					2,402.30
	Bill Payment				
	Bill	03/06/2025	INV-01236		(2,402.30)
					0.00
Bill Payment #5756 - Thera-Staffers(CAVA @ Fresno)					3,606.34
	Bill Payment				
	Bill	03/06/2025	INV-00716		(3,606.34)
					0.00
Bill Payment #5757 - A1 Speech Therapy, Inc.(CAVA @ Fresno)					160.00
	Bill Payment				
	Bill	03/14/2025	INV-00360		(160.00)
					0.00
Bill Payment #5762 - Beyond Blindness, Inc.(CAVA @ Fresno)					237.49
	Bill Payment				
	Bill	03/14/2025	INV-00181		(237.49)
					0.00
Bill Payment #5778 - SpeechRighter, Inc.(CAVA @ Fresno)					1,113.75
	Bill Payment				
	Bill	03/14/2025	INV-00367		(1,113.75)
					0.00

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Board Disbursements A/P Payment History by Vendor

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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #ACH 3/26/25 - K12 MANAGEMENT INC					1,594,443.90
	Bill Payment				
	Bill	11/19/2024	INV-003-17112 _ FR-Aug.24-Hotspots	INV-003-17112 _ FR-Aug.24-Hotspots	(45.00)
	Bill	11/19/2024	INV-003-17374 _ FR-Oct.24-SS&T	INV-003-17374 _ FR-Oct.24-SS&T	(418,392.00)
	Bill	11/18/2024	INV-003-17350 _ FR-Nov.24-Adobe Lic	INV-003-17350 _ FR-Nov.24-Adobe Lic	(70.00)
	Bill	11/20/2024	INV-003-17425 _ FR-Oct.24-Hotspots	INV-003-17425 _ FR-Oct.24-Hotspots	(45.00)
	Bill	11/21/2024	INV-003-17535 _ FR-Nov.24-TchrOLS	INV-003-17535 _ FR-Nov.24-TchrOLS	(39,160.00)
	Bill	11/15/2024	INV-003-17303 _ FR-Nov.24-OLS	INV-003-17303 _ FR-Nov.24-OLS	(174,123.87)
	Bill	11/15/2024	INV-003-17172 FR-Nov.24-COM	INV-003-17172 FR-Nov.24-COM	(91,395.00)
	Bill	11/15/2024	INV-003-17219 _ FR-Nov.24-MAT	INV-003-17219 _ FR-Nov.24-MAT	(38,062.50)
	Bill	11/15/2024	INV-003-17264 _ FR-Oct.24-Lease	INV-003-17264 _ FR-Oct.24-Lease	(2,257.61)
	Bill	12/10/2024	INV-003-17583 _ FR-Nov.24-SS&T	INV-003-17583 _ FR-Nov.24-SS&T	(429,375.00)
	Bill	12/13/2024	INV-003-17753 _ FR-Nov.24-Lease	INV-003-17753 _ FR-Nov.24-Lease	(2,257.61)
	Bill	12/13/2024	INV-003-17791 _ FR-Nov.24-Hotspots	INV-003-17791 _ FR-Nov.24-Hotspots	(45.00)
	Bill	12/17/2024	INV-003-17869 _ FR-Dec.24-TchrOLS	INV-003-17869 _ FR-Dec.24-TchrOLS	(39,380.00)
	Bill	01/16/2025	INV-003-18083 _ FR-Jan.25-OLS	INV-003-18083 _ FR-Jan.25-OLS	(79,025.70)
	Bill	01/16/2025	INV-003-18133 _ FR-Dec.24-Lease	INV-003-18133 _ FR-Dec.24-Lease	(2,257.61)
	Bill	12/12/2024	INV-003-17604 _ FR-Dec.24-COM	INV-003-17604 _ FR-Dec.24-COM	(74,300.00)
	Bill	12/12/2024	INV-003-17651 _ FR-Dec.24-MAT	INV-003-17651 _ FR-Dec.24-MAT	(20,319.50)
	Bill	12/12/2024	INV-003-17692 _ FR-Dec.24-Adobe Lic	INV-003-17692 _ FR-Dec.24-Adobe Lic	(10.00)
	Bill	12/12/2024	INV-003-17700 _ FR-Dec.24-OLS	INV-003-17700 _ FR-Dec.24-OLS	(183,922.50)
					0.00
Bill Payment #5808 - eLuma(CAVA @ Fresno)	Bill Payment				30.50
	Bill	03/25/2025	VST-01201		(30.50)
Bill Payment #5769 - eLuma(CAVA @ Fresno)	Bill Payment				320.25
	Bill	03/14/2025	VST-01191		(320.25)
					0.00
Bill Payment #5803 - Specialized Therapy Services Inc(CAVA @ Fresno)					1,118.75
	Bill Payment				
	Bill	03/25/2025	INV-01337		(1,118.75)
Bill Payment #5751 - Specialized Therapy Services Inc(CAVA @ Fresno)					462.50
	Bill Payment				
	Bill	03/06/2025	INV-01321		(462.50)
					0.00
					2,491.08
Bill Payment #5799 - Kadiant, LLC(CAVA @ Fresno)	Bill Payment				
	Bill	03/25/2025	INV-00233		(2,491.08)
					2,899.97
Bill Payment #5746 - Kadiant, LLC(CAVA @ Fresno)	Bill Payment				
	Bill	03/06/2025	INV-00213		(2,899.97)
					0.00
Bill Payment #ACH 3/20/25 - State Board of Equalization(CAVA @ Fresno)					15,000.00
	Bill Payment				
	Bill	02/20/2025	Use Tax for Feb 2025	Use Tax for Feb 2025	(14,600.00)
	Bill	03/28/2025	Use Tax TRUEUP for Feb 2025	Use Tax TRUEUP for Feb 2025	(400.00)
					0.00
Bill Payment #5795 - Foundations Therapy Service(CAVA @ Fresno)					212.00
	Bill Payment				
	Bill	03/25/2025	INV-00935		(157.50)
	Bill	03/25/2025	INV-00934		(54.50)
					0.00
Bill Payment #5813 - Fresno County Office of Education(CAVA @ Fresno)					385.00
	Bill Payment				
	Bill	03/28/2025	FR - Mar 2025 STRS Sub Fee	FR - Mar 2025 STRS Sub Fee	(385.00)
Bill Payment #5812 - Fresno County Office of Education(CAVA @ Fresno)					167,536.55
	Bill Payment				
	Bill	03/28/2025	FR - Mar 2025 STRS	FR - Mar 2025 STRS	(167,536.55)
					0.00
Bill Payment #5782 - Adapted Child's Play(CAVA @ Fresno)					855.79
	Bill Payment				
	Bill	03/25/2025	INV-00548		(855.79)
					0.00
Bill Payment #5783 - Amazon Capital Services(CAVA @ Fresno)					33.23
	Bill Payment				
	Bill	03/25/2025	11MJ-VC9M-P6X1		(33.23)
Bill Payment #5758 - Amazon Capital Services(CAVA @ Fresno)					25.85
	Bill Payment				
	Bill	03/14/2025	1CTJ-TCDN-WPPR		(25.85)
Bill Payment #5731 - Amazon Capital Services(CAVA @ Fresno)					74.53
	Bill Payment				
	Bill	03/06/2025	1476-7F6V-CNKL		(74.53)
					0.00
Bill Payment #5786 - Augmentative Communications Solutions(CAVA @ Fresno)					240.00
	Bill Payment				
	Bill	03/25/2025	INV-00607		(240.00)
Bill Payment #5760 - Augmentative Communications Solutions(CAVA @ Fresno)					80.00
	Bill Payment				
	Bill	03/14/2025	INV-00598		(80.00)

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

March 01, 2025 - March 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5734 - Augmentative Communications Solutions(CAVA @ Fresno)					120.00
	Bill Payment				
	Bill	03/06/2025	INV-00591		(120.00)
					0.00
Bill Payment #5788 - Beach Cities Learning Center(CAVA @ Fresno)					20,795.78
	Bill Payment				
	Bill	03/25/2025	LIS0025786 - 1		(20,795.78)
					0.00
Bill Payment #5797 - Jabbergym, LLC(CAVA @ Fresno)					1,166.66
	Bill Payment				
	Bill	03/25/2025	INV-00113		(1,166.66)
					0.00
Bill Payment #5801 - Oxford Consulting Services(CAVA @ Fresno)					166.68
	Bill Payment				
	Bill	03/25/2025	INV-01795		(100.00)
	Bill	03/25/2025	INV-01796		(66.68)
					0.00
Bill Payment #5807 - Virtual Technologies Group, Inc.(CAVA @ Fresno)					885.15
	Bill Payment				
	Bill	03/25/2025	INV119274		(885.15)
Bill Payment #5781 - Virtual Technologies Group, Inc.(CAVA @ Fresno)					842.08
	Bill Payment				
	Bill	03/14/2025	INV118960		(842.08)
Bill Credit #21740666 - Virtual Technologies Group, Inc.(CAVA @ Fresno)					(24.81)
	Bill	03/14/2025	INV118960		
				Vendor Credit #5805 (overcharged sales tax fr	24.81
	Bill Credit	03/13/2025		Q4 2024)	
					0.00
Bill Payment #5761 - Behavior Education Consulting Center(CAVA @ Fresno)					115.00
	Bill Payment				
	Bill	03/14/2025	INV-00053		(115.00)
					0.00
Bill Payment #5754 - The Miri Center. A Professional Psychological Corporation(CAVA @ Fresno)					92.08
	Bill Payment				
	Bill	03/06/2025	INV-00525		(92.08)
					0.00
Bill Payment #5791 - Clear Speech and Language(CAVA @ Fresno)					27.08
	Bill Payment				
	Bill	03/25/2025	INV-00039		(27.08)
Bill Payment #5764 - Clear Speech and Language(CAVA @ Fresno)					151.24
	Bill Payment				
	Bill	03/14/2025	INV-00033		(97.08)
	Bill	03/14/2025	INV-00037		(54.16)
					0.00
Bill Payment #5809 - California Virtual Academy @ Los Angeles(CAVA @ Fresno)					155,916.00
	Bill Payment				
	Bill	03/25/2025	Interco pmt to LA Mar '25	Interco pmt to LA Mar '25	(155,916.00)
					0.00
Bill Payment #5810 - California Virtual Academy@ San Diego(CAVA @ Fresno)					51,745.00
	Bill Payment				
			FR * Intercompany payment to SD - Mar		(51,745.00)
	Bill	03/25/2025	'25	FR * Intercompany payment to SD - Mar '25	
					0.00
Bill Payment #5811 - California Virtual Academy@Kings(CAVA @ Fresno)					32,193.00
	Bill Payment				
	Bill	03/25/2025	Intercompany payment to KI - Mar '25	Intercompany payment to KI - Mar '25	(32,193.00)
					0.00
Bill Payment #5739 - Comptroller of the State of New York(CAVA @ Fresno)					127.88
	Bill Payment				
	Bill	03/06/2025	021025 Escheatment		(127.88)
					0.00
					720.00
Bill Payment #5744 - Jessica Lteif(CAVA @ Fresno)	Bill Payment				
	Bill	03/06/2025	INV-00050		(600.00)
	Bill	03/06/2025	INV-00051		(120.00)
					0.00
Bill Payment #5798 - Judith A. Kroeger, Inc.(CAVA @ Fresno)					175.06
	Bill Payment				
	Bill	03/25/2025	INV-00013		(4.33)
	Bill	03/25/2025	INV-00020		(170.73)
Bill Payment #5774 - Judith A. Kroeger, Inc.(CAVA @ Fresno)					173.77
	Bill Payment				
	Bill	03/14/2025	INV-00010		(173.77)
Bill Payment #5745 - Judith A. Kroeger, Inc.(CAVA @ Fresno)					86.67
	Bill Payment				
	Bill	03/06/2025	INV-00002		(86.67)
					0.00

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

March 01, 2025 - March 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5748 - Orange Center School District(CAVA @ Fresno)					356,753.00
	Bill Payment				
	Bill	03/06/2025	24-25		(356,753.00)
					0.00
Bill Payment #5802 - PresenceLearning, Inc.(CAVA @ Fresno)					4,087.23
	Bill Payment				
	Bill	03/25/2025	INV-09199		(1,065.52)
	Bill	03/25/2025	INV-09200		(822.29)
	Bill	03/25/2025	INV-09201		(927.52)
	Bill	03/25/2025	INV-09202		(496.90)
	Bill	03/25/2025	INV-09203		(775.00)
Bill Payment #5750 - PresenceLearning, Inc.(CAVA @ Fresno)					4,556.16
	Bill Payment				
	Bill	03/06/2025	INV-09115		(364.38)
	Bill	03/06/2025	INV-09144		(1,550.00)
	Bill	03/06/2025	INV-09127		(132.50)
	Bill	03/06/2025	INV-09145		(2,409.90)
	Bill	03/06/2025	INV-09146		(99.38)
Amount Unapplied - Bill Payment #5750 - PresenceLearning, Inc.(CAVA @ Fresno)					(0.00)
					(0.00)
Bill Payment #5771 - Empow3r Education(CAVA @ Fresno)					125.00
	Bill Payment				
	Bill	03/14/2025	INV-00006		(125.00)
					0.00
Bill Payment #5773 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Fresno)					920.75
	Bill Payment				
	Bill	03/14/2025	INV-00362		(476.25)
	Bill	03/14/2025	INV-00368		(444.50)
					0.00
Bill Payment #5780 - The Talk Team(CAVA @ Fresno)					130.00
	Bill Payment				
	Bill	03/14/2025	INV-00141		(130.00)
					0.00
Bill Payment #5787 - Bay Area SpeechWorks(CAVA @ Fresno)					525.00
	Bill Payment				
	Bill	03/25/2025	INV-00287		(525.00)
					0.00
Bill Payment #5789 - Behavioral & Educational Consulting Inc(CAVA @ Fresno)					1,075.00
	Bill Payment				
	Bill	03/25/2025	INV-00031		(725.00)
	Bill	03/25/2025	INV-00032		(350.00)
					0.00
Bill Payment #ACHs for Mar '25 - ADP, Inc.(CAVA @ Fresno)					350,300.39
	Bill Payment				
	Bill	03/29/2025	Fresno payroll for Mar '25 (ADP)	Fresno payroll for Mar '25 (ADP)	(350,300.39)
					0.00
					0.00
				Total	**3,014,495.21**

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Smile From The Inside, Inc.	1,386.48
Law Offices of Young, Minney & Corr, LLP	939.67
Document Tracking Services	923.00
Barrington Staffing Services	920.78
AppleOne Employment Services	820.87
Certified Languages International	669.75
Robert Half Inc.	649.28
Express Employment Professionals	609.19
Effectual Educational Consulting Service	558.62
FusionPlus Inc	507.25
Marriott Burbank (event deposit)	397.63
DataBasics, Inc.	389.72
N2Y, LLC	389.37
City Printing Graphics	361.37
Integration Inc.	361.25
AXIS Teletherapy	350.56
UPS	282.31
IXL Learning Inc.	269.83
Amazon	269.61
Solution Tree	260.58
The Back Room Inc	232.66
Supreme Facility Services, Inc.	222.51
Instructional Coaching Group	195.59
SkillsUSA California	192.85
Pitney Bowes Bank Inc Purchase Power	189.37
De Lage Landen Financial Services Inc.	179.61
Southern California Edison	172.19
AT&T Mobility	171.23
Speech Guy, LLC	162.55
Comm-Core	129.74
Quill Corporation	113.91
Bill.com	103.61
City of Simi Valley	73.08
TheraStaffers	59.45
Verizon Wireless	56.17
ULINE	51.90
Pitney Bowes Global Financial Services	51.71
Ali Baba Café	45.05
Carmen Gomez Ruiz	40.58
Specialized Therapy Services Inc	39.07
Everon, LLC	29.03
Intellivol, LLC	24.85

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Waste Management	24.62
Sparkletts	22.50
Paper Recycling & Shredding	14.61
Doctors Wellness Company LLC dba WellnessMart MD	12.58
Smartsheet Inc.	11.62
Orkin	10.48
Code 3 Corp Security Inc	9.52
Nothing Bundt Cakes	9.09
Krispy Kreme Doughnuts	5.48
Do It Center	0.35
Urbane Café	(1.61)
Grand Total	**13,973.06**

Transaction Details
CAVA @ Fresno

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3013	February	600.00	40.58
	Operations and Housekeeping Services Total					600.00	40.58
Carmen Gomez Ruiz Total						600.00	40.58
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 595143	February (2-20)	108.00	7.30
				LLC 596214	March (3-6)	108.00	7.30
	Office Expense Total					216.00	14.61
Paper Recycling & Shredding Total						216.00	14.61
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E085	February (2-22)	560.17	37.89
				LLC 000073Y68E095	March (3-1)	751.94	50.86
				LLC 000073Y68E105	March (3-8)	919.06	62.16
				LLC 000073Y68E115	March (3-15)	708.49	47.92
			280 SPED	LLC 0000V9159W085	February (2-22)	272.56	16.33
				LLC 0000V9159W095	March (3-1)	335.61	20.11
				LLC 0000V9159W105	March (3-8)	475.59	28.50
				LLC 0000V9159W115	March (3-15)	309.58	18.55
	Shipping Total					4,333.00	282.31
UPS Total						4,333.00	282.31
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7086643-0283-1	March	167.38	11.32
				LLC 7086659-0283-7	March	196.57	13.29
	Operations and Housekeeping Services Total					363.95	24.62
Waste Management Total						363.95	24.62
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44542	March (3-2)	2,339.38	158.22
				LLC 44559	March (3-9)	2,619.58	177.17
				LLC 44577	March (3-16)	3,372.11	228.07
			280 SPED	LLC 44542	March (3-2)	1,071.27	64.20
				LLC 44559	March (3-9)	1,338.25	80.19
				LLC 44577	March (3-16)	1,590.80	95.33
	Outside Service Total					12,331.39	803.18
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44523	February (2/23)	1,025.60	69.36
			280 SPED	LLC 44523	February (2-23)	804.96	48.24
	Outside Service Total					1,830.56	117.60
Barrington Staffing Services Total						14,161.95	920.78
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1020	March	7,500.00	507.25
	Outside Service-General Total					7,500.00	507.25
FusionPlus Inc Total						7,500.00	507.25
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 14537	January	4,281.00	323.42
				LLC 15024	February	7,836.50	592.03
			280 SPED	LLC 14537	January	355.50	24.22
	Legal Fees Total					12,473.00	939.67
Law Offices of Young, Minney & Corr, LLP Total						12,473.00	939.67
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC FT9306541	February	1,925.00	175.00
			320 Supp - ELD Services	LLC T-930650082	February	22,117.80	748.00
	Outside Service-General Total					24,042.80	923.00
Document Tracking Services Total						24,042.80	923.00
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6107613376	February	830.50	56.17
	Telephone - Adminstration Total					830.50	56.17
Verizon Wireless Total						830.50	56.17
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586013125	January	2,673.75	153.75
				LLC 74586022825	February	3,290.25	302.25
				LLC 74586123124	December	1,791.00	213.75
	Outside Service-General Total					7,755.00	669.75
Certified Languages International Total						7,755.00	669.75
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1098965	March	1,918.35	129.74
	Communications Total					1,918.35	129.74
Comm-Core Total						1,918.35	129.74
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4323	March	3,290.00	222.51
	Operations and Housekeeping Services Total					3,290.00	222.51

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Supreme Facility Services, Inc. Total						**3,290.00**	**222.51**
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-3234875-1293066	February	53.61	3.63
				113-5888003-1689824	February	42.89	2.90
				113-3390011-3023417	February	280.90	19.00
				113-0685956-7563455	February	141.85	9.59
				111-3219824-9456240	March	8.57	0.58
				111-0192689-4613858	March	95.13	6.43
				113-7678994-6857016	March	127.62	8.63
				113-2573298-4655444	March	382.86	25.89
				111-9559440-9160257	March	60.19	4.07
				111-7404966-9309018	March	19.29	1.30
				113-6466870-8243413	March	405.78	27.44
				113-2105823-4105801	March	99.77	6.75
				113-8686590-2033832	March	62.14	4.20
				113-3829347-4543432	March	95.16	6.44
				113-8043900-5989058	March	32.27	2.18
				113-4559086-7929814	March	167.04	11.30
				113-6511121-1978661	March	69.60	4.71
				111-2046974-7165012	March	63.93	4.32
				113-9381232-9507400	March	150.14	10.15
				113-0955519-2597865	March	525.50	35.54
				113-1564574-6661843	March	223.01	15.08
		(blank)	101 General	111-9317884-2651416	March	46.90	3.17
				111-8634805-0661066	March	28.84	1.95
				111-0183546-1072211	March	13.92	0.94
				111-1150766-4681829	March	88.47	5.98
				113-3786619-3219408	March	194.00	13.12
				113-1943377-1824236	March	290.22	19.63
				111-1003759-5042651	March	118.24	8.00
				111-4463391-5486603	March	42.89	2.90
				111-7019427-5149037	March	27.50	1.86
				111-8005489-4806669	March	28.07	1.90
	Office Expense Total					**3,986.30**	**269.61**
Amazon Total						**3,986.30**	**269.61**
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 42803580	February (2-10)	162.14	10.97
				LLC 43129711	March (3-4)	971.93	65.73
				LLC 43192832	March (3-7)	550.17	37.21
	Office Expense Total					**1,684.24**	**113.91**
Quill Corporation Total						**1,684.24**	**113.91**
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578022825	March	775.04	52.42
				LLC 1515950011	March	1,756.68	118.81
	Communications Total					**2,531.72**	**171.23**
AT&T Mobility Total						**2,531.72**	**171.23**
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3595	February	3,440.00	232.66
	Outside Service-General Total					**3,440.00**	**232.66**
The Back Room Inc Total						**3,440.00**	**232.66**

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7047345	February (2-15)	2,586.48	174.93
				LLC 01-7051537	February (2-22)	1,969.47	133.20
				LLC 01-7054748	March (3-1)	4,202.86	284.25
				LLC 01-7059629	March (3-8)	3,378.24	228.48
	Outside Service Total					12,137.05	820.87
AppleOne Employment Services Total						12,137.05	820.87
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-8830	February	186.00	12.58
	Outside Service-General Total					186.00	12.58
Doctors Wellness Company LLC dba WellnessMart MD Total						186.00	12.58
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25030580184	March	1,410.00	103.61
	Dues and Memberships Total					1,410.00	103.61
Bill.com Total						1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 031225	February	2,545.88	172.19
	Utilities Total					2,545.88	172.19
Southern California Edison Total						2,545.88	172.19
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 189893865	March (3-4)	467.86	31.64
				LLC 190195146	March (3-11)	299.48	20.25
	Office Expense Total					767.34	51.90
ULINE Total						767.34	51.90
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	630 Title III	LLC 5317684	February	2,800.00	260.58
	Teacher Training Total					2,800.00	260.58
Solution Tree Total						2,800.00	260.58
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 589589005	March	2,655.58	179.61
	Equipment Rental Expense Total					2,655.58	179.61
De Lage Landen Financial Services Inc. Total						2,655.58	179.61
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814622	March	5,262.30	355.91
				LLC 0814728	March (3-1)	500.00	33.82
	Outside Service-General Total					5,762.30	389.72
DataBasics, Inc. Total						5,762.30	389.72
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107113338	February (2-27)	601.53	40.68
				LLC 1027109703	March (3-12)	162.99	11.02
	Office Expense Total					764.52	51.71
Pitney Bowes Global Financial Services Total						764.52	51.71
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 031625	March	2,799.95	189.37
	Postage Total					2,799.95	189.37
Pitney Bowes Bank Inc Purchase Power Total						2,799.95	189.37
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 031625	March)	332.75	22.50
	Office Expense Total					332.75	22.50
Sparkletts Total						332.75	22.50
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3383	February	5,850.00	350.56
	Subagreements for Services Total					5,850.00	350.56
AXIS Teletherapy Total						5,850.00	350.56
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2214	March	15,000.00	1,014.50
				LLC 2215	March	5,500.00	371.98
	Outside Service-General Total					20,500.00	1,386.48
Smile From The Inside, Inc. Total						20,500.00	1,386.48
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 70895987	February (2-19)	1,080.46	73.08
	Utilities Total					1,080.46	73.08
City of Simi Valley Total						1,080.46	73.08
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64678770	February (2-21)	1,300.64	87.97
				LLC 64704622	February (2-28)	509.72	34.47
				LLC 64729118	March (3-7)	1,614.70	109.21
				LLC 64755350	March (3-14)	1,546.98	104.63
				LLC 64771582	March (3-17)	4,628.00	313.01
	Outside Service Total					9,600.04	649.28
Robert Half Inc. Total						9,600.04	649.28

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Speech Guy, LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC AAC-2502	February	2,712.50	162.55
	Subagreements for Services Total					2,712.50	162.55
Speech Guy, LLC Total						2,712.50	162.55
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	101 General	LLC 12965	January	910.00	61.55
			280 SPED	LLC 12965	January	8,295.00	497.08
	Subagreements for Services Total					9,205.00	558.62
Effectual Educational Consulting Service Total						9,205.00	558.62
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 158019260	March	429.18	29.03
	Operations and Housekeeping Services Total					429.18	29.03
Everon, LLC Total						429.18	29.03
IXL Learning Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC S529777	February (2-27)	3,960.00	269.83
	Non K12 Curriculum Total					3,960.00	269.83
IXL Learning Inc. Total						3,960.00	269.83
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 250305	March (3-7)	2,982.05	201.69
				LLC 2503129	March (3-19)	0.73	0.05
	Postage Total					2,982.78	201.74
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 250305	March (3-7)	2,338.00	158.13
				LLC 2503129	March (3-19)	20.50	1.39
	Printing Expense Total					2,358.50	159.51
Integration Inc. Total						5,341.28	361.25
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 25-32067	February (2-24)	600.60	45.37
				LLC 25-32126	March (3-13)	4,182.75	316.00
	Printing Expense Total					4,783.35	361.37
City Printing Graphics Total						4,783.35	361.37
Code 3 Corp Security Inc	Prepaid Other	13514 Prepaid Other	101 General	LLC 2264	March (3-18)	126.00	9.52
	Prepaid Other Total					126.00	9.52
Code 3 Corp Security Inc Total						126.00	9.52
Urbane Café	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2182025	February	(23.77)	(1.61)
	Office Expense Total					(23.77)	(1.61)
Urbane Café Total						(23.77)	(1.61)
Krispy Kreme Doughnuts	Office Expense	(blank)	101 General	33854409214427100	March	80.96	5.48
	Office Expense Total					80.96	5.48
Krispy Kreme Doughnuts Total						80.96	5.48
N2Y, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV-1091712	February (2-14)	5,714.50	389.37
	Non K12 Curriculum Total					5,714.50	389.37
N2Y, LLC Total						5,714.50	389.37
SkillsUSA California	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP-CRE	LLC S133276	March (3-7)	1,940.00	192.85
	Non K12 Curriculum Total					1,940.00	192.85
SkillsUSA California Total						1,940.00	192.85
Specialized Therapy Services Inc	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC Jan & Feb 2025 DHH	January	652.05	39.07
	Subagreements for Services Total					652.05	39.07
Specialized Therapy Services Inc Total						652.05	39.07
Instructional Coaching Group	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC 4502	January (1-10)	2,650.00	195.59
	Teacher Training Total					2,650.00	195.59
Instructional Coaching Group Total						2,650.00	195.59
Intellivol, LLC	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	330 SUPP - Engagement	LLC 6044	October (10-9)	250.00	24.85
	Materials and Supplies Total					250.00	24.85
Intellivol, LLC Total						250.00	24.85
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 275181234	March (3-4)	155.00	10.48
	Operations and Housekeeping Services Total					155.00	10.48
Orkin Total						155.00	10.48
Ali Baba Café	Office Expense	(blank)	101 General	3192025	March	666.02	45.05
	Office Expense Total					666.02	45.05
Ali Baba Café Total						666.02	45.05
Marriott Burbank (event deposit)	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	480 - SUPP	3012025	March	4,000.00	397.63

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Marriott Burbank (event deposit)	Teacher Training Total					4,000.00	397.63
Marriott Burbank (event deposit) Total						4,000.00	397.63
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 31989457	February (2-16)	1,452.00	98.20
				LLC 32024286	February (2-23)	1,161.60	78.56
				LLC 32048345	March (3-2)	2,541.05	171.86
				LLC 32075975	March (3-9)	2,546.94	172.26
				LLC 32109774	March (3-16)	1,305.71	88.31
	Outside Service Total					9,007.30	609.19
Express Employment Professionals Total						9,007.30	609.19
TheraStaffers	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12346	February	992.00	59.45
	Subagreements for Services Total					992.00	59.45
TheraStaffers Total						992.00	59.45
Do It Center	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2222025	February	5.16	0.35
	Office Expense Total					5.16	0.35
Do It Center Total						5.16	0.35
Smartsheet Inc.	Other Professional Services	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	7744819	March	171.78	11.62
	Other Professional Services Total					171.78	11.62
Smartsheet Inc. Total						171.78	11.62
Nothing Bundt Cakes	Office Expense	(blank)	101 General	40170795	March	134.42	9.09
	Office Expense Total					134.42	9.09
Nothing Bundt Cakes Total						134.42	9.09
Grand Total						211,271.41	13,973.06

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	1,677,167.60
ADP, Inc.	Payroll Services	593,440.80
Fresno County Office of Education	STRS/PERS Contribution	166,252.30
California Virtual Academy @ Los Angeles	Intercompany Settlement	121,338.00
California Virtual Academy@ San Diego	Intercompany Settlement	61,203.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	17,088.86
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	8,397.20
E-Therapy Intermediate, INC	Special Education Contracted Services	8,279.68
California Teachers Association	Union Dues	7,445.00
Thera-Staffers	Language and Speech Therapy	7,429.68
Effectual Educational Consulting Service	Special Education Services	6,542.50
Anchor Counseling & Education Solutions	Special Education Contracted Services	6,356.53
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	5,012.24
Grace Speech Therapy Corp.	SLP IEP Attendance	4,991.88
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	4,854.74
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	4,300.60
El Paseo Children's Center, Inc.	Special Education Contracted Services	3,749.62
Virtual Technologies Group, Inc.	Computer equip. & installation	3,738.06
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,431.75
Green Hasson Janks	Audit Fees & Porfessional Services	2,930.35
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,878.75
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,640.00
Speech Guy, LLC	Special Education Contracted Services	2,481.00
School Pathways,LLC	Annual Subscription	2,011.78
Behavior Education Consulting Center	Psychological Services for SPED Students	2,000.00
The Stepping Stones Group LLC	Special Education Contracted Services	1,657.50
Specialized Therapy Services Inc	Special Education Contracted Services	1,051.25
Adapted Child's Play	Special Education Contracted Services	1,000.00
Miguel Gonzalez	DJ for the CAVA NorCal Prom	750.00
SpeechRighter, Inc.	Special Education Contracted Services	641.25
Growing Healthy Children Therapy Services, Inc.	Special Education Contracted Services	603.25
Moore Photo Video Booths	SoCal Prom Photobooth	465.00
Bay Area SpeechWorks	Special Education Contracted Services	453.50
Stepping Stones Therapy	Special Education Contracted Services	382.50
Beyond Blindness, Inc.	Special Education Contracted Services	329.21
A1 Speech Therapy, Inc.	Special Education Contracted Services	256.00
eLuma	Special Individual Counseling Services	213.50
Amazon Capital Services	Staff Office Supplies	151.13
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	135.00
Foundations Therapy Service	Special Education Contracted Services	109.00
Oxford Consulting Services	Special Education Contracted Services	100.00
Cara Sundberg	Employee Reimbursement	100.00
Clear Speech and Language	Language and Speech Therapy	81.24
Augmentative Communications Solutions	Special Education Contracted Services	80.00
Grand Total		**2,734,521.25**

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5862 - Effectual Educational Consulting Service(CAVA @ Fresno)					6,382.50
	Bill Payment				
	Bill	04/24/2025	INV-10168		(280.00)
	Bill	04/24/2025	INV-10175		(240.00)
	Bill	04/24/2025	INV-10185		(450.00)
	Bill	04/24/2025	INV-10188		(1,560.00)
	Bill	04/24/2025	INV-10203		(60.00)
	Bill	04/24/2025	INV-10211		(660.00)
	Bill	04/24/2025	INV-10221		(187.50)
	Bill	04/24/2025	INV-10230		(390.00)
	Bill	04/24/2025	INV-10288		(125.00)
	Bill	04/24/2025	INV-10291		(630.00)
	Bill	04/24/2025	INV-10337		(480.00)
	Bill	04/24/2025	INV-10361		(280.00)
	Bill	04/24/2025	INV-10378		(120.00)
	Bill	04/24/2025	INV-10396		(920.00)
Bill Payment #5840 - Effectual Educational Consulting Service(CAVA @ Fresno)					130.00
	Bill Payment				
	Bill	04/10/2025	INV-10162		(130.00)
Bill Payment #5821 - Effectual Educational Consulting Service(CAVA @ Fresno)					30.00
	Bill Payment				
	Bill	04/04/2025	INV-10158		(30.00)
					0.00
Bill Payment #5867 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,338.99
	Bill Payment				
	Bill	04/24/2025	INV-09204		(412.33)
	Bill	04/24/2025	INV-09272		(669.50)
	Bill	04/24/2025	INV-09257		(35.50)
	Bill	04/24/2025	INV-09220		(221.66)
Bill Payment #5845 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					1,420.50
	Bill Payment				
	Bill	04/10/2025	INV-09191		(909.75)
	Bill	04/10/2025	INV-09107		(133.00)
	Bill	04/10/2025	INV-09085		(56.50)
	Bill	04/10/2025	INV-09101		(99.75)
	Bill	04/10/2025	INV-09087		(29.50)
	Bill	04/10/2025	INV-09086		(192.00)
Bill Payment #5825 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					2,252.75
	Bill Payment				
	Bill	04/04/2025	INV-09039		(133.00)
	Bill	04/04/2025	INV-09063		(35.50)
	Bill	04/04/2025	INV-09038		(277.08)
	Bill	04/04/2025	INV-09040		(99.75)
	Bill	04/04/2025	INV-08940		(867.92)
	Bill	04/04/2025	INV-08961		(125.50)
	Bill	04/04/2025	INV-08971		(714.00)
Amount Unapplied - Bill Payment #5825 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Fresno)					(0.00)
					(0.00)
Bill Payment #5827 - PrentGraf Ltd dba TalkPath Live(CAVA @ Fresno)					2,878.75
	Bill Payment				
	Bill	04/04/2025	INV-01008		(2,878.75)
					0.00
Bill Payment #5864 - Grace Speech Therapy Corp.(CAVA @ Fresno)					2,386.63
	Bill Payment				
	Bill	04/24/2025	INV-01867		(2,386.63)
Bill Payment #5842 - Grace Speech Therapy Corp.(CAVA @ Fresno)					1,447.00
	Bill Payment				
	Bill	04/10/2025	INV-01825		(369.00)
	Bill	04/10/2025	INV-01854		(1,078.00)
Bill Payment #5823 - Grace Speech Therapy Corp.(CAVA @ Fresno)					1,158.25
	Bill Payment				
	Bill	04/04/2025	INV-01794		(645.75)
	Bill	04/04/2025	INV-01809		(123.00)
	Bill	04/04/2025	INV-01805		(389.50)
					0.00
Bill Payment #5855 - Anchor Counseling & Education Solutions(CAVA @ Fresno)					3,942.85
	Bill Payment				
	Bill	04/24/2025	INV-07664		(2,144.05)
	Bill	04/24/2025	INV-07672		(600.00)
	Bill	04/24/2025	INV-07682		(550.80)
	Bill	04/24/2025	INV-07690		(648.00)
Bill Payment #5816 - Anchor Counseling & Education Solutions(CAVA @ Fresno)					2,413.68
	Bill Payment				
	Bill	04/04/2025	INV-07633		(2,263.68)

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5816 - Anchor Counseling &	Bill	04/04/2025	INV-07642		(150.00)
					0.00
Bill Payment #5835 - Axis Teletherapy(CAVA @					3,431.75
Fresno)	Bill Payment				
	Bill	04/10/2025	INV-01484		(48.00)
	Bill	04/10/2025	INV-01493		(48.00)
	Bill	04/10/2025	INV-01497		(48.00)
	Bill	04/10/2025	INV-01559		(815.75)
	Bill	04/10/2025	INV-01560		(542.00)
	Bill	04/10/2025	INV-01558		(1,930.00)
					0.00
Bill Payment #5856 - Arc Speech Pathology					2,219.47
Network DBA Arc Therapy Network(CAVA @					
Fresno)	Bill Payment				
	Bill	04/24/2025	INV-01157		(629.72)
	Bill	04/24/2025	INV-01161		(415.00)
	Bill	04/24/2025	INV-01147		(1,174.75)
Bill Payment #5817 - Arc Speech Pathology					2,635.27
Network DBA Arc Therapy Network(CAVA @					
Fresno)	Bill Payment				
	Bill	04/04/2025	INV-01136		(1,206.50)
	Bill	04/04/2025	INV-01137		(1,238.27)
	Bill	04/04/2025	INV-01140		(190.50)
					0.00
Bill Payment #5824 - MK Innovations Inc dba The					2,640.00
Silly Room(CAVA @ Fresno)	Bill Payment				
	Bill	04/04/2025	INV-00747		(2,640.00)
					0.00
Bill Payment #5848 - Speech Guy, LLC(CAVA @					1,274.75
Fresno)	Bill Payment				
	Bill	04/10/2025	INV-01369		(1,274.75)
Bill Payment #5828 - Speech Guy, LLC(CAVA @					1,206.25
Fresno)	Bill Payment				
	Bill	04/04/2025	INV-01348		(559.25)
	Bill	04/04/2025	INV-01358		(647.00)
					0.00
Bill Payment #5859 - California Teachers					7,445.00
Association(CAVA @ Fresno)	Bill Payment				
	Bill	04/24/2025	Union Dues - 032025		(7,445.00)
					0.00
Bill Payment #5871 - Stepping Stones					191.25
Therapy(CAVA @ Fresno)	Bill Payment				
	Bill	04/24/2025	INV-00830		(112.50)
	Bill	04/24/2025	INV-00827		(78.75)
Bill Payment #5850 - Stepping Stones					78.75
Therapy(CAVA @ Fresno)	Bill Payment				
	Bill	04/10/2025	INV-00822		(78.75)
Bill Payment #5829 - Stepping Stones					112.50
Therapy(CAVA @ Fresno)	Bill Payment				
	Bill	04/04/2025	INV-00815		(112.50)
					0.00
Bill Payment #5872 - The Stepping Stones Group					715.00
LLC(CAVA @ Fresno)	Bill Payment				
	Bill	04/24/2025	INV-00894		(715.00)
Bill Payment #5851 - The Stepping Stones Group					390.00
LLC(CAVA @ Fresno)	Bill Payment				
	Bill	04/10/2025	INV-00882		(130.00)
	Bill	04/10/2025	INV-00871		(260.00)
Bill Payment #5830 - The Stepping Stones Group					552.50
LLC(CAVA @ Fresno)	Bill Payment				
	Bill	04/04/2025	INV-00850		(195.00)
	Bill	04/04/2025	INV-00835		(357.50)
					0.00
					17,088.86
Bill Payment #5837 - Christy Bock dba Cornerstone					
Educational Solutions(CAVA @ Fresno)	Bill Payment				
	Bill	04/10/2025	INV-00567		(17,088.86)
					0.00
Bill Payment #5838 - Communicology, Inc., DBA,					2,060.69
TeleSesh(CAVA @ Fresno)	Bill Payment				
	Bill	04/10/2025	INV-00699		(2,060.69)
Bill Payment #5819 - Communicology, Inc., DBA,					6,336.51
TeleSesh(CAVA @ Fresno)	Bill Payment				
	Bill	04/04/2025	INV-00654		(3,329.37)
	Bill	04/04/2025	INV-00677		(2,962.14)
	Bill	04/04/2025	INV-00683		(45.00)
Amount Unapplied - Bill Payment #5819 - Communicology, Inc., DBA, TeleSesh(CAVA @ Fresno)					0.00

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #5861 - E-Therapy Intermediate, INC(CAVA @ Fresno)					4,683.59
	Bill Payment				
	Bill	04/24/2025	INV-08750		(435.00)
	Bill	04/24/2025	INV-08768		(1,860.03)
	Bill	04/24/2025	INV-08732		(1,855.64)
	Bill	04/24/2025	INV-08733		(146.25)
	Bill	04/24/2025	INV-08785		(362.50)
	Bill	04/24/2025	INV-08778		(24.17)
Bill Payment #5839 - E-Therapy Intermediate, INC(CAVA @ Fresno)					24.17
	Bill Payment				
	Bill	04/10/2025	INV-08746		(24.17)
Bill Payment #5820 - E-Therapy Intermediate, INC(CAVA @ Fresno)					3,571.92
	Bill Payment				
	Bill	04/04/2025	INV-08657		(24.17)
	Bill	04/04/2025	INV-08666		(24.17)
	Bill	04/04/2025	INV-08649		(1,511.27)
	Bill	04/04/2025	INV-08701		(24.17)
	Bill	04/04/2025	INV-08705		(192.50)
	Bill	04/04/2025	INV-08669		(217.50)
	Bill	04/04/2025	INV-08692		(1,578.14)
					0.00
Bill Payment #5822 - El Paseo Children's Center, Inc.(CAVA @ Fresno)					3,749.62
	Bill Payment				
	Bill	04/04/2025	INV-01260		(3,749.62)
					0.00
Bill Payment #5831 - Thera-Staffers(CAVA @ Fresno)					7,429.68
	Bill Payment				
	Bill	04/04/2025	INV-00737		(4,267.68)
	Bill	04/04/2025	INV-00751		(2,418.00)
	Bill	04/04/2025	INV-00760		(744.00)
					0.00
Bill Payment #5833 - A1 Speech Therapy, Inc.(CAVA @ Fresno)					256.00
	Bill Payment				
	Bill	04/10/2025	INV-00365		(256.00)
					0.00
Bill Payment #5858 - Beyond Blindness, Inc.(CAVA @ Fresno)					329.21
	Bill Payment				
	Bill	04/24/2025	INV-00185		(329.21)
					0.00
Bill Payment #5849 - SpeechRighter, Inc.(CAVA @ Fresno)					641.25
	Bill Payment				
	Bill	04/10/2025	INV-00376		(641.25)
					0.00
Bill Payment #ACH 4/23/25 - K12 MANAGEMENT INC					1,677,167.60
	Bill Payment				
	Bill	01/16/2025	INV-003-18173 _ FR-Dec.24-SS&T	INV-003-18173 _ FR-Dec.24-SS&T	(413,091.00)
	Bill	02/12/2025	INV-003-18357 _ FR-Jan.25-SS&T	INV-003-18357 _ FR-Jan.25-SS&T	(457,994.00)
	Bill	02/18/2025	INV-003-18498 _ FR-Feb.25-COM	INV-003-18498 _ FR-Feb.25-COM	(63,970.41)
	Bill	02/21/2025	INV-003-18645 _ FR-Feb.25-OLS	INV-003-18645 _ FR-Feb.25-OLS	(543,439.00)
	Bill	03/10/2025	INV-003-18752 _ FR-Feb.25-SS&T	INV-003-18752 _ FR-Feb.25-SS&T	(198,673.19)
Bill Credit #CM-003-1771 _ FR-Feb.25-SS&T - K12 MANAGEMENT INC					(45.00)
	Bill	01/21/2025	INV-003-18193 _ FR-Dec.24-Hotspots	INV-003-18193 _ FR-Dec.24-Hotspots	
	Bill	01/21/2025	INV-003-18223 _ FR-Jan.25-StaffOLS	INV-003-18223 _ FR-Jan.25-StaffOLS	(39,160.00)
	Bill	01/16/2025	INV-003-18083 _ FR-Jan.25-OLS	INV-003-18083 _ FR-Jan.25-OLS	(95,724.30)
	Bill	01/16/2025	INV-003-17991 _ FR-Jan.25-COM	INV-003-17991 _ FR-Jan.25-COM	(89,875.00)
	Bill	01/16/2025	INV-003-18039 _ FR-Jan.25-MAT	INV-003-18039 _ FR-Jan.25-MAT	(44,443.50)
	Bill	02/12/2025	INV-003-18375 _ FR-Jan.25-Lease	INV-003-18375 _ FR-Jan.25-Lease	(2,257.61)
	Bill	02/18/2025	INV-003-18428 _ FR-Jan.25-Hotspots	INV-003-18428 _ FR-Jan.25-Hotspots	(45.00)
	Bill	02/18/2025	INV-003-18498 _ FR-Feb.25-COM	INV-003-18498 _ FR-Feb.25-COM	(50,254.59)
	Bill	02/18/2025	INV-003-18545 _ FR-Feb.25-MAT	INV-003-18545 _ FR-Feb.25-MAT	(68,850.00)
	Bill	02/21/2025	INV-003-18698 _ FR-Feb.25-StaffOLS	INV-003-18698 _ FR-Feb.25-StaffOLS	(38,720.00)
	Bill Credit	04/22/2025	CM-003-1771 _ FR-Feb.25-SS&T	CM-003-1771 _ FR-Feb.25-SS&T (CR to INV-003-18752)	429,375.00
					0.00
Bill Payment #5841 - eLuma(CAVA @ Fresno)	Bill Payment				213.50
	Bill	04/10/2025	VST-01208		(183.00)
	Bill	04/10/2025	VST-01218		(30.50)
					0.00
Bill Payment #5870 - Specialized Therapy Services Inc(CAVA @ Fresno)					1,051.25
	Bill Payment				
	Bill	04/24/2025	INV-01342		(1,051.25)
					0.00
Bill Payment #5863 - Foundations Therapy Service(CAVA @ Fresno)					109.00
	Bill Payment				
	Bill	04/24/2025	INV-00957		(54.50)
	Bill	04/24/2025	INV-00948		(54.50)
					0.00

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5874 - Fresno County Office of Education(CAVA @ Fresno)					390.00
	Bill Payment				
	Bill	04/28/2025	FR - Apr 2025 STRS Sub Fee	FR - Apr 2025 STRS Sub Fee	(390.00)
Bill Payment #5873 - Fresno County Office of Education(CAVA @ Fresno)					165,862.30
	Bill Payment				
	Bill	04/28/2025	FR - Apr 2025 STRS	FR - Apr 2025 STRS	(165,862.30)
					0.00
Bill Payment #5814 - Adapted Child's Play(CAVA @ Fresno)					1,000.00
	Bill Payment				
	Bill	04/04/2025	INV-00553		(1,000.00)
					0.00
Bill Payment #5815 - Amazon Capital Services(CAVA @ Fresno)					151.13
	Bill Payment				
	Bill	04/04/2025	1YJW-VWG7-C6DL		(151.13)
					0.00
Bill Payment #5834 - Augmentative Communications Solutions(CAVA @ Fresno)					80.00
	Bill Payment				
	Bill	04/10/2025	INV-00617		(80.00)
					0.00
Bill Payment #5868 - Oxford Consulting Services(CAVA @ Fresno)					100.00
	Bill Payment				
	Bill	04/24/2025	INV-01837		(100.00)
					0.00
Bill Payment #5852 - Virtual Technologies Group, Inc.(CAVA @ Fresno)					865.08
	Bill Payment				
	Bill	04/10/2025	INV119754		(865.08)
Bill Payment #5832 - Virtual Technologies Group, Inc.(CAVA @ Fresno)					2,872.98
	Bill Payment				
	Bill	04/04/2025	INV119477		(865.08)
	Bill	04/04/2025	INV119487		(865.08)
	Bill	04/04/2025	INV119505		(1,142.82)
					0.00
Bill Payment #5857 - Behavior Education Consulting Center(CAVA @ Fresno)					2,000.00
	Bill Payment				
	Bill	04/24/2025	INV-00082		(2,000.00)
					0.00
Bill Payment #5860 - Clear Speech and Language(CAVA @ Fresno)					81.24
	Bill Payment				
	Bill	04/24/2025	INV-00045		(81.24)
					0.00
Bill Payment #5853 - California Virtual Academy @ Los Angeles(CAVA @ Fresno)					121,338.00
	Bill Payment				
	Bill	04/23/2025	Interco pmt to LA Apr '25	Interco pmt to LA Apr '25	(121,338.00)
					0.00
Bill Payment #5854 - California Virtual Academy@ San Diego(CAVA @ Fresno)					61,203.00
	Bill Payment				
					(61,203.00)
	Bill	04/23/2025	FR * Intercompany payment to SD - Apr '25	FR * Intercompany payment to SD - Apr '25	
					0.00
Bill Payment #5869 - PresenceLearning, Inc.(CAVA @ Fresno)					33.13
	Bill Payment				
	Bill	04/24/2025	INV-09297		(33.13)
Bill Payment #5846 - PresenceLearning, Inc.(CAVA @ Fresno)					4,267.47
	Bill Payment				
	Bill	04/10/2025	INV-09212		(287.09)
	Bill	04/10/2025	INV-09277		(900.00)
	Bill	04/10/2025	INV-09278		(988.22)
	Bill	04/10/2025	INV-09279		(932.72)
	Bill	04/10/2025	INV-09280		(861.30)
	Bill	04/10/2025	INV-09281		(298.14)
					0.00
Bill Payment #5865 - Growing Healthy Children Therapy Services, Inc.(CAVA @ Fresno)					603.25
	Bill Payment				
	Bill	04/24/2025	INV-00374		(603.25)
					0.00
Bill Payment #5818 - Bay Area SpeechWorks(CAVA @ Fresno)					453.50
	Bill Payment				
	Bill	04/04/2025	INV-00288		(453.50)
					0.00
Bill Payment #ACHs for Apr '25 - ADP, Inc.(CAVA @ Fresno)					593,440.80
	Bill Payment				
	Bill	04/29/2025	ADP payroll for Apr 2025		(593,440.80)
					0.00
Bill Payment #5826 - Point Quest Pediatric Therapies, LLC(CAVA @ Fresno)					135.00
	Bill Payment				
	Bill	04/04/2025	INV-00254		(135.00)
					0.00
Bill Payment #5836 - Cara Sundberg(CAVA @ Fresno)					100.00
	Bill Payment				

K12 : SA : Full Financials CA Node : CAVAFRES

Board Disbursements A/P Payment History by Vendor

April 01, 2025 - April 30, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #5836 - Cara Sundberg(CAVA @	Bill	04/10/2025	040825 Reimb		(100.00)
					0.00
Bill Payment #5843 - Green Hasson Janks(CAVA @					2,930.35
Fresno)	Bill Payment				
	Bill	04/10/2025	23034		(2,930.35)
					0.00
Bill Payment #5844 - Miguel Gonzalez(CAVA @					750.00
Fresno)	Bill Payment				
	Bill	04/10/2025	040825 Prom		(750.00)
					0.00
Bill Payment #5847 - School Pathways,LLC(CAVA @					2,011.78
Fresno)	Bill Payment				
	Bill	04/10/2025	INV-140-08440		(2,011.78)
					0.00
Bill Payment #5866 - Moore Photo Video					465.00
Booths(CAVA @ Fresno)	Bill Payment				
	Bill	04/24/2025	05162025		(465.00)
					0.00
					0.00
				Total	2,734,521.25

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Smile From The Inside, Inc.	1,386.48
AppleOne Employment Services	1,291.27
Barrington Staffing Services	1,203.18
Pitney Bowes Bank Inc Purchase Power	960.71
Cornerstone Educational Solutions	698.59
Universal Studios Hollywood Grad Bash	693.43
Azure Hotel and Suites	673.00
Express Employment Professionals	648.51
UPS	544.31
Law Offices of Young, Minney & Corr, LLP	538.89
FusionPlus Inc	507.25
Certified Languages International	505.50
Facilitron, Inc	499.12
AXIS Teletherapy	447.94
DataBasics, Inc.	373.19
Expedited Reports	260.96
The Back Room Inc	232.66
Supreme Facility Services, Inc.	222.51
UBEO Business Services	212.02
Southern California Edison	183.35
De Lage Landen Financial Services Inc.	179.61
Speech Guy, LLC	175.00
AT&T Mobility	171.23
Solution Tree	141.71
City Printing Graphics	133.69
Comm-Core	128.03
Bill.com	103.61
Quill Corporation	89.90
TheraStaffers	78.86
NASSP	76.54
Multi-Health Systems Inc.	68.91
Ontario Refrigeration	62.49
Verizon Wireless	60.53
Carmen Gomez Ruiz	40.58
Amazon	39.71
Vistaprint	33.53
Everon, LLC	29.03
Doctors Wellness Company LLC dba WellnessMart MD	25.16
Waste Management	24.62
Sparkletts	23.35
Procopio, Cory, Hargreaves & Savitch, LLP	16.06
GrubHub	15.19

Transaction Summary
CAVA @ Fresno

Vendor	Amount
Paper Recycling & Shredding	14.61
Pitney Bowes Global Financial Services	11.02
Orkin	10.48
CVS Pharmacy	2.27
Grand Total	**13,838.60**

Transaction Details
CAVA @ Fresno

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3014	March	600.00	40.58
	Operations and Housekeeping Services Total					600.00	40.58
Carmen Gomez Ruiz Total						600.00	40.58
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 597254	March (3-20)	108.00	7.30
				LLC 598361	April (4-3)	108.00	7.30
	Office Expense Total					216.00	14.61
Paper Recycling & Shredding Total						216.00	14.61
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E125	March (3-22)	779.85	52.74
				LLC 000073Y68E135	March (3-29)	1,778.82	120.31
				LLC 000073Y68E145	April (4/05)	1,278.32	86.46
				LLC 000073Y68E155	April (4-12)	2,529.96	171.11
				LLC 000073Y68E165	April (4-19)	202.92	13.72
			280 SPED	LLC 0000V9159W125	March (3-22)	428.27	25.66
				LLC 000V9159W135	March (3-29)	300.68	18.02
				LLC 0000V9159W145	April (4/05)	421.54	25.26
				LLC 0000V9159W155	April (4-12)	437.82	26.24
				LLC 0000V9159W165	April (4-19)	79.86	4.79
	Shipping Total					8,238.04	544.31
UPS Total						8,238.04	544.31
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7122899-0283-5	April	167.38	11.32
				LLC 7122915-0283-9	April	196.57	13.29
	Operations and Housekeeping Services Total					363.95	24.62
Waste Management Total						363.95	24.62
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44596	March (3-23)	2,752.15	186.14
				LLC 44617	March (3/30)	3,382.93	228.80
				LLC 44634	April (4-6)	3,749.34	253.58
				LLC 44642	April (4-13)	769.20	52.02
				LLC 44652	April (4-13)	2,624.21	177.48
			280 SPED	LLC 44617	March (3/30)	1,341.60	80.40
				LLC 44634	April (4-6)	1,067.58	63.97
				LLC 44652	April (4-13)	1,341.60	80.40
	Outside Service Total					17,028.61	1,122.79
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	280 SPED	LLC 44596	March (3-23)	1,341.60	80.40
	Outside Service Total					1,341.60	80.40
Barrington Staffing Services Total						18,370.21	1,203.18
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1021	April	7,500.00	507.25
	Outside Service-General Total					7,500.00	507.25
FusionPlus Inc Total						7,500.00	507.25
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 15433	March	513.50	38.79
			280 SPED	LLC 15433	March	7,339.50	500.10
	Legal Fees Total					7,853.00	538.89
Law Offices of Young, Minney & Corr, LLP Total						7,853.00	538.89
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6110111340	March	895.00	60.53
	Telephone - Adminstration Total					895.00	60.53
Verizon Wireless Total						895.00	60.53
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586033125	March	4,308.00	505.50
	Outside Service-General Total					4,308.00	505.50
Certified Languages International Total						4,308.00	505.50
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1100194	April	1,892.94	128.03
	Communications Total					1,892.94	128.03
Comm-Core Total						1,892.94	128.03
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4365	April	3,290.00	222.51
	Operations and Housekeeping Services Total					3,290.00	222.51
Supreme Facility Services, Inc. Total						3,290.00	222.51
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-1943377-1824236	April	207.30	14.02
				111-1003759-5042651	March	94.66	6.40
					April	23.58	1.59

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-7993592-6329844	March	127.62	8.63
				111-0840131-3363410	April	17.15	1.16
				111-4080058-6797004	April	10.71	0.72
				112-2612858-7577851	April	77.20	5.22
				111-5543622-7407429	April	18.22	1.23
				112-0042846-8723406	April	10.71	0.72
	Office Expense Total					587.15	39.71
Amazon Total						587.15	39.71
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 43498047	March (3-28)	1,329.29	89.90
	Office Expense Total					1,329.29	89.90
Quill Corporation Total						1,329.29	89.90
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 032825	April	775.04	52.42
				LLC 2482741012	March	1,756.68	118.81
	Communications Total					2,531.72	171.23
AT&T Mobility Total						2,531.72	171.23
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3641	March	3,440.00	232.66
	Outside Service-General Total					3,440.00	232.66
The Back Room Inc Total						3,440.00	232.66
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7063439	March (3-15)	2,815.20	190.40
				LLC 01-7067007	March (3-22)	2,533.68	171.36
				LLC 01-7071320	March (3/29)	5,184.16	350.62
				LLC 01-7075561	April (4-5)	4,288.80	290.07
				LLC 01-7077763	April (4-12)	4,270.38	288.82
	Outside Service Total					19,092.22	1,291.27
AppleOne Employment Services Total						19,092.22	1,291.27
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-9487	March	372.00	25.16
	Outside Service-General Total					372.00	25.16
Doctors Wellness Company LLC dba WellnessMart MD Total						372.00	25.16
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25040941249	April	1,410.00	103.61
	Dues and Memberships Total					1,410.00	103.61
Bill.com Total						1,410.00	103.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 041025	March	2,710.94	183.35
	Utilities Total					2,710.94	183.35
Southern California Edison Total						2,710.94	183.35
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	160 EDUEFF	LLC S319882	March (3-26)	1,920.00	141.71
	Teacher Training Total					1,920.00	141.71
Solution Tree Total						1,920.00	141.71
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 589883151	April	2,655.58	179.61
	Equipment Rental Expense Total					2,655.58	179.61
De Lage Landen Financial Services Inc. Total						2,655.58	179.61
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814782	April	5,517.80	373.19
	Outside Service-General Total					5,517.80	373.19
DataBasics, Inc. Total						5,517.80	373.19
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1027256822	April (4-8)	162.99	11.02
	Office Expense Total					162.99	11.02
Pitney Bowes Global Financial Services Total						162.99	11.02
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 041625	April	14,204.75	960.71
	Postage Total					14,204.75	960.71
Pitney Bowes Bank Inc Purchase Power Total						14,204.75	960.71
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 041325	April	345.24	23.35
	Office Expense Total					345.24	23.35
Sparkletts Total						345.24	23.35

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3463	March	8,125.00	447.94
	Subagreements for Services Total					8,125.00	447.94
AXIS Teletherapy Total						8,125.00	447.94
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2216	April	15,000.00	1,014.50
				LLC 2217	April (4/07)	5,500.00	371.98
	Outside Service-General Total					20,500.00	1,386.48
Smile From The Inside, Inc. Total						20,500.00	1,386.48
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW34910M	April (4-1)	924.00	62.49
	Operations and Housekeeping Services Total					924.00	62.49
Ontario Refrigeration Total						924.00	62.49
UBEO Business Services	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 4859128	April (4-14)	3,134.84	212.02
	Equipment Rental Expense Total					3,134.84	212.02
UBEO Business Services Total						3,134.84	212.02
Speech Guy, LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC AAC-2503	March (3/31)	2,362.50	175.00
	Subagreements for Services Total					2,362.50	175.00
Speech Guy, LLC Total						2,362.50	175.00
Expedited Reports	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INVOICE001189	April	8,612.50	260.96
	Subagreements for Services Total					8,612.50	260.96
Expedited Reports Total						8,612.50	260.96
NASSP	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 9001977767	February (2-7)	385.00	38.27
				LLC 9001977768	February (2-7)	385.00	38.27
	Prepaid Other Total					770.00	76.54
NASSP Total						770.00	76.54
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 158250923	April	429.18	29.03
	Operations and Housekeeping Services Total					429.18	29.03
Everon, LLC Total						429.18	29.03
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 25-32137	March (3-19)	1,769.63	133.69
	Printing Expense Total					1,769.63	133.69
City Printing Graphics Total						1,769.63	133.69
Facilitron, Inc	Prepaid Other	13514 Prepaid Other	101 General	LLC 040925	April (4-9)	6,606.73	499.12
	Prepaid Other Total					6,606.73	499.12
Facilitron, Inc Total						6,606.73	499.12
Vistaprint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_Q0X1M3TX	April	495.69	33.53
	Office Expense Total					495.69	33.53
Vistaprint Total						495.69	33.53
Multi-Health Systems Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC SIP00509390	March (3-25)	1,150.00	68.91
	Non K12 Curriculum Total					1,150.00	68.91
Multi-Health Systems Inc. Total						1,150.00	68.91
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 276518763	April (4/01)	155.00	10.48
	Operations and Housekeeping Services Total					155.00	10.48
Orkin Total						155.00	10.48
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 32134113	March (3-23)	1,452.00	98.20
				LLC 32164102	March (3/30)	2,067.04	139.80
				LLC 32196840	April (4-6)	3,033.25	205.15
				LLC 32223080	April (4-13)	3,036.32	205.36
	Outside Service Total					9,588.61	648.51
Express Employment Professionals Total						9,588.61	648.51
Procopio, Cory, Hargreaves & Savitch, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 924994	February	237.50	16.06
	Legal Fees Total					237.50	16.06
Procopio, Cory, Hargreaves & Savitch, LLP Total						237.50	16.06
TheraStaffers	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 12347	March	992.00	78.86
	Subagreements for Services Total					992.00	78.86
TheraStaffers Total						992.00	78.86

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	FR
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-1261	April	8,732.39	698.59
	Subagreements for Services Total					8,732.39	698.59
Cornerstone Educational Solutions Total						8,732.39	698.59
Universal Studios Hollywood Grad Bash	School Event	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	101 General	LLC 495	April (4-11)	8,811.00	693.43
	School Event Total					8,811.00	693.43
Universal Studios Hollywood Grad Bash Total						8,811.00	693.43
Azure Hotel and Suites	Program Fees – Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	310 SUPP CRE/CTE	84093EE085807	April	534.48	53.13
				84093EE085798	April	534.48	53.13
				84093EE085811	April	534.48	53.13
				84093EE085850	April	534.48	53.13
				84093EE085847	April	534.48	53.13
				84093EE085844	April	534.48	53.13
				84093EE085816	April	534.48	53.13
				84093EE085845	April	534.48	53.13
				84093EE085799	April	534.48	53.13
				84093EE085809	April	534.48	53.13
				84093EE085848	April	534.48	53.13
				4132025	April	534.48	53.13
				4182025	April	356.32	35.42
	Program Fees – Non K12 Curriculum Total					6,770.08	673.00
Azure Hotel and Suites Total						6,770.08	673.00
GrubHub	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	4122025	April	178.74	12.09
				4132025	April	45.86	3.10
	Office Expense Total					224.60	15.19
GrubHub Total						224.60	15.19
CVS Pharmacy	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	4989	April	33.52	2.27
	Office Expense Total					33.52	2.27
CVS Pharmacy Total						33.52	2.27
Grand Total						200,231.59	13,838.60

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #05

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Proposition 28: Arts and Music in Schools Annual Report

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Fresno approve the Proposition 28: Arts and Music in Schools Annual Report.

BACKGROUND: As a condition of receiving Proposition 28: Arts and Music in Schools apportionments, pursuant to Education Code section 8820(g)(4), LEAs must submit an annual report of expenditures to its governing board for approval and post the board approved annual report to its website before July 31st following the fiscal year end. California Virtual Academy at Fresno has not yet submitted expenditure plans for approval, therefore, there are no expenditures to report for the 2024-25 fiscal year. Once the expenditure plans have been finalized by school leadership and the Head of Schools, they will be presented to the board. Below are the required components of the Proposition 28 annual report:

1. Number of full-time equivalent teachers (certificated): 0
2. Number of full-time equivalent personnel (classified): 0
3. Number of full-time equivalent teaching aides: 0
4. Number of students served: 0
5. Number of school sites providing arts education: 0

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the 2024-25 Proposition 28 Arts and Music in Schools Annual Report.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Francis Burke
Chief Business Official

PRESENTED BY:
Francis Burke
Chief Business Official

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

APPROVED

BOARD REPORT #06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: 2024-25 Employment Agreements and Terminations

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

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

New Hires:

Last Name	First Name	Title	FTE
Kuljerich	Rose	Teacher, Middle School, Substitute	0.0

Terminations/Resignations:

Last Name	First Name	Title	FTE
1) Miller	Danielle	Roving Substitute	0.0
2) Griffith	Ashlynn	Teacher, Elementary, Transitional Kindergarten	1.0
3) Maupin	Eric	Teacher, High School	1.0
4) Israel	Amos	Teacher, High School Career Technical Education	1.0
5) De La Cruz	Jaqueline	Teacher, High School, Substitute	0.0
6) Kuljerich	Rose	Teacher, Middle 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 offered 2024-25 Employment Agreements and Terminations
2. Authorize Designee of Board of Directors to sign the 2024-25 Employment Agreements on behalf of California Virtual Academy at Fresno.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

APPROVED

BOARD REPORT # 07

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Employee Handbook Update

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at Fresno approve the updated Employee Handbook for publication and distribution to all CAVA employees.

BACKGROUND: The Employee Handbook is an important means to communicate company policy and expectation. These policies apply to all areas of employment, including recruitment, hiring, training and development, promotion, transfer, termination, compensation, benefits, social and recreational programs, and all other conditions and privileges of employment in accordance with applicable federal, state, and local laws. The handbook is distributed to employees via email.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

CAVA
Employee Handbook

June 17, 2025

ABOUT THIS HANDBOOK/DISCLAIMER

We prepared this handbook to help employees find the answers to many questions that they may have regarding their employment with CAVA. Please take the necessary time to read it.

We do not expect this handbook to answer all questions. Supervisors and Human Resources also serve as a major source of information.

Neither this handbook nor any other verbal or written communication by a management representative is, nor should it be considered to be, an agreement, contract of employment, express or implied, or a promise of treatment in any particular manner in any given situation, nor does it confer any contractual rights whatsoever. CAVA adheres to the policy of employment at will, which permits the School or the employee to end the employment relationship at any time, for any reason, with or without cause or notice.

No School representative other than the Head of School or the Human Resources Administrator may modify at-will status and/or provide any special arrangement concerning terms or conditions of employment in an individual case or generally and any such modification must be signed and in writing.

Many matters covered by this handbook, such as benefit plan descriptions, are also described in separate School documents. These School documents are always controlling over any statement made in this handbook or by any member of management.

This handbook states only general School guidelines. The School may, at any time, in its sole discretion, modify or vary from anything stated in this handbook, with or without notice, except for the rights of the parties to end employment at will, which may only be modified by an express written agreement signed by the employee and the Head of School or the Human Resources Administrator.

This handbook is subject to the terms of any applicable collective bargaining agreement.

This handbook supersedes all prior handbooks.

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1-1. Welcome to California Virtual Academies

It is our pleasure to welcome you to California Virtual Academies (or CAVA as we like to say!). We are an energetic and creative group dedicated to maintaining high standards of excellence, quality, and professionalism. We value each one of our employees and hope that you find your work here rewarding and satisfying. We look forward to the opportunity of working together to create a more successful organization.

Introduction to the School

While the California Virtual Academies are public schools, they are unique in that they are virtual. Thus, for a good part of the time, we will work together remotely. One of the challenges of working together remotely is trust; and trust comes from the sharing of critical information, good and regular communications, the setting of clear expectations, and then living up to our mutual commitments. This handbook has been compiled in the spirit of that first step toward building new friends and a community of trust.

If you have any questions or concerns throughout the school year, please contact California Virtual Academies Offices in Simi Valley, and we will direct your call to the appropriate member of our Administration team. California Virtual Academies office contact information is as follows:

California Virtual Academies

50 Moreland Road

Simi Valley, California 93065

cava.k12.com

Telephone: (805) 581-0202

Main Fax: (805) 581-0330

Enrollment Fax: (805) 581-6102

Human Resources Fax: (805) 581-5617

Special Education Fax: (805) 581-8824

CAVA INTRANET

You can find important information about this school and your employment posted on CAVA intranet, located at https://k12inc.sharepoint.com/sites/WR/CMS/Central_Office. We expect all employees to read the information on this site as often as reasonably necessary to stay informed. Because this site is one way of communicating with employees, we do not allow anyone but managers and school officials to post information here.

1-2. School Mission

The core philosophy of CAVA is that all young people can achieve academic excellence if they are provided rigorous instruction, high standards, informed guidance, and individual attention. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents, and committed teachers.

1-3. History

The CAVA are a network of public charter schools. It began in the summer of 2002 as a group of parents and administrators with a just vision. Only a few weeks later, the first Virtual Academy in the state of CA shipped its first round of computer and curriculum to students and families, with great anticipation of a successful school year.

Each of our schools is a public charter school that is funded by state tax dollars. Each of our schools has a Board of Director comprised of parents and community members who are passionate about providing additional educational opportunities to the students of California. The Board of Directors for each of the California Virtual Academies has entered into a management contract with K12 Inc., a Virginia-based education curriculum.

Our school is located in Simi Valley, California and the majority of our administrative team works from this office. Besides our school office, we do not have any other physical sites in the state. Members of the California Virtual Academies faculty work from their home and live within driving distance of the students in their class - thus enabling them to build a local school community in their area.

2-1. Introduction

On behalf of CAVA, let me extend a warm and sincere welcome to employees commencing with us.

For employees who have been with us, thanks for your past and continued service.

I extend my personal best wishes for success and happiness here at CAVA. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

For employees who are commencing employment with California Virtual Academies ("California Virtual Academies" or "the School"), on behalf of California Virtual Academies, let me extend a warm and sincere welcome.

For employees who have been with us, thanks for your past and continued service.

We extend our personal best wishes for success and happiness here at California Virtual Academies. We understand that it is our employees who provide the services that our customers rely upon, and who will enable us to create new opportunities in the years to come.

We hope that your experience with us will be challenging, enjoyable and rewarding. Again, welcome!

NOTICE TO EMPLOYEES

This employee handbook is designed to be a resource for all employees and contains the employment policies and practices in effect at the time of publication. The statements contained in the Handbook are guidelines for employees concerning some of the California Virtual Academies policies and benefits and are not intended to create any contractual obligations or to alter the nature of employment. This employee handbook should be read in conjunction with applicable Board Policies and Collective Bargaining Agreements ("CBA"). Should any provision of this handbook contradict a provision of an applicable CBA at California Virtual Academies, the applicable CBA shall be controlling.

Supervisors do not have the authority to change the policies in this handbook on their own. If you are uncertain about any policy or procedure, contact your supervisor for clarification.

2-2. Anti-Bullying

California Virtual Academies is committed to a work environment in which all individuals are treated with respect and dignity and are free from all forms of abusive conduct. Abusive conduct, or "bullying," is conduct of an employer or employee in the workplace, whether physical or remote, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests.

It includes unwelcome or unacceptable behavior, including repeated infliction of verbal abuse, such as derogatory remarks, insults, epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance and may be directed at an individual or a group. Bullying behavior is often persistent and part of a pattern, but it can also occur as a single incident if it is especially severe and egregious. It is usually carried out

by an individual but can also be an aspect of group behavior. Some examples of bullying behavior are:

- Excessive supervision;
- Belittling or disregarding opinions or suggestions;
- Manipulating the ability of someone to do their work (e.g., overloading, underloading, withholding information, setting meaningless tasks, setting deadlines that cannot be met, giving deliberately ambiguous instructions);
- Unfairly blaming for mistakes;
- Trivializing of work and achievements;
- Abusive and offensive language;
- Insults;
- Teasing;
- Public humiliation in any form;
- Spreading rumor and innuendo;
- Unreasonable criticism;
- Isolating people from normal work interaction;
- Deliberate exclusion;
- Practical jokes;
- Name calling;
- Threats of physical harm or other type of retribution

Bullying may be intentional or unintentional. However, it must be noted that where an allegation of bullying is made, the intent of the alleged bully is irrelevant, and will not be given consideration when disciplining an employee. It is the effect of the behavior upon the individual which is important.

We encourage all employees to report any instance of bullying behavior. Reported or suspected occurrences of bullying will be promptly and thoroughly investigated. Following an investigation, CAVA will promptly take any necessary and appropriate disciplinary action.

California Virtual Academies will not permit or condone any acts of retaliation against anyone who files or cooperates in the investigation of bullying complaints.

To report workplace bullying, discussing the problem with your immediate supervisor or HR Business Partner (HR@caliva.org) is encouraged as a first step. If your problem is not resolved after discussing it with your supervisor or human resources department, you are encouraged to request a meeting with a human resource specialist. In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, California Virtual Academies provides its employees with a convenient and reliable method for reporting incidents of alleged harassment, including sexual harassment and discrimination. Any employee who feels harassed or discriminated against should follow the complaint procedure as described in the Non-Harassment policy.

2-3. Non-Harassment

It is CAVA's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or

expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by CAVA.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;

9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Administrator. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

2-4. Background Checks

California Virtual Academies will conduct a background check upon employment. Continued employment is dependent upon consent and the results of the background check. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students, taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during their employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of Schools.

2-5. Certificated Staff

In order to be employed at a public school in the state of California, the credential holder must keep the credential (s) they hold for their specific assignment current, and ensure that it is renewed, cleared, or extended prior to the expiration date listed on the credential.

If the credential holder allows their credential, which is specifically required for their assignment, to expire, they will immediately be placed on an unpaid leave of absence and not be allowed to return to their assignment until the credential has been renewed, cleared, or extended. California Virtual Academies may approve up to

30 days maximum for this leave of absence. After 30 days, employment would be terminated if the required credential is not yet current. Employees would be eligible to re-apply on EdJoin once their credential is current. It is the sole responsibility of the credential holder to keep their credential current and take all necessary steps to ensure it is renewed, cleared, or extended prior to the expiration date listed on the credential.

2-6. Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

California Virtual Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided for employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months' confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

2-7. Drug-Free and Alcohol-Free Workplace

To help ensure a safe, healthy and productive work environment for our employees and others, to protect School property, and to ensure efficient operations, CAVA has adopted a policy of maintaining a workplace free of drugs and alcohol. This policy applies to all employees and other individuals who perform work for the School.

The unlawful or unauthorized use, abuse, solicitation, theft, possession, transfer, purchase, sale or distribution of controlled substances (including medical marijuana), drug paraphernalia or alcohol by an individual anywhere on School premises, while on School business (whether or not on School premises) or while representing the School, is strictly prohibited. Employees and other individuals who work for the School also are prohibited from reporting to work or working while they are using or under the influence of alcohol or any controlled substances, which may impact the employee's ability to perform their job or otherwise pose safety concerns, except when the use is pursuant to a licensed medical practitioner's instructions and the licensed medical practitioner authorized the employee or individual to report to work. However, this exception does not extend any right to report to work under the influence of medical marijuana or to use medical marijuana as a defense to a positive drug test, to the extent the employee is subject to any drug testing requirement, except as permitted by and in accordance with applicable law.

Violation of this policy will result in disciplinary action, up to and including discharge.

The School maintains a policy of non-discrimination and will endeavor to make reasonable accommodations to assist individuals recovering from substance and alcohol dependencies, and those who have a medical history which reflects treatment for substance abuse conditions. However, employees may not request an

accommodation to avoid discipline for a policy violation. We encourage employees to seek assistance before their substance abuse or alcohol misuse renders them unable to perform the essential functions of their jobs, or jeopardizes the health and safety of any School employee, including themselves.

As a condition of continued employment, all employees must comply with this policy. An employee who engages in an activity prohibited by this policy shall be subject to disciplinary action, up to and including immediate termination of employment. Contact the Employee Assistance Program (EAP) for information about the availability of treatment programs such as assistance provided by the health care plan coverage or drug and alcohol abuse rehabilitation and education programs. Employee Assistance Program (EAP) contact information can be found in the portal under the benefits tab. This policy is not intended to replace or otherwise alter applicable U.S. Department of Transportation obligations or any other federal, state or local agency drug testing regulations related to a particular industry.

2-8. Equal Employment Opportunity

CAVA is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, pregnancy-related conditions, and lactation), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. CAVA's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. CAVA will not allow any form of retaliation against employees who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure the workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

2-9. Immigration Law Compliance

California Virtual Academies is committed to employing only United States citizens and aliens who are legally authorized to work in the United States. We do not unlawfully discriminate on the basis of citizenship or national origin.

In order for us to comply with the Immigration Reform and Control Act of 1986, all new employees, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and provide documentation that establishes identity and authorization to work.

Your employment may be terminated if at any time you cannot comply with laws requiring you to verify your right to work in the United States.

2-10. Reasonable Accommodations & Interactive Dialogue

CAVA is committed to complying with applicable federal, state, and local laws governing reasonable accommodations of individuals, including, but not limited to, the Americans with Disabilities Act (ADA) and the Pregnant Workers Fairness Act (PWFA). To that end, CAVA will endeavor to make a reasonable accommodation to applicants and employees who have requested an accommodation or for whom CAVA has notice may require such an accommodation, related to an individual's:

- Disability, meaning any physical, medical, mental, or psychological impairment, or a history or record of such impairment;
- Sincerely held religious beliefs and practices;
- Needs as a victim of domestic violence, sex offenses, or stalking;
- Needs related to pregnancy, childbirth, or related medical conditions; and/or
- Any other reason required by applicable law, unless the accommodation would impose an undue hardship on the operation of our business.

Reasonable accommodations can take many forms. For example, reasonable accommodations for pregnancy, childbirth, or related medical conditions include but are not limited to things such as the ability to carry or keep water near and drink, as needed; allowing the employee additional restroom breaks; allowing the employee whose work requires standing to sit and whose work requires sitting to stand; allowing the employee breaks, as needed, to eat and drink; accommodations related to lactation; time off to recover from childbirth; modification of equipment; appropriate seating; temporary transfer to a different position that the employee is able to perform; restructuring job duties; light duty; or a modified work schedule. CAVA will work with the employee to determine what accommodation is appropriate for the employee, given the employee's unique circumstances, that does not impose an undue hardship on CAVA.

Any employee who would like to request an accommodation based on any of the reasons set forth above should contact Human Resources. Accommodation requests can be made in writing using a form which can be obtained from Human Resources. If the employee who has requested an accommodation has not received an initial response within five (5) business days, they should contact the Human Resources Administrator.

Unless otherwise required by law, CAVA may request that the employee provide supporting documentation. Cooperating with CAVA by returning requested information in a timely fashion is required.

After receiving a request for an accommodation or learning indirectly that the employee may require such an accommodation, CAVA will engage in an interactive dialogue with the employee.

Even if employee has not formally requested an accommodation, CAVA may initiate an interactive dialogue under certain circumstances, such as when CAVA has knowledge that employee's performance at work has been negatively affected and a reasonable basis to believe that the issue is related to any of the protected classifications set forth above, in compliance with applicable law. In the event CAVA initiates an interactive dialogue, it should not be construed as CAVA's belief the employee requires an accommodation, but will serve as an invitation for the employee to share with CAVA any information the employee desires to share, or to request an accommodation.

The interactive dialogue may take place in person, by telephone, or by electronic means. As part of the interactive dialogue, CAVA will communicate openly and in good faith with the employee in a timely manner in order to determine whether and how CAVA may be able to provide a reasonable accommodation. To the

extent necessary and appropriate based on the request, CAVA will attempt to explore the existence and feasibility of alternative accommodations as well as alternative positions for the employee. CAVA is not required to provide the specific accommodation sought by the employee, provided the alternatives are reasonable and either meet the specific needs of the employee or specifically address the employee's limitations.

CAVA will endeavor to keep confidential all communications regarding requests for reasonable accommodations and all circumstances surrounding the employee's underlying reason for needing an accommodation.

CAVA will not allow any form of retaliation against employees who have requested an accommodation, for whom CAVA has notice may require such an accommodation, or who otherwise engage in the interactive dialogue process.

Employees with questions regarding this policy should contact Human Resources.

2-11. Residence

All certificated employees must live in California and reside permanently in California in order to be employed by the School. Teachers are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor. If you need to travel out of state, you must submit a Time Off Request to your supervisor for the dates you will be away from your home office. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

2-12. Tuberculosis Testing

All employees must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) or negative TB test results within the last 4 years. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the school and the cost of the exam will be borne by the applicant.

Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with school students.

2-13. Workplace Violence

CAVA is strongly committed to providing a safe workplace. The purpose of this policy is to minimize the risk of personal injury to employees and damage to School and personal property.

CAVA does not expect employees to become experts in psychology or to physically subdue a threatening or

violent individual. Indeed, CAVA specifically discourages employees from engaging in any physical confrontation with a violent or potentially violent individual. However, CAVA does expect and encourage employees to exercise reasonable judgment in identifying potentially dangerous situations.

Experts in the mental health profession state that prior to engaging in acts of violence, troubled individuals often exhibit one or more of the following behaviors or signs: over-resentment, anger and hostility; extreme agitation; making ominous threats such as bad things will happen to a particular person, or a catastrophic event will occur; sudden and significant decline in work performance; irresponsible, irrational, intimidating, aggressive or otherwise inappropriate behavior; reacting to questions with an antagonistic or overtly negative attitude; discussing weapons and their use, and/or brandishing weapons in the workplace; overreacting or reacting harshly to changes in School policies and procedures; personality conflicts with co-workers; obsession or preoccupation with a co-worker or supervisor; attempts to sabotage the work or equipment of a co-worker; blaming others for mistakes and circumstances; or demonstrating a propensity to behave and react irrationally.

Prohibited Conduct

Threats, threatening language or any other acts of aggression or violence made toward or by any School employee WILL NOT BE TOLERATED. For purposes of this policy, a threat includes any verbal or physical harassment or abuse, any attempt at intimidating or instilling fear in others, menacing gestures, flashing of weapons, stalking or any other hostile, aggressive, injurious or destructive action undertaken for the purpose of domination or intimidation. To the extent permitted by law, employees and visitors are prohibited from carrying weapons onto School premises.

Procedures for Reporting a Threat

All potentially dangerous situations, including threats by co-workers, should be reported immediately to any member of management with whom the employee feels comfortable. Reports of threats may be maintained confidential to the extent maintaining confidentiality does not impede CAVA's ability to investigate and respond to the complaints. All threats will be promptly investigated. All employees must cooperate with all investigations. No employee will be subjected to retaliation, intimidation or disciplinary action as a result of reporting a threat in good faith under this policy.

If the School determines, after an appropriate good faith investigation, that someone has violated this policy, the School will take swift and appropriate corrective action.

If the employee is the recipient of a threat made by an outside party, that employee should follow the steps detailed in this section. It is important for the School to be aware of any potential danger in its offices. Indeed, the School wants to take effective measures to protect everyone from the threat of a violent act by employees or by anyone else.

Section 3 – Hiring and Onboarding

3-1. Recruitment

We understand that we are only as good as our employees, so we search as widely as possible for talented and motivated individuals to fill needed positions in our School. Our recruitment methods include referrals from California Virtual Academies families and teachers and advertising on applicable educational job boards. Although these methods have served us well in the past, we know that the marketplace is ever-changing and finding high-quality people is an evolving process. We encourage our employees to share with us their ideas and suggestions as to what more we can do to find and acquire talented and motivated individuals.

We conduct all recruiting in a fair and non-discriminatory manner. Staff who are responsible for recruiting and interviewing potential employees should seek the best person available for the position. In addition to looking outside the School for new hires, we also look internally. California Virtual Academies email job postings to employees as applicable. If you see a posting for a job that interests you and feel that you meet the qualifications, we encourage you to apply for the position.

3-2. Refer A New Hire

Our employees know our needs and School culture and are often best situated to recommend employees to fill open positions within California Virtual Academies. We have often found that some of our best recruits have resulted from referrals from our current employees. We encourage you to continue recommending candidates who have the potential to represent a great fit within the School.

California Virtual Academies is an equal-opportunity employer and hires individuals solely upon the basis of their qualifications for the job for which they have applied. Every effort is made to hire employees for positions which make the best use of their abilities and in which they will be able to achieve personal satisfaction. In no event shall the hiring of an employee be considered as creating a contractual relationship between the employee and the company, and, unless otherwise provided in writing, employment shall be at will, so that either party may terminate the relationship at any time with and without notice for any lawful reason.

3-3. New Hire Training

Upon accepting your position, you will receive communication from California Virtual Academies regarding important information with your new hire paperwork, benefits information, and self-paced new employee orientation. You will need to create your own account with our payroll partner online platform and complete the new employee self-paced orientation. You will receive detailed instructions as part of your new hire training.

During this new hire training session, you will receive important information about our policies and procedures. When your employment begins, you will be contacted by Human Resources, who will explain our benefits and payroll procedures and assist you in completing your employment paperwork. You will also meet with your supervisor to review your job goals and performance requirements. During the orientation period, the administration team and your partner teachers will give you feedback on your performance and will be available to answer questions you might have.

Employees are eligible for benefits as of their commencement date.

Section 4 – Operational Policies

4-1. Complaint Resolution Procedure

California Virtual Academies is committed to providing a comfortable and productive work environment for employees. It is important that your concerns are resolved in a timely manner in an atmosphere of open communication and mutual respect. You are encouraged to follow the process below for bringing concerns to management for resolution. Employees will not be penalized for following this procedure.

First, discuss the problem with your supervisor. If you do not believe a discussion with your supervisor is appropriate, request a meeting with a human resource specialist (HR@caliva.org). In an effort to resolve the problem, the human resource specialist will consider the facts and may conduct an investigation.

Additionally, the Anti-Harassment Policy in this handbook outlines procedures for employees to report complaints of harassment and discrimination.

4-2. Employee Classifications

For purposes of this handbook, all CAVA employees fall within one of the classifications below.

Full-Time Employees - Employees who regularly work at least 30 hours per week who were not hired on a short-term basis.

Part-Time Employees - Employees who regularly work fewer than 30 hours per week who were not hired on a short-term basis.

Short-Term Employees - Employees who were hired for a specific short-term project, or on a short-term freelance, per diem or temporary basis. Short-Term employees generally are not eligible for School benefits, but are eligible to receive statutory benefits.

In addition to the above classifications, employees are categorized as either "**exempt**" or "**non-exempt**" for purposes of federal and state wage and hour laws. Employees classified as exempt do not receive overtime pay; they generally receive the same weekly salary regardless of hours worked. Such salary may be paid less frequently than weekly. The employee will be informed of these classifications upon hire and informed of any subsequent changes to the classifications.

4-3. Job Postings

CAVA is dedicated to assisting employees in managing their careers and reaching their professional goals through promotion and transfer opportunities. This policy outlines the online job posting program which is in place for all employees. To be eligible to apply for an open position, the employee must meet the following requirements:

- Be a current, regular, full-time or part-time employee;
- Have been in current position for at least six (6) months;
- Maintain a performance rating of satisfactory or above;
- Not be on conduct/performance-related probation or warning;

- Meet the job qualifications listed on the job posting; and
- Provide their current manager with notice prior to applying for the position.

If employees find a position of interest on the job posting website and they meet the eligibility requirements, an online job posting application must be completed in order to be considered for the position. Not all positions are guaranteed to be posted. The School reserves the right to seek applicants solely from outside sources or to post positions internally and externally simultaneously.

For more specific information about the program, please contact the Human Resources Department.

4-4. Working Hours and Schedule

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point California Virtual Academies may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for California Virtual Academy are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work from 8:30 am - 4:00 pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide directions for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff. Give your supervisor as much advance notice as possible for any schedule changes.

Rest Breaks

Non-exempt employees who work three-and-one-half (3-1/2) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid rest break.

California Virtual Academies also provides cool-down rest and recovery periods as needed to prevent heat illness for employees that perform work outdoors as required under applicable state law.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm

them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate work flow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duties and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify Human Resources if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see their supervisor to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see their supervisor to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain "on call" or available to respond to messages, monitor radios, telephones, email or other devices during meal periods and rest breaks.

Employees are required to immediately notify Human Resources if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided rest break or meal period.

For employees subject to an applicable CBA, work schedules shall be governed by the CBA.

4-5. Remote Work/Telecommuting

CAVA may allow employees to work remotely if their job duties and work performance are determined to be eligible for remote work. Eligibility will be decided on a case-by-case basis by the School. Employees also may be required to work remotely during periods of public health emergencies if government orders and mandates recommend such work.

This policy provides general information regarding remote work/telecommuting. Employees who are approved to work remotely should consult their individual agreement for specific details of their remote work/telecommuting arrangement, such as expected work hours, equipment provided, and other important information.

Any remote work/telecommuting arrangement may be discontinued by the School at any time and at the discretion of the School. Employees also may discontinue the arrangement but may not be guaranteed office space at the School's location.

At-Will Employment

This policy and any individual agreement addressing this work arrangement do not create a contract of employment and are not intended to be considered or construed as a promise of continued employment. Employment is at will and may be discontinued at any time by the School or employee without notice, cause, or liability.

Hours of Work

Employees will work full time from home. Scheduled hours of work will be set by the employees' manager or supervisor. Employees should maintain regular contact with their supervisors and managers.

Nonexempt employees must accurately record all hours worked pursuant to the School's timekeeping system and take rest and meal breaks as if in the School's workplace and as required by law. Nonexempt employees may not work beyond scheduled working hours (including working more than 40 hours in a workweek) without prior, written authorization from their manager or supervisor.

Location

Employees will provide, at their expense, a secure, dedicated work area. Employees are responsible for maintaining the work area in a safe, secure, and nonhazardous condition at all times. Employees will maintain security devices and procedures necessary to prevent use by unauthorized persons, including by preventing the connection of any School-furnished computer system, network, or database to any computer, network, or database other than a computer, network, or database to which connections are provided or authorized by the School.

Duties

Employees are expected to follow all existing School policies and procedures. The duties, obligations, responsibilities, and conditions of employment with the School remain unchanged. Employees must stay engaged with work throughout the workday and be fully available during normal business hours. If employees do not successfully perform their job duties remotely, this arrangement will be revoked. Employees are expected to follow existing School policies with respect to scheduled and unscheduled time off, including the obligation to speak with their manager or supervisor before the scheduled start time in the event of an unscheduled absence, tardy, or early departure.

Virtual Meetings (other than the classroom)

While distractions are often unavoidable, try to keep them to a minimum.

- No music or television in the background during meetings.
- Avoid having someone else seen on camera behind you.
- Keep yourself muted during video or audio conferencing unless you are speaking.
- Turning on video is required.
- Avoid eating a meal during a virtual meeting unless invited to do so by the meeting host
- Smoking or vaping is not permitted during a video conference.
- Be on time and avoid multi-tasking. Give your full attention to the meeting as if you were face to face.

Accidents and Injuries

Employees agree to maintain safe conditions in the remote work space and to practice the same safety habits and rules applied on School premises. If employees incur an injury arising out of the course and scope of the assigned job duties while working in the remote work space, the workers' compensation provisions in place for the state in which the employees are working will apply. Employees must notify their supervisor or manager immediately and complete all necessary and/or requested documents regarding the reported injury. The School assumes no responsibility for injuries occurring in the remote work space outside normal working hours or for injuries that occur as a result of a reasonably recognizable unsafe remote work space.

Equipment

Employees agree to use electronic equipment that has been encrypted and meets all of the School's security requirements. If the School provides equipment for home use, employees agree to provide a secure location for School-owned equipment and will not use, or allow others to use, such equipment for purposes other than School business. Employees have no expectation of ownership in such equipment, linkages, property, or other items installed or provided by the School. The School will bear the expense of removal of any such equipment, linkages, and installations provided by the School upon the termination of the remote work/telecommuting arrangement but not modification of or repairs to the work location. Employees hereby release the School from any damage or liability incurred in the installing or removal of the equipment provided by the School.

Return of School Property

All equipment, records, and materials provided by the School will remain School property. Employees agree to return School equipment, records, and materials upon request. All School equipment will be returned by employees for inspection, repair, or replacement as needed or requested or immediately upon termination of the remote work/telecommuting arrangement. All equipment must be returned within five (5) business days of written notice to the employees.

Expenses

Upon presentment of receipts and in accordance with the Business Expense Reimbursement policy, the School will reimburse employees for certain preapproved expenses.

Regular household utility charges, such as electricity, water, phone, Internet service, auto, homeowners' insurance, etc., are not reimbursable unless state law requires reimbursement.

Confidentiality

Employees agree that they are subject to the School's policies prohibiting the nonbusiness use or dissemination

of the School's confidential business information. Employees will take all appropriate steps to safeguard the School's confidential business information, including segregating it from personal papers and documents, not allowing nonemployees to access such information, and keeping such information in locked drawers or file cabinets when not in use. Employees will maintain confidential information, including, but not limited to, information regarding the School's products or services, processing, marketing and sales, client lists, client e-mail addresses and mailing addresses, client data, orders, memoranda, notes, records, technical data, sketches, designs, plans, drawings, trade secrets, research and development data, experimental work, proposals, new product and/or service developments, project reports, sources of supply and material, operating and cost data, and corporate financial information.

Contact

If employees have any questions concerning this policy or would like to apply to work remotely, they should contact the Human Resources Administrator.

4-6. Artificial Intelligence

The School recognizes that the use of artificial intelligence (AI) tools can potentially assist employees with the performance of job duties. However, there are many risks. To ensure the protection of confidential information and the integrity of our operations, as set forth below, all employees who wish to use AI tools must receive management approval and, if granted, comply with the below best practices.

Evaluation of AI tools. Employees must evaluate the utility and security of any AI tool before using it. This includes reviewing the tool's security features, terms of service, and privacy policy. Employees also should review the reputation of the tool developer and any third-party services used by the tool. But most importantly, employees must receive management approval prior to using any AI tool after explaining the manner in which it will be used and the benefits to the business.

Protection of confidential data. In using any AI tool, employees must not upload or share any confidential, proprietary, or protected data without prior written approval from the Head of Human Resources. This includes data related to customers, employees, or partners. Similarly, employees must ensure any AI tool does not utilize confidential or copyrighted information of a third party.

Access control. Employees must not give access to any AI tools approved for business use to anyone outside the School without prior approval from the Head of Human Resources and implementation of processes as required to meet security compliance requirements. This includes sharing login credentials or other sensitive information with third parties.

Compliance with security policies. Employees must apply the same security best practices we use for all CAVA and customer data. This includes using strong passwords, keeping software up-to-date, and following the School's data retention and disposal policies.

4-7. Timekeeping Procedures

Employees must record their actual time worked for payroll and benefit purposes. Non-exempt employees must record the time work begins and ends, as well as the beginning and ending time of any departure from work for any non-work-related reason, on forms as prescribed by management. All employees are required to accurately complete and submit their timesheet reflecting all hours worked, including required meal and rest periods.

Altering, falsifying or tampering with time records is prohibited and subjects the employee to discipline, up to and including discharge. Any discrepancies between time shown on a time record and actual hours worked, including overtime, should be resolved with your supervisor before submitting your hours to payroll.

Exempt employees are required to record their daily work attendance and report full days of absence from work for reasons such as leaves of absence, sick leave or personal business.

Non-exempt employees may not start work until their scheduled starting time.

It is the employee's responsibility to sign time records to certify the accuracy of all time recorded. Any errors in the time record should be reported immediately to a supervisor, who will attempt to correct legitimate errors.

You may not work "off the clock" and if you are asked to do so, you should immediately report this to management.

4-8. Overtime

When CAVA experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations. Employees may work overtime only with prior management authorization. Any non-exempt employee who works overtime without authorization may be subject to disciplinary action, up to and including termination.

Any non-exempt employee who works overtime will be compensated at the rate of one and one-half times (1.5) their regular hourly wage for all time worked in excess of 40 hours each workweek, unless otherwise required by applicable law. Overtime pay is calculated based on actual hours worked. Paid time off, holidays, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations. For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

4-9. Safe Harbor Policy for Exempt Employees

It is CAVA's policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure proper payment and that no improper deductions are made, employees must review pay stubs promptly to identify and report all errors.

Those classified as exempt salaried employees will receive a salary which is intended to compensate them for all hours they may work for CAVA. This salary will be established at the time of hire or classification as an exempt employee. While it may be subject to review and modification from time to time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under federal and state law, salary is subject to certain deductions. For example, unless state law requires otherwise, salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability if the deduction is made in accordance with a bona fide plan, policy or practice of providing wage replacement benefits for such absences (deductions also may be made for the exempt employee's full-day absences due to sickness or disability before the employee has qualified for the plan, policy or practice or after the employee has exhausted the leave allowance under

the plan);
- full-day disciplinary suspensions for infractions of our written policies and procedures;
- Family and Medical Leave Act absences (either full- or partial-day absences);
- to offset amounts received as payment from the court for jury and witness fees or from the military as military pay;
- the first or last week of employment in the event the employee works less than a full week; and
- any full work week in which the employee does not perform any work.

Salary may also be reduced for certain types of deductions such as a portion of health, dental or life insurance premiums; state, federal or local taxes; social security; or voluntary contributions to a 401(k) or pension plan.

In any work week in which the employee performed any work, salary will not be reduced for any of the following reasons:

- partial day absences for personal reasons, sickness or disability;
- an absence because the School has decided to close a facility on a scheduled work day;
- absences for jury duty, attendance as a witness, or military leave in any week in which the employee performed any work (subject to any offsets as set forth above); and
- any other deductions prohibited by state or federal law.

However, unless state law provides otherwise, deductions may be made to accrued leave for full- or partial-day absences for personal reasons, sickness or disability.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to a supervisor. If the supervisor is unavailable or if the employee believes it would be inappropriate to contact that person (or if the employee has not received a prompt and fully acceptable reply), they should immediately contact the Payroll Manager or any other supervisor in CAVA with whom the employee feels comfortable.

If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Head of Human Resources, California Virtual Academies 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

4-10. Salary Advances

CAVA does not permit advances on paychecks or against accrued paid time off. Advance pay for vacation must be requested in writing at least two weeks prior to the vacation period.

4-11. Performance Review

Depending on the employee's position and classification, CAVA endeavors to review performance annually. However, a positive performance evaluation does not guarantee an increase in salary, a promotion or continued employment. Compensation increases and the terms and conditions of employment, including job assignments, transfers, promotions, and demotions, are determined by and at the discretion of management. . For employees subject to an applicable CBA, performance reviews and changes to compensation shall be governed by the CBA.

In addition to these formal performance evaluations, the School encourages employees and supervisors to discuss job performance on a frequent and ongoing basis.

Employee performance and conduct are expected to contribute toward the achievement of the School's goals and objectives. The purpose of documentation of employee performance and professional conduct is to:

- Improve employee performance through effective communication while honoring the Collective Bargaining Agreements (CBA)
- Provide clarity to both the employee and the District on facts surrounding a situation in question
- Take necessary steps to deal with deficient employee performance and/or conduct

A positive performance review does not guarantee either an increase in compensation or continued employment. Raises, if given, may be based on a number of factors, such as the company's performance and profitability, department or group performance, and individual performance.

4-12. Record Retention

CAVA acknowledges its responsibility to preserve information relating to litigation, audits and investigations. Failure on the part of employees to follow this policy can result in possible civil and criminal sanctions against the School and its employees and possible disciplinary action against responsible individuals (up to and including discharge of the employee). Each employee has an obligation to contact the Human Resources Administrator to inform them of potential or actual litigation, external audit, investigation or similar proceeding involving the School that may have an impact on record retention protocols.

4-13. Your Employment Records

In order to obtain their position, employees have provided personal information, such as address and telephone number. This information is contained in their personnel file.

Employees should keep their personnel file up to date by informing the Human Resources Administrator of any changes. Employees also should inform the Human Resources Administrator of any specialized training or skills they acquire, as well as any changes to any required visas. Unreported changes of address, marital status, etc. can affect withholding tax and benefit coverage. Further, an "out of date" emergency contact or an inability to reach employees in a crisis could cause a severe health or safety risk or other significant problem.

To ensure that your personnel file is up-to-date at all times, notify HR@caliva.org of any changes in your name, telephone number, home address, withholding instructions, number of dependents, beneficiary designations, or the individuals to notify in case of an emergency.

4-14. Your Paycheck

Employees will be paid semi-monthly on the 10th and 25th of the month for all the time worked during the past pay period. For overtime calculations and salary administration, the fixed 7-day "workweek" is the period beginning at 12:01 a.m., Monday and ending at midnight, Sunday. California Virtual Academies does not grant employees pay advances. For paydays falling on a weekend or holiday, you will be paid the prior business day.

Payroll stubs itemize deductions made from gross earnings. By law, CAVA is required to make deductions for

Social Security, federal income tax and any other appropriate taxes. These required deductions also may include any court-ordered garnishments. Payroll stubs also will differentiate between regular pay received and overtime pay received.

If there is an error in any employee's pay, the employee should bring the matter to the attention of the Payroll Manager immediately so the School can resolve the matter quickly and amicably.

Paychecks will be given only to the employee, unless the employee requests that they be mailed or authorizes in writing that another person may accept the check. The person designated to pick up your check will be asked to produce satisfactory identification; otherwise, your check will not be released.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify your W-4 deductions, contact HR@caliva.org or login to our online payroll platform and edit your W-4 details. Check your pay stub to ensure that it reflects the proper number of withholdings and deductions.

If your employment ends, you will be paid your final wages in accordance with applicable state law. If you resign with at least 72 hours' notice, you will be paid on the date of separation for all wages and any accrued unused vacation at the date of separation. If you resign with less than 72 hours' notice, you will be paid for all wages and accrued unused vacation no later than 72 hours after notice is given. If your employment is terminated, you will be paid on the date of termination for all wages and any accrued unused vacation on the date of termination.

4-15. Open Door Policy

All employees have the opportunity to express ideas and opinions to management. The School believes that open communication is essential to a successful work environment, as well as to the School's success. All employees may express ideas and opinions directly to School management. Employees who would like to bring an idea or suggestion to the School's attention, or just simply wishes to discuss an issue not covered by a separate reporting procedure, are always welcome to send an email or make a call to Human Resources.

4-16. Virtual Teaching Protocol

Virtual Teaching Protocol While on Camera:

1. Teachers are expected to dress professionally and maintain a neat and appropriate appearance while on camera. This includes adhering to the school's dress code policy.
2. Teachers should establish a dedicated workspace that is free from distractions and conducive to teaching. The background should be appropriate and devoid of personal or sensitive materials.
3. Teachers are expected to attend online sessions punctually and be prepared to start the lesson at the scheduled time.
4. Teachers should keep their camera on throughout the session unless there are exceptional circumstances. Maintaining a visible presence helps facilitate engagement and connection with students.
5. Teachers will enforce the same classroom management policies online as they would in a physical classroom. Establish clear expectations for student behavior and address any disruptive or inappropriate conduct promptly.
6. Teachers will use appropriate and professional language during virtual sessions.

7. Teachers should not use personal devices, such as cell phones or tablets, for non-instructional purposes while on camera.
8. Teachers should respect the privacy of students and refrain from sharing any personal or identifiable information about students during virtual sessions. Student work or contributions should not be shared without consent.
9. Teachers will actively engage in professional development opportunities related to virtual teaching and technology-enhanced instruction. This helps ensure proficiency in using online platforms and tools effectively.
10. Classrooms with students present are to be supervised at all times. In the event of an emergency, contact an administrator to join the session or remove students from the session and lock the room; contact an administrator immediately.
11. To maintain a professional and focused learning environment, teachers should refrain from having other members of the family or household on camera during instructional sessions, including children, unless there is an academic reason, such as hosting a guest speaker that has been approved by the administration.

It is important for schools and teachers to establish clear virtual teaching policies to ensure professionalism, engagement, and effective learning experiences for students in the online setting. Remote work is not a substitute for childcare or other dependent care. The employee shall make or maintain childcare arrangements to permit concentration on work assignments during working hours.

4-17. Mandatory Deductions From Paycheck

California Virtual Academies is required by law to make certain deductions from your paycheck each time one is prepared. Among these are federal, state and local income taxes, and your contribution to Social Security and Medicare (FICA).

The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form. If you wish to update/change your W4 please reach out to HR@caliva.org. Check your pay stub to ensure that it reflects the proper amount of withholdings and deductions.

California Virtual Academies will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

California Virtual Academies may make other mandatory deductions from your paycheck, such as court-ordered garnishments or retro benefits payments. If you have a question about these or any deductions, you should speak to your payroll specialist.

The Company will also make deductions from your pay for other voluntary deductions you have authorized, such as your contribution to any group health insurance premiums or retirement plan contributions.

Participants in the STRS/PERS programs will have deductions taken from their paycheck per state law.

4-18. Travel Time: Non-Exempt Employees

Overnight, Out-of-Town Trips

Non-exempt employees will be compensated for time spent traveling (except for meal periods) during their normal working hours, on days they are scheduled to work and on unscheduled work days (such as weekends). Non-exempt employees will also be paid for any time spent performing job duties during otherwise non-compensable travel time. However, such work should be limited absent advance management authorization.

Out-of-Town Trips for One Day

Non-exempt employees who travel out of town for a one-day assignment will be paid for all travel time, except for, among other things: time spent traveling between the employee's home and the local railroad, bus or plane terminal; and meal periods.

Local Travel

Non-exempt employees will be compensated for time spent traveling from one job site to another job site during a workday. The trip home, however, is non-compensable when the employee goes directly home from the final job site, unless it is much longer than the regular commute home from the regular worksite. In such case, the portion of the trip home in excess of the regular commute is compensable.

Commuting Time

Under the Portal to Portal Act, travel from home to work and from work to home is generally non-compensable. However, if a non-exempt employee regularly reports to a worksite near their home, but is required to report to a worksite farther away than the regular worksite, the additional time spent traveling is compensable.

If compensable travel time results in more than 40 hours worked by a non-exempt employee, the employee will be compensated at an overtime rate of one and one-half (1-1/2) times the regular rate. To the extent that applicable state law provides greater benefits, state law applies.

Section 5 – Benefits

5-1. Benefits Overview

In addition to good working conditions and competitive pay, it is CAVA's policy to provide a combination of supplemental benefits to all eligible employees. In keeping with this goal, each benefit program has been carefully devised. These benefits include time-off benefits, such as vacations and holidays, and insurance and other plan benefits. We are constantly studying and evaluating our benefits programs and policies to better meet present and future requirements. These policies have been developed over the years and continue to be refined to keep up with changing times and needs.

The next few pages contain a brief outline of the benefits programs CAVA provides employees and their families. Of course, the information presented here is intended to serve only as guidelines. Eligible employees will receive pertinent materials upon beginning employment with the School.

The descriptions of the insurance and other plan benefits merely highlight certain aspects of the applicable plans for general information only. The details of those plans are spelled out in the official plan documents, which are available for review upon request from the Human Resources Administrator. Additionally, the provisions of the plans, including eligibility and benefits provisions, are summarized in the summary plan descriptions ("SPDs") for the plans (which may be revised from time to time). In the determination of benefits and all other matters under each plan, the terms of the official plan documents shall govern over the language of any descriptions of the plans, including the SPDs and this handbook.

Further, CAVA (including the officers and administrators who are responsible for administering the plans) retains full discretionary authority to interpret the terms of the plans, as well as full discretionary authority with regard to administrative matters arising in connection with the plans and all issues concerning benefit terms, eligibility and entitlement.

While the School intends to maintain these employee benefits, it reserves the absolute right to modify, amend or terminate these benefits at any time and for any reason.

If employees have any questions regarding benefits, they should contact the Human Resources Administrator.

For employees subject to an applicable CBA, benefits offerings shall be governed by the CBA.

5-2. Paid Holidays

Full-time employees will be paid for the following holidays:

New Year's Day	January 1st
Martin Luther King Jr. Day	Third Monday in January
President's Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19th
Independence Day	July 4th
Labor Day	First Monday in September

Thanksgiving Day	Fourth Thursday in November
Day after Thanksgiving	Fourth Friday in November
Christmas Eve	December 24th
Christmas Day	December 25th

Full-time employees are eligible for paid holidays during each calendar year. A paid holiday does not count as a day worked in calculating overtime for the week. When holidays fall or are celebrated on a regular work day, eligible employees will receive one (1) day's pay at their regular straight-time rate. Eligible employees who are called in to work on a holiday will receive one (1) day's pay at their regular straight-time rate and an additional payment of straight-time for the actual time they work that day.

If a paid holiday falls on a Saturday, the preceding Friday will normally be observed as the holiday. If a paid holiday falls on a Sunday, the following Monday will normally be observed as the holiday. To receive holiday pay, a nonexempt employee must work the regularly scheduled workday before and after the holiday, unless the onsite manager approves an exception in writing. A paid holiday does not count as a day worked in calculating overtime for the week.

In addition, the education team will observe a winter and spring break each academic year. These breaks will be announced at the start of the school year. The school office remains open during these breaks.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor's note for the day if there is reasonable suspicion. A doctor's note may be required in order to receive an exception not to attend an in person meeting.

5-3. Vacation For Full-Time Classified Employees

California Virtual Academies appreciates how hard employees work and recognizes the importance of providing time for rest and relaxation. California Virtual Academies fully encourages employees to get this rest by taking vacation time. Full-time employees accrue paid vacation time as follows:

You will begin to accrue vacation as of your hire date and are eligible to use accrued time upon the 90th day of employment. This policy is intended to comply with California's Healthy Workplaces, Health Families Act of 2014.

In an academic year (August 1 - July 31), employees will be granted vacation according to the following schedule:

Length of Service	Accrual Rate for each day worked	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	.4 days per pay period	12 days	20 days

*Exempt employees will accrue based on a 40-hour workweek.

In the event that available vacation is not used by the end of the calendar year you may carry unused time forward to the next academic year. However, there is a maximum accrual ("cap"). If the total amount of unused vacation reaches this "cap," further vacation accrual will stop. When you use vacation and bring the accrual balance below the "cap," vacation accrual will begin again.

The maximum vacation entitlement for part-time employees is pro-rated based on hours worked.

Vacations should be taken during the year accrued, unless otherwise required by law. Every effort will be made

to grant employees' vacation preference, consistent with operating schedules. However, if too many people request the same period of time off, the School reserves the right to choose who may take vacation during that period. Employees with the longest length of service generally will be given preference. However, a more junior employee who already has an approved for a vacation date will not be bumped by a more senior employee.

Employees classified as exempt may take vacation in 4-hour increments.

Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, and 2.75 hours).

Pay for vacation days will be paid on the regular pay cycle. Vacation is not considered hours worked when calculating overtime hours. If a planned vacation has to be canceled due to the needs of California Virtual Academies and you are unable to reschedule the vacation within the year, California Virtual Academies reserves the option of paying you in lieu of taking the canceled vacation or to allow rescheduling of that vacation. Vacation is solely a California Virtual Academies policy.

Accrued, unused vacation is paid out upon separation, computed at the hourly or salary rate of pay in effect upon separation. If you separate employment and you have taken a vacation prior to actual accrual, you agree to repay the company any such amounts.

Employees are required to use all accrued but unused vacation up to a maximum of 2 weeks of accrued vacation prior to collecting benefits under the California Family Temporary Disability Insurance Act. Employees will not earn vacation hours while on any type of leave

5-4. Paid Sick

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who, on or after July 1, 2015 work for California Virtual Academies in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Paid Sick Time policy and/or any other applicable sick time/leave law or ordinance.

Employees begin to accrue sick time upon hire and are eligible to use the time immediately at time of employment. Sick time accrues at the rate of .0385 per hour worked, and unused sick time will carry over into the following year. There is no limit to the amount of time that may be accrued; however you may use only up to 48 hours in a year for locations except San Francisco Employees who work in the City of San Francisco may use sick time provided it has been accrued and does not result in a negative balance.

Employees classified as exempt may take sick time in 2-hour increments. Nonexempt employees should record their absences in exact time increments to the quarter hour, (e.g., 1.5 hours, 6 hours, 2.75 hours).

Suspected abuse of sick leave may lead to disciplinary action. Indications of possible abuse include, but are not limited to, repeated usage of sick leave to extend regularly scheduled days off, including weekends, holidays (before or after a holiday), excessive absenteeism on Mondays and Fridays, and usage of sick leave on days previously requested and denied as vacation. If you are absent for more than three consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider. Please familiarize yourself with the Absenteeism and Tardiness Policy for the proper procedures to follow when an absence has

or will occur.

Usage

Paid sick leave may be used for the following reasons:

- For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
- For the employee who is a victim of domestic violence, sexual assault, or stalking:

    1. to obtain or attempt to obtain a temporary restraining order, restraining order, or other injunctive relief;
    2. to help ensure the health, safety, or welfare of the victim or the victim's child;
    3. to seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
    4. to obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence, sexual assault, or stalking;
    5. to obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking; or
    6. to participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands *in loco parentis*, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood *in loco parentis* when the employee was a minor child); grandparent; grandchild; a sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

Unless the employee advises the Employee's Supervisor otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Employee's Supervisor may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Days off may not be taken immediately before or after a break unless it is sick time. We may require a doctor's note for the day if there is reasonable suspicion. A doctor's note may be required in order to receive an exception not to attend an in person meeting.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued but unused paid sick leave under this policy will not be paid at separation. Unused sick hours will be reinstated if re-employed by School within one year of separation. Sick time is solely a School policy.

Enforcement & Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact Human Resources Department.

5-5. Workers' Compensation

On-the-job injuries are covered by CAVA's Workers' Compensation Insurance Policy, which is provided at no cost. If employees are injured on the job, no matter how slightly, they should report the incident immediately to their supervisor. Failure to follow School procedures may affect the ability of employees to receive Workers Compensation benefits.

This is solely a monetary benefit and not a leave of absence entitlement. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

5-6. Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law.

Bereavement leave need not be consecutive for non-unit members but must be completed within three (3) months of the family member's death.

- Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.
- Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law.
- One (1) paid day off work for the death of a relative who is not a member of your immediate family.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime. When requesting time off for Bereavement Leave please enter the relationship of the deceased into the comments section.

Bereavement Leave for Unit Members per the CBA: 10.5.1 Up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step-relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published

obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

Employees wishing to utilize bereavement leave should contact Human Resource Department.

Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy

5-7. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least three (3) working days prior to the Election Day.

5-8. Lactation Accommodations

California Virtual Academies supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. Employees should clock out for time taken for 30 minutes or more that does not run concurrently with normally scheduled break periods.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Employee's Supervisor. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy. California Virtual Academy will not permit or condone any acts of retaliation against anyone who requests a lactation in the workplace accommodation.

You should notify your immediate supervisor if you are requesting time to express breast milk under this policy. Employees can consult their Human Resource Department with questions regarding this policy.

5-9. Jury Duty

CAVA realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service to their supervisor.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

Employees on jury duty leave will be paid up to 5 days for their jury duty service in accordance with state law; however, exempt employees will be paid their full salary for any week in which time is missed due to jury duty if work is performed for the School during such week.

5-10. Insurance Programs

Full-time employees may participate in CAVA's insurance programs. Under these plans, eligible employees will receive comprehensive health and other insurance coverage for themselves and their families, as well as other benefits.

Upon becoming eligible to participate in these plans, employees will receive summary plan descriptions (SPDs) describing the benefits in greater detail. Please refer to the SPDs for detailed plan information. Of course, feel free to contact the Human Resources Administrator with any further questions.

5-11. Long-Term Disability Benefits

Full-time employees are eligible to participate in the Long-Term Disability plan, subject to all terms and conditions of the agreement between CAVA and the insurance carrier.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

5-12. Continuation of Benefits

All active, full-time employees covered by the Group Health Plan or the Health Care Flexible Spending Account (FSA) Plan may continue plan coverage for up to 12 weeks during an approved leave of absence, or for any longer period, as required by law.

While on leave, your benefits will continue as stated above but payments of these benefits will be collected retroactively upon return from leave. If benefits terminate during the leave because of the length of the leave you will be required to make a payment directly to the school. Human Resources will notify you if a payment is to be made or if a payment will be deducted upon return from leave. Repayment of benefits is a condition of employment. Failure to pay may result in disciplinary action up to and including termination. In addition, if you choose not to return and fail to pay benefits we do have the right to take legal action for payment.

If you do not return to work upon expiration of the applicable 12-week period (or such longer period as required by law), coverage will terminate and you will have the opportunity to continue coverage for a limited period of time under COBRA in accordance with applicable law.

5-13. Employee Assistance Program

We care about our employees' health and well-being and recognize that employees may be faced with personal challenges. The Employee Assistance Program (EAP) provides confidential support, counseling, as well as customized resources and referrals to help employees and their immediate families with work-life services, health information lines, and legal and financial services referrals. All contact between an employee and the EAP is confidential and designed to safeguard the participant's privacy rights.

Information on EAP can be found under Myself> Benefits > EAP on the ADP homepage or with this link: Home - LifeCare. For immediate assistance please call (866) 574 - 7256.

5-14. Retirement Plan

As part of our commitment to our employees and their well-being, all full-time eligible employees participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS), whichever applies. Employees will receive pertinent materials upon beginning employment with the School.

5-15. Employment Verification

Requests for employment verifications, for current or former employees, should be directed to HR@caliva.org.

Section 6 - Leaves of Absence

6-1. Military Leave

If employees are called into active military service or enlist in the uniformed services, they will be eligible to receive an unpaid military leave of absence. To be eligible for military leave, employees must provide management with advance notice of service obligations unless they are prevented from providing such notice by military necessity or it is otherwise impossible or unreasonable to provide such notice. Provided the absence does not exceed applicable statutory limitations, employees will retain reemployment rights and accrue seniority and benefits in accordance with applicable federal and state laws. Employees should ask management for further information about eligibility for Military Leave.

If employees are required to attend yearly Reserves or National Guard duty, they can apply for an unpaid temporary military leave of absence not to exceed the number of days allowed by law (including travel). They should give management as much advance notice of their need for military leave as possible so that CAVA can maintain proper coverage while employees are away.

The employee may use any accrued but unused vacation time or paid time off. Exempt employees who perform any work in a week in which they also have military duty will be paid their full salary minus an offset for the military pay for the week.

6-2. Family and Medical Leave

The Leave Policy

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA). This policy provides employees information concerning FMLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA leave, they should contact their supervisor or ADP TotalSource.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," an employee must: 1) have been employed by a covered Company* for at least 12 months (which need not be consecutive); 2) have been employed by the Company for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

***Note a covered Company is one which has employed 50 or more employees for at least 20 workweeks in the current or preceding calendar year.**

II. Entitlements

The FMLA provides eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA also entitles employees to certain written notices concerning their potential eligibility for and designation of FMLA leave.

A. Basic FMLA Leave Entitlement:

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth or placement for adoption or foster care;
- To care for the employee's spouse, child or parent (but not in-law) who has a **serious health condition**;
- For the employee's own serious health condition (including any period of incapacity due to pregnancy, prenatal medical care or childbirth) that makes the employee unable to perform one or more of the essential functions of the employee's job; and/or
- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, child or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active duty service members.

A **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12 month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care

for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also are entitled to take FMLA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember.

D. No Work While on Leave

The taking of another job while on family/medical leave or any other authorized leave of absence is grounds for immediate termination, to the extent permitted by law.

E. Protection of Group Health Insurance Benefits

During FMLA leave, eligible employees are entitled to receive group health plan coverage (if applicable) on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement, and of their rights in such instances. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

G. Notice of Eligibility for, and Designation of, FMLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA leave.

III. Employee FMLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA leave must timely notify the School of their need for FMLA leave. The following describes the content and timing of such employee notices.

1. Content of Employee Notice

To trigger FMLA leave protections, employees must inform their supervisor or ADP TotalSource (866-400-6011), Option 2 or email: Totalsource.FMLA@adp.com) of the need for FMLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is

FMLA-qualifying. For example, employees might explain that:

- a medical condition renders them unable to perform the functions of their job;
- they are pregnant or have been hospitalized overnight;
- they or a covered family member are under the continuing care of a health care provider;
- the leave is due to a qualifying exigency cause by a covered military member being on active duty or called to active duty status; or
- if the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the School's questions to determine if absences are potentially FMLA-qualifying.

If employees fail to explain the reasons for FMLA leave, the leave may be denied. When employees seek leave due to FMLA-qualifying reasons for which the School has previously provided FMLA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School and/or ADP TotalSource notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA notice obligations, may have FMLA leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take FMLA leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employee's health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for FMLA Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA leave sought, employees may be required to submit medical certifications supporting their need for FMLA-qualifying leave. As described below, there generally are three types of FMLA medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification.**

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide FMLA medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny FMLA leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the employee's health care provider to authenticate or clarify completed and sufficient medical certifications. If employees choose not to provide the School with authorization allowing it to clarify or authenticate certifications with health care providers, the School may deny FMLA leave if certifications are unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient FMLA medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a covered relation's, serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA leaves that were taken because of their own serious health conditions that made them unable to perform their jobs must provide the School medical certification confirming they are able to return to work and the employees' ability to perform the essential functions of the employees' position, with or without reasonable accommodation. The School may delay and/or deny job restoration until employees provide return to work/fitness for duty certifications.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Reporting Changes to Anticipated Return Date & Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 1-844-448-0325 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School or ADP TotalSource with reasonable notice (i.e., within two business days) of the employee's changed circumstances and new return to work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain applicable health benefits (subject to COBRA requirements) and to restore their positions will cease.

F. Substitute Paid Leave for Unpaid FMLA Leave

Employees must (unless the School specifically informs employees otherwise) use any accrued paid time off while taking unpaid FMLA leave. The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leaves and the paid time will run concurrently with an employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan or workers' compensation injury/illness shall run concurrently with any FMLA leave entitlement. Upon written request, the School will allow employees to use accrued paid time off to supplement any paid disability benefits.

G. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during FMLA leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working.

If FMLA leave is unpaid, employees must pay their portion of the group health premium through a "pay-as-you-go" method. Employees should contact their immediate supervisor to make these arrangements.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

The School may choose not to return highly compensated employees (highest paid 10% of employees at a worksite or within 75 miles of that worksite) to their former or equivalent positions following a leave if restoration of employment will cause substantial economic injury to the School. (This fact-specific determination will be made by the School on a case-by-case basis.) The School will notify you if you qualify as a "highly compensated" employee, if the School intends to deny reinstatement, and of your rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact your supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com. The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

VI. Coordination of FMLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA leave is either not available or exhausted, please consult the Company's other leave policies in your School handbook as applicable or contact your supervisor or ADP TotalSource.

6-3. Personal Leave

If employees are ineligible for any other School leave of absence, CAVA, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for leave under the federal Family and Medical Leave Act (FMLA) or any state leave law, medical certification also must be submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However, personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days, or sick days. Health insurance coverage is subject to the terms of the plan documents.

When the employee anticipates returning to work, he or she should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

6-4. Medical Leave and Family Care (MLFC)

Qualifying Reasons

The Company provides leaves of absence without pay to eligible employees for any of the following reasons:

1. The birth of a child and to bond with the newborn child within one year of birth;
2. The placement with the employee of a child for adoption or foster care and to care for the newly placed child within one year of placement;
3. To care for the employee's spouse, son, daughter, or parent ("covered family member") who has a serious health condition;
4. Your own serious health condition which renders you unable to perform the functions of the position; or,
5. Any qualifying exigency (as defined under the Federal Family Medical Leave Act) arising out of the fact that an employee's spouse, son, daughter, or parent is a military member on covered active duty or called to covered active-duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country. This leave also is available for family members of active-duty service members.

In the event that state or federal law provides for greater rights than provided by this policy, it is the Company's policy to govern its actions in accordance with those laws. For example, state law may extend MLFC leave entitlements to civil union and domestic partners.

Qualifying exigencies may include, but are not limited to, attending certain events that arise out the military member's covered active duty status provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of the leave; certain childcare and school activities; addressing certain financial and legal arrangements; attending certain counseling sessions; caring for the parents of the military member on covered active duty who is incapable of self-care and attending certain post-deployment activities. The qualifying exigencies listed in this paragraph are defined in 29 § CFR 825.126.

Amount of Leave Available

Eligible employees that qualify for leave are normally granted leave up to a maximum of 12 weeks within a 12-month rolling period measured backward from the date of any leave usage.

Where permitted by law, MLFC leave exhausts while using leave under federal, state or local family and medical leave laws. Unless otherwise provided by law, for purposes of this policy, leave usage includes leave provided pursuant to this policy or leave previously granted under state or federal leave laws.

MLFC leave must be used in one-week increments. Employees are required to exhaust any accrued paid leave time while taking unpaid leave.

If the initial period of approved absence proves insufficient, consideration will be given to a request for an extension as required by law. Extensions will be considered under ADA. However, benefits will only be provided for the initial maximum of 12 weeks after which time the employee may apply for benefits continuation under COBRA.

Additional Military Family Leave Entitlement (Military Caregiver Leave)

In addition to the basic MLFC leave entitlement discussed above, an eligible employee who is the spouse, son, daughter, parent or next of kin of a covered servicemember is entitled to take up to 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember shall only be available during a single-12-month period and, when combined with other MLFC-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A "covered servicemember" is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is in outpatient status (as defined in 29 C.F.R. § 825.127) or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services, except for a dishonorable discharge, at any time during the five years preceding the date the eligible employee takes MLFC leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy, or is in outpatient status for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

This policy adopts the definition of a "serious injury or illness" set forth in 29 C.F.R. § 825.127. This definition is distinct from the definition of "serious health condition" applicable to MLFC leave to care for a covered family member (discussed above).

How to Request Leave

Employees may request leave only after having been employed for one year. Eligible employees should make requests for leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseeable events.

Certification Requirements

Employees may be required to provide written documentation from their health care provider supporting the need for leave including a detailed explanation of the medical reason, why the employee requires a leave of absence, any accommodations that might enable the employee to return to work, and the health care provider's opinion (supported by medical reasoning) as to the likely date the employee will return to work, if known.

In the case of leave to care for a covered family member, employees may be required to provide documentation substantiating the need for leave. This would include, for example, a statement from the family member's healthcare provider indicating that the family member is unable to care for his or her own basic medical, hygienic, nutritional needs or safety.

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the Company may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military

indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active-duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the Company may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, the Company may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave. Any changes in this information should be promptly reported to Company.

Continuation of Health Insurance Benefits While on Leave

Health insurance benefits will be provided by Company for a maximum of 12 weeks (or 26 weeks for injured servicemember leave) under the same terms that would have applied had the employee not taken leave. Employees remain responsible for payment of the employee contribution while on leave. Payment must be received by the **[date]** of each month. Failure to make timely payments may result in a termination of health insurance benefits.

Employees who exceed the 12 (or 26 for injured servicemember leave) week maximum period of leave will become responsible for the full costs of these benefits and may apply for benefits continuation under COBRA. When the employee returns from leave, benefits will again be reinstated on the first of the month following the employee's return to work.

Returning from Leave / Job Restoration

An employee on leave is requested to provide the Company with at least two weeks advance notice of the date the employee intends to return to work so that an employee's return to work can be properly scheduled.

Employees returning from leave for the employee's own serious health condition may be required to submit a health care provider's verification of their fitness to return to work.

Job restoration is not guaranteed. However, when a leave ends, the Company will make reasonable efforts to reinstate the employee to the same position previously held by the employee if it is available. If it is not available, the Company will make reasonable efforts to reinstate the employee to an equivalent position for which the employee is qualified and if an equivalent position is not available, then to a lower-level position.

If an employee fails to return to work on the agreed upon return date, the Company may assume that the employee has resigned.

Contact Information

Any questions regarding this policy should be directed to the ADP TotalSource Leaves Administration Team at 844-448-0325 or by email Leaves@adp.com.

6-5. Civil Air Patrol Leave

California Virtual Academies provides up to 10 days per calendar year of unpaid leave time to eligible employees to serve as a member of the Civil Air Patrol on the request of the state or its political subdivisions. To be eligible, you must have completed 90 days of employment. You may choose to take accrued paid time off for the leave. You must give as much advance notice as possible and provide certification from the Civil Air Patrol authority in advance, unless you are called for emergency service.

6-6. Witness Leave

Employees called to serve as an expert witness in a judicial proceeding on behalf of the State will be granted leave with pay. Employees summoned to appear in court as an expert witness, but not on behalf of the State may use available vacation and personal time to cover the period of absence.

Employees subpoenaed for witness duty must notify their supervisor as soon as possible.

7-1. Exit Interviews

Employees who resign are requested to participate in an exit interview with the Human Resources Representative, if possible.

7-2. Weapons

California Virtual Academies strives to provide a safe and secure workplace for employees, clients, customers and visitors. The School has zero tolerance for, and forbids the possession of any type of weapon, firearm, explosive and/or ammunition while on company property or conducting company business. For purposes of this policy, company property includes, but is not limited to, all facilities, company-provided vehicles and equipment that are either leased or owned by the company or a company client.

Possession of firearms or other weapons may be cause for discipline, including, but not limited to, immediate termination of employment. In enforcing this policy, California Virtual Academies reserves the right to request inspections of any employee and their personal effects while on company property, to the extent allowable under applicable law. Any employee who refuses to allow an inspection will be subject to the same disciplinary action as having been found in possession of firearms or other weapons.

In the event an employee lawfully possesses a firearm, the employee can store the firearm in the employee's personal vehicle while on company-provided parking areas; however, the firearm must be stored in the employee's locked vehicle, or locked to the vehicle, and hidden from plain view.

Employees share the responsibility of identifying violators of this policy. If you either witness or suspect another individual of violating this policy, you should immediately report this information to their onsite supervisor.

7-3. Sharepoint

Important notices and items of general interest are continually posted on California Virtual Academies SharePoint site. Employees should make it a practice to review frequently. This will assist employees in keeping up with what is current at California Virtual Academies.

Link to SharePoint: Home - Central Office

7-4. Professional Boundaries: Staff/Student Interaction Policy

California Virtual Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a student from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a student to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff. Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent's point of view. The objective of the following list of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction

with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

a. Giving gifts to an individual student that are of a personal and intimate nature.
b. Kissing of any kind.
c. Any type of unnecessary physical contact with a student in a private situation.
d. Intentionally being alone with a student away from school.
e. Making or participating in sexually inappropriate comments.
f. Sexual jokes.
g. Seeking emotional involvement with a student for your benefit.
h. Listening to or telling stories that are sexually oriented.
i. Discussing inappropriate personal problems or intimate issues with a student in an attempt to gain their support and understanding.
j. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

a. Giving students a ride to/from school or school activities.
b. Being alone in a room with a student at school with the door closed.
c. Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

a. Remarks about the physical attributes or development of anyone.
b. Excessive attention towards a particular student.
c. Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

a. Getting parents' written consent for any after-school activity.
b. Obtaining formal approval to take students off school property for activities such as field trips or competitions.
c. Emails, texts, phone and instant messages to students must be very professional and relate to school activities or classes (Communication should be limited to school technology).
d. Keeping the door open when alone with a student.
e. Keeping reasonable space between you and your students.
f. Stopping and correcting students if they cross your own personal boundaries.
g. Keeping parents informed when a significant issue develops about a student.
h. Keeping after-class discussions with a student professional and brief.
i. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
j. Involving your supervisor if conflict arises with the student.
k. Informing the Head of Schools about situations that have the potential to become more severe.
l. Making detailed notes about an incident that could evolve into a more serious situation later.
m. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
n. Asking another staff member to be present if you will be alone with any type of special needs student.
o. Asking another staff member to be present when you must be alone with a student after regular school hours.
p. Giving students praise and recognition without touching them.
q. Pats on the back, high fives and handshakes are acceptable.
r. Keeping your professional conduct a high priority.
s. Asking yourself if your actions are worth your job and career.

7-5. Prevention of Sexual Misconduct and Abuse

Information

The education code requires that schools post their staff/student interaction and professional boundaries policies on the school's website as well as distribute the policy to students and staff each year.

Policy Statement

California Virtual Academies is committed to providing students with a safe and supportive learning environment and protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement.

Sexual misconduct or abuse in any form and as defined in this policy, is expressly prohibited. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any stakeholders, including employees.

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy

must be reviewed and applied in conjunction with the School's mandated reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes unnecessary or intimate physical touching; dating; making sexual advances; seeking romantic or sexual relationships; seeking an emotional bond for the benefit of the adult; giving personal gifts that are intimate in nature; intentionally being alone with a student away from school; telling/allowing inappropriate sexual jokes or stories; becoming overly interested or attached, or showing undue attention toward, a specific student or students; any behavior that could be described as "grooming" behavior; having conversations of an intimate or sexual nature not related to the adult's professional responsibilities; and sexual contact.

This is a non-exhaustive list. Adults must also generally avoid any other conduct toward a student that would cause a reasonable person to suspect inappropriate behavior. Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

In-Person Communication and Interaction

Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities, or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students for any reason other than professional duties;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the parents or supervisors

Adults, including employees and volunteers of the School, should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:

- Physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
- Exposing students to sexualized content via pictures, videos, the internet, or social media;
- Unnecessarily invading a student's personal privacy or physical space;
- Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate adult/student relationship;
- Conversation of a sexual nature with students not related to the adult's professional responsibilities or role; and
- A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication

Digital technology and social networking provide multiple means for adults, educators and other employees to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents/guardians, nonsexual, appropriate to the circumstances, unambiguous in meaning, and professional in content and tone.

As with in-person communications, adults should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors to consider in determining whether electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing, and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents/guardians;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

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

Parents/guardians are encouraged to have access to their student's social networking and digital communications and to supervise their student's use of these methods of communication.

Reporting of Violations

Adults are required to report any case of suspected sexual misconduct or abuse to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School. This requirement is in addition to the requirements for reporting cases of suspected child abuse or neglect under any mandatory reporting laws.

In addition, adults are required to report suspected violations of this policy regarding in-person and electronic communications with students to their supervisor (or to the Principal for non-employees), who shall report such information to the Head of School.

Adults should not attempt to confront the perpetrator or conduct their own investigation. Instead, the matter must be referred to the School and a child protective agency as stated herein. For the privacy of the student and to avoid circulating harmful or incorrect information, adults must not unnecessarily disseminate information about a pending incident.

Training

The Board will provide training for employees and volunteers on the prevention of misconduct and abuse, in addition to any required training under mandated reporting laws. Information about this policy will also be disseminated to employees, volunteers, students and parents and posted on the School's website.

Investigation and Consequences for Violations

All complaints of sexual abuse or misconduct shall be investigated by the School. Such investigations shall occur within 30 days of the report.

Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in

violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

7-6. Outside Employment

If it is determined that an employee's outside work conflicts or interferes with performance, safety or the ability to meet the requirements of the School as they are modified from time to time, the employee may be asked to terminate outside employment if he desires to remain with the School.

Outside employment that constitutes a conflict of interest is prohibited. Full-time teachers are not permitted to have outside employment during school hours. Employees also may not receive any income or material gain from individuals outside the School for materials produced or services rendered while performing their jobs with the School.

7-7. Gifts and Favors

Employees should not solicit or accept a promise of future employment based on any gift, loan, gratuity, reward or anything else of monetary value that might appear to influence your judgment or create a conflict in the performance of your job.

You may accept occasional unsolicited courtesy gifts or favors (such as business lunches, tickets to sporting events or cultural events, holiday baskets, flowers, etc.) so long as the gifts or favors have a market value under $100, are customary in the industry, and do not influence or appear to influence your judgment or conduct. Contact your supervisor for guidance.

7-8. Ergonomics

The School is subject to California Occupational Safety and Health Administration (Cal/OSHA) ergonomic standards for minimizing workplace Repetitive Motion Injuries (RMIs). The School will take all steps to reduce exposure to ergonomic hazards by means of engineering controls, administrative controls and employee training. This School encourages safe and proper work procedures and requires that all employees follow safety instructions and guidelines.

The School believes that reducing ergonomic risk is a key factor in maintaining an environment of personal safety and well-being and is essential to our business. We are committed to providing appropriate resources to create a risk-free environment. If you have any questions about ergonomics, please contact your manager.

7-9. Email and Signature Blocks

Email Etiquette

- Use a clear, professional subject line
- Keep emails brief and concise
- Avoid all caps, exclamation points, and slang
- Do not overuse bold, underline, and italics
- Respond appropriately and timely (within 24 hours)
- Proofread every email you send

- Check your email multiple times a day
- Reply All - limit replies to those who need to know the information

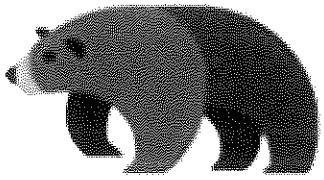
If you don't have an answer to a question within 24 hours, then you'll want to respond within the appropriate window of time, indicating that you're looking into it and will get back with an answer.

? It's important to present your email signature in a professional and unified manner, just as you would with your traditional printed business card. Employees will not include additional information, visuals (i.e., headshots , quotes, or memes), or custom fonts and colors in the signature block.

What to Include in Your Email Signature:

Logo, First and Last Name (bold), Position/Title, Company Address, Office Phone Number, E-mail address

Font: Calibri Size: 11 Color: Black



CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY K12

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7-10 Customer Relations

One of our highest priorities is to help any customer or potential customer with outstanding service. In order to realize our commitment to excellent customer service, we expect you to:

- Provide courteous service in a prompt and efficient manner.
- Establish and maintain positive relationships with customers by gaining their trust and respect through professional, honest interaction.
- Handle complaints quickly and professionally; never argue with a customer. If you are unable to resolve the complaint to the customer's satisfaction, review the situation with your supervisor.
- Communicate with customers in a professional manner, whether in person, over the phone or via e-mail.

Always conduct yourself with professionalism and respect for others. Your conduct is a direct reflection on yourself and the organization.

7-11. Workplace Conduct

CAVA endeavors to maintain a positive work environment. Each employee plays a role in fostering this environment. Accordingly, we all must abide by certain rules of conduct, based on honesty, common sense, and fair play.

Because everyone may not have the same idea about proper workplace conduct, it is helpful to adopt and enforce rules all can follow. Unacceptable conduct may subject the offender to disciplinary action, up to and including discharge, in the School's sole discretion. The following are examples of some, but not all, conduct which can be considered unacceptable:

1. Obtaining employment on the basis of false or misleading information.
2. Stealing, removing, or defacing CAVA property or a co-worker's property, and/or disclosure of confidential information.
3. Completing another employee's time records.
4. Violation of safety rules and policies.
5. Violation of CAVA's Drug and Alcohol-Free Workplace Policy.
6. Fighting, threatening, or disrupting the work of others or other violations of CAVA's Workplace Violence Policy.
7. Failure to follow lawful instructions of a supervisor.
8. Failure to perform assigned job duties.
9. Violation of the Punctuality and Attendance Policy, including but not limited to irregular attendance, habitual lateness, or unexcused absences.
10. Gambling on School property.
11. Willful or careless destruction or damage to School assets or to the equipment or possessions of another employee.
12. Wasting work materials.
13. Performing work of a personal nature during working time.
14. Violation of the Solicitation and Distribution Policy.
15. Violation of CAVA's Harassment or Equal Employment Opportunity Policies.
16. Violation of the Communication and Computer Systems Policy.
17. Unsatisfactory job performance.
18. Any other violation of CAVA policy.

Obviously, not every type of misconduct can be listed. Note that all employees are employed at-will, and CAVA reserves the right to impose whatever discipline it chooses, or none at all, in a particular instance. The School will deal with each situation individually and nothing in this handbook should be construed as a promise of specific treatment in a given situation. However, CAVA will endeavor to utilize progressive discipline but reserves the right in its sole discretion to terminate the employee at any time for any reason.

The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7-12. Workplace Conduct: Disciplinary Action Guidelines

Where appropriate, supervisors will follow a process of progressive employee discipline. Before or during application of any discipline, employees may be given an opportunity to relate their version of the incident or problem and provide an explanation. Examples of progressive employee discipline may include:

- Verbal Counseling - A conversation with an employee explaining that the employee's conduct or poor performance is unacceptable, and repeated or continued unacceptable conduct or performance will result in more severe disciplinary action. A record of the notice of the verbal counseling may be made and retained in the employee's personnel file.
- Written Counseling - A written document or memo that describes the unacceptable conduct or performance of the employee and specifies needed changes or improvements. A copy of the written counseling generally will be retained in the employee's personnel file.
- Termination - If an employee fails to follow acceptable conduct or performance standards, the company may terminate the employee's employment.

Depending on the specific circumstances, the company may suspend or terminate an employee without prior discipline, or without following a particular order of discipline. The observance of these rules will help to ensure that our workplace remains a safe and desirable place to work.

7-13. Punctuality and Attendance

Employees are hired to perform important functions at CAVA. As with any group effort, operating effectively takes cooperation and commitment from everyone. Therefore, attendance and punctuality are very important. Unnecessary absences and lateness are expensive and disruptive and place an unfair burden on fellow employees and supervisors. The School expects excellent attendance from all employees. Excessive absenteeism or tardiness will result in disciplinary action up to and including discharge.

The School does recognize, however, that there are times when absences and tardiness cannot be avoided. In such cases, employees are expected to notify supervisors as early as possible, but no later than the start of the workday. Asking another employee, friend, or relative to give this notice is improper and constitutes grounds for disciplinary action. Employees should call, stating the nature of the absence and its expected duration, every day of absenteeism.

If you are absent for three or more consecutive workdays due to personal illness, you may be required to provide a statement from your healthcare provider, unless state or local law provides otherwise, before you will be permitted to return to work. Unreported absences of three (3) consecutive work days will generally be considered a voluntary resignation of employment with the School.

7-14. Use of Communications and Computer Systems

CAVA's communication and computer systems are intended primarily for business purposes; however limited personal usage is permitted if it does not hinder performance of job duties or violate any other School policy. This includes the voice mail, e-mail and Internet systems. Users have no legitimate expectation of privacy in regard to their use of the CAVA systems.

CAVA may access the voice mail and e-mail systems and obtain the communications within the systems, including past voice mail and e-mail messages, without notice to users of the system, in the ordinary course of business when the School deems it appropriate to do so. The reasons for which the School may obtain such access include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

Further, CAVA may review Internet usage to ensure that such use with School property, or communications sent via the Internet with School property, are appropriate. The reasons for which the School may review employees' use of the Internet with School property include, but are not limited to: maintaining the system; preventing or investigating allegations of system abuse or misuse; assuring compliance with software copyright laws; complying with legal and regulatory requests for information; and ensuring that School operations continue appropriately during the employee's absence.

The School may store electronic communications for a period of time after the communication is created. From time to time, copies of communications may be deleted.

The School's policies prohibiting harassment, in their entirety, apply to the use of School's communication and computer systems. No one may use any communication or computer system in a manner that may be construed by others as harassing or offensive based on race, national origin, sex, sexual orientation, age, disability, religious beliefs or any other characteristic protected by federal, state or local law.

Further, since the School's communication and computer systems are intended for business use, all employees, upon request, must inform management of any private access codes or passwords.

California Virtual Academies intends to prevent computer viruses and unauthorized use of copyrighted materials belonging to entities other than the company. You should obtain prior approval before downloading any software. Users are not permitted to copy, transfer, rename, add or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the company, up to and including immediate termination or legal action by the copyright owner.

No employee may access, or attempt to obtain access to, another employee's computer systems without appropriate authorization.

Violators of this policy may be subject to disciplinary action, up to and including discharge.

7-15. Use of Social Media

CAVA respects the right of any employee to maintain a blog or web page or to participate in a social networking on or through websites or services such as X (formerly Twitter), Facebook, Threads, LinkedIn, YouTube, Instagram, TikTok, SnapChat, or similar sites/services (collectively "social media"). However, to protect School interests and ensure employees focus on their job duties, employees must adhere to the following rules:

Employees may not use social media during work time or at any time with School equipment or property.

All rules regarding confidential and proprietary business information apply in full to social media. Any information that cannot be disclosed through a conversation, a note, or an e-mail also cannot be disclosed through social media.

When using social media, if the employee mentions the School and also expresses either a political opinion or an opinion regarding the School's actions that could pose an actual or potential conflict of interest with the School, and it is either implicit or explicit that the poster is affiliated with the School, the poster must include a disclaimer. The poster should specifically state that the opinion expressed is a personal opinion and not the School's position. This is necessary to preserve the School's goodwill in the marketplace.

Employees may not use the School's logos or trademarks for commercial purposes or to endorse any product or service.

Any conduct that is impermissible under the law if expressed in any other form or forum is impermissible if expressed through social media. For example, posted material that is discriminatory, obscene, defamatory, libelous, or violent is forbidden. School policies apply equally to employee social media usage.

Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

7-16. Use of Social Media: Guidelines

All employees are expected to follow these guidelines when using social media:

- Maintain the confidentiality of trade secrets and private, proprietary or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how and technology. Do not post internal reports, policies, procedures or other internal business-related confidential communications.
- Do not make any reference to the clients, partners or customers without their express written consent.
- You are not authorized to represent the School in online communications unless assigned as part of your responsibilities or given express permission in writing by an officer.
- Do not post things such as, discriminatory remarks, harassment and threats of violence, bullying, retaliation or similar inappropriate or unlawful conduct. The school's Equal Employment and Anti-Harassment policies apply to all social media communication.
- Do not use School's email addresses to register on social networks, blogs or other online tools utilized for personal use. The school requires all employees who participate in such activities to comply with all school guidelines and policies, including, but not limited to the Anti-Harassment policy.

California Virtual Academies encourages all employees to keep in mind the speed and manner in which information posted on a blog, web page, and/or social networking site is received and often misunderstood by readers. Employees must use their best judgment. Employees with any questions should review the guidelines above and/or consult with their manager. Failure to follow these guidelines may result in discipline, up to and including discharge.

Nothing in this policy or in any other company guideline and/or policy is intended to prohibit any employee from receiving communication or engaging in activities that are protected by law. Examples include, but are not limited to, communications between employees related to wages, hours and other terms and conditions of employment.

7-17. Personal and Company-Provided Portable Communication Devices

CAVA-provided portable communication devices (PCDs), including cell phones and personal digital assistants, should be used primarily for business purposes. Employees have no reasonable expectation of privacy in regard to the use of such devices, and all use is subject to monitoring, to the maximum extent permitted by applicable law. This includes, as permitted, the right to monitor personal communications as necessary.

Some employees may be authorized to use their own PCD for business purposes. These employees should work with the IT department to configure their PCD for business use. Communications sent via a personal PCD also may be subject to monitoring if sent through the School's networks and the PCD must be provided for inspection and review upon request.

All conversations, text messages and e-mails must be professional. When sending a text message or using a PCD for business purposes, whether it is a School-provided or personal device, employees must comply with applicable School guidelines, including policies on sexual harassment, discrimination, conduct, confidentiality, equipment use and operation of vehicles. Using a School-issued PCD to send or receive personal text messages is prohibited at all times and personal use during working hours should be limited to emergency situations.

If employees who use a personal PCD for business resign or are discharged, they will be required to submit the device to the IT department for resetting on or before their last day of work. At that time, the IT department will reset and remove all information from the device, including but not limited to, School information and personal data (such as contacts, e-mails and photographs). The IT department will make efforts to provide employees with the personal data in another form (e.g., on a disk) to the extent practicable; however, the employee may lose some or all personal data saved on the device.

Employees may not use their personal PCD for business unless they agree to submit the device to the IT department on or before their last day of work for resetting and removal of School information. This is the only way currently possible to ensure that all School information is removed from the device at the time of termination. The removal of School information is crucial to ensure compliance with the School's confidentiality and proprietary information policies and objectives.

Please note that whether employees use their personal PCD or a School-issued device, the School's electronic communications policies, including but not limited to, proper use of communications and computer systems, remain in effect.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting PCD (cell phone or personal digital assistant) use while driving. Further, even if usage is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while driving, and permitted by law, employees must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business

needs.

Since this policy does not require any employee to use a cell phone while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7-18. Inspections

To the maximum extent permitted by applicable law, CAVA reserves the right to require employees while on School property, or on client property, to agree to the inspection of their persons, personal possessions and property, personal vehicles parked on School or client property, and work areas. This includes lockers, vehicles, desks, cabinets, work stations, packages, handbags, briefcases and other personal possessions or places of concealment, as well as personal mail sent to the School or to its clients. Employees are expected to cooperate in the conduct of any search or inspection.

7-19. Smoking

Smoking, including the use of e-cigarettes, is prohibited on School premises and in all School vehicles.

7-20. Personal Visits and Telephone Calls

Disruptions during work time can lead to errors and delays. Therefore, personal telephone calls must be kept to a minimum, and should only be made or received after working time, or during lunch or break time. No charged calls, other than company business calls, are to be made from company telephones. If it is absolutely necessary that you make a personal charged call from work, you must bill it to your personal credit card, home number or use your personal cell phone. Telephone records are subject to periodic review by management.

If you need to leave the worksite to conduct personal business, you must first obtain permission from your immediate supervisor. This will allow us to make modifications to the work schedule if necessary and will keep us aware of your availability during the day. Personal visits from friends and family members to the worksite are discouraged.

7-21. Solicitation and Distribution

To avoid distractions, solicitation by the employee of another employee is prohibited while either employee is on work time. "Work time" is defined as the time the employee is engaged, or should be engaged, in performing their work tasks for CAVA. Solicitation of any kind by non-employees on School premises is prohibited at all times.

Distribution of advertising material, handbills, printed or written literature of any kind in working areas of the School is prohibited at all times. Distribution of literature by non-employees on School premises is prohibited at all times.

7-22. Confidential Company Information

During the course of work, employees may become aware of confidential information about CAVA's business, including but not limited to information regarding School finances, pricing, products, and new product development, software, and computer programs, marketing strategies, suppliers, and customers and potential customers. Employees also may become aware of similar confidential information belonging to the School's clients. It is extremely important that all such information remain confidential, and particularly not be disclosed to CAVA's competitors. Any employee who improperly copies, removes (whether physically or electronically), uses, or discloses confidential information to anyone outside of the School may be subject to disciplinary action up to and including termination. Employees may be required to sign an agreement reiterating these obligations.

This policy seeks to protect the Company's confidential business information. This policy does not intend to restrict any statutory right for employees to discuss their wages, hours, and other terms and conditions of employment for their mutual aid or protection.

7-23. Conflict of Interest and Business Ethics

It is CAVA's policy that all employees avoid any conflict between their personal interests and those of the School. The purpose of this policy is to ensure that the School's honesty and integrity, and therefore its reputation, are not compromised. The fundamental principle guiding this policy is that no employee should have, or appear to have, personal interests or relationships that actually or potentially conflict with the best interests of the School.

It is not possible to give an exhaustive list of situations that might involve violations of this policy. However, the situations that would constitute a conflict in most cases include but are not limited to:

1. Holding an interest in or accepting free or discounted goods from any organization that does, or is seeking to do, business with the School, by any employee who is in a position to directly or indirectly influence either the School's decision to do business, or the terms upon which business would be done with such organization;
2. Holding any interest in an organization that competes with the School;
3. Being employed by (including as a consultant) or serving on the board of any organization which does, or is seeking to do, business with the School or which competes with the School; and/or
4. Profiting personally, e.g., through commissions, loans, expense reimbursements, or other payments, from any organization seeking to do business with the School.

A conflict of interest would also exist when a member of the employee's immediate family is involved in situations such as those above.

This policy is not intended to prohibit the acceptance of modest courtesies, openly given and accepted as part of the usual business amenities, for example, occasional business-related meals or promotional items of nominal or minor value.

It is the employee's responsibility to report any actual or potential conflict that may exist between the employee (and the employee's immediate family) and the School.

7-24. Use of Facilities, Equipment and Property, Including Intellectual Property

Equipment essential in accomplishing job duties is often expensive and may be difficult to replace. When using property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards and guidelines.

Employees should notify their supervisor if any equipment, machines, or tools appear to be damaged, defective or in need of repair. Prompt reporting of loss, damages, defects and the need for repairs could prevent deterioration of equipment and possible injury to employees or others. Supervisors can answer any questions about the employees' responsibility for maintenance and care of equipment used on the job.

Employees also are prohibited from any unauthorized use of the School's intellectual property, such as audio and video tapes, print materials and software.

Improper, careless, negligent, destructive, or unsafe use or operation of equipment can result in discipline, up to and including discharge.

Further, the School is not responsible for any damage to employees' personal belongings unless the employee's supervisor provided advance approval for the employee to bring the personal property to work.

When your employment ends, you are required to return all School property in clean and satisfactory condition. This includes but is not limited to all student records, curriculum, manuals and guides, documents, phones, computers, equipment, keys, and tools. We reserve the right to take any lawful action to recover and protect our property.

7-25. Health and Safety

The health and safety of employees and others on School property are of critical concern to CAVA. The School intends to comply with all health and safety laws applicable to our business. To this end, the School must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to be conscientious about workplace safety, including proper operating methods, and recognize dangerous conditions or hazards. Any unsafe conditions or potential hazards should be reported to management immediately, even if the problem appears to be corrected. Any suspicion of a concealed danger present on the School's premises, or in a product, facility, piece of equipment, process, or business practice for which the School is responsible should be brought to the attention of management immediately.

Periodically, the School may issue rules and guidelines governing workplace safety and health. The School may also issue rules and guidelines regarding the handling and disposal of hazardous substances and waste. All employees should familiarize themselves with these rules and guidelines as strict compliance will be expected.

Any workplace injury, accident, or illness must be reported to the employee's supervisor or Human Resources as soon as possible, regardless of the severity of the injury or accident.

7-26. Hiring Relatives/Employee Relationships

A familial relationship among employees can create an actual or at least a potential conflict of interest in the employment setting, especially where one relative supervises another relative. To avoid this problem, CAVA may refuse to hire or place a relative in a position where the potential for favoritism or conflict exists.

In other cases, such as personal relationships where a conflict or the potential for conflict arises, even if there is no supervisory relationship involved, the parties may be separated by reassignment or discharged from employment, at the discretion of the School. Accordingly, all parties to any type of intimate personal relationship must inform management.

If two employees marry, become related, or enter into an intimate relationship, they may not remain in a reporting relationship or in positions where one individual may affect the compensation or other terms or conditions of employment of the other individual. The School generally will attempt to identify other available positions, but if no alternate position is available, the School retains the right to decide which employee will remain with the School.

For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

7-27. Employee Dress and Personal Appearance

Employees are expected to report to work well groomed, clean, and dressed according to the requirements of their position. Some employees may be required to wear uniforms or safety equipment/clothing. Employees should contact their supervisor for specific information regarding acceptable attire for their position. If employees report to work dressed or groomed inappropriately, they may be prevented from working until they return to work well groomed and wearing the proper attire.

Some individuals may have sensitivity or allergic reactions to perfumes, colognes, powders and lotions. If you use these items, use them in moderation and with consideration for those around you.

The School will consider reasonable accommodation to appearance standards for medical and/or religious reasons. Contact your supervisor if you have a request for accommodation in this area.

7-28. Publicity/Statements to the Media

All media inquiries seeking the School's official position as to any issue of the School must be referred to the Head of School or the Human Resources Administrator. Only the Head of School or the Human Resources Administrator is authorized to make or approve public statements on behalf of the School. No employees, unless specifically designated by the Head of School or the Human Resources Administrator, are authorized to make those statements on behalf of the School. Any employee wishing to write and/or publish an article, paper, or other publication on behalf of the School must first obtain approval from the Head of School or the Human Resources Administrator.

7-29. Operation of Vehicles

All employees authorized to drive School-owned or leased vehicles or personal vehicles in conducting School business must possess a current, valid driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately.

Employees must have a valid driver's license in their possession while operating a vehicle off or on School property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers must demonstrate safe driving habits at all times.

Employees who use their own cars for school business shall be paid per mile allowance to cover the cost of gasoline, oil, depreciation, and insurance. Expenditures for parking and tolls may be claimed in addition to the mileage allowance. Claims for reimbursement must be approved by their Supervisor before they are submitted for payment.

Employees are expected to drive in a safe and responsible manner and to maintain a good driving record. Employees are expected to follow all state and local laws. In the event of an automobile accident, employees are expected to cooperate fully with the authorities. However, employees should make no voluntary statement other than in reply to questions from investigation officers. In the event of an automobile accident, employees are to take photos of the accident and forward them as soon as possible to Human Resources.

School-owned or leased vehicles may be used only as authorized by management.

Portable Communication Device Use While Driving

Employees who drive on School business must abide by all state or local laws prohibiting or limiting portable communication device (PCD) use, including cell phones or personal digital assistants, while driving. Further, even if use is permitted, employees may choose to refrain from using any PCD while driving. "Use" includes, but is not limited to, talking or listening to another person or sending an electronic or text message via the PCD.

Regardless of the circumstances, including slow or stopped traffic, if any use is permitted while driving, employees should proceed to a safe location off the road and safely stop the vehicle before placing or accepting a call. If acceptance of a call is absolutely necessary while the employees are driving, and permitted by law, they must use a hands-free option and advise the caller that they are unable to speak at that time and will return the call shortly.

Under no circumstances should employees feel that they need to place themselves at risk to fulfill business needs.

Since this policy does not require any employee to use a PCD while driving, employees who are charged with traffic violations resulting from the use of their PCDs while driving will be solely responsible for all liabilities that result from such actions.

Texting and e-mailing while driving is prohibited in all circumstances.

7-30. Business Expense Reimbursement

Employees will be reimbursed for reasonable approved expenses incurred in the course of business. These expenses must be approved by the employee's Supervisor, and may include air travel, hotels, motels, meals, cab fare, rental vehicles, or gas and car mileage for personal vehicles. All expenses incurred should be submitted to Head of School along with the receipts in a timely manner.

Employees are expected to exercise restraint and good judgment when incurring expenses. Employees should contact their Supervisor in advance if they have any questions about whether an expense will be reimbursed.

Employees shall submit an expense report as per the guidelines below for all consumable items:

- Employees must submit expense reports for all expenses to the Head of School or designee for approval.
- The report must be accompanied by itemized receipts for all charges. In the case of mileage, a map showing the mileage for the trip must be submitted.
- Expenses should be submitted for reimbursement within 30 days of occurrence.
- Any denied expense, whether necessary or discretionary, may be appealed to the Head of Schools or his/her designee.

Any falsification of expense reports will be grounds for discipline, up to and including termination from employment. Employees are expected to make a diligent effort to limit expenses to economical options, recognizing the importance of good stewardship of taxpayer dollars. Questions regarding this policy or extenuating circumstances should be directed to your supervisor or to Human Resources.

Common Reasonable and Necessary Expenditures for Consumable Items:

The following are common expenditures that are routinely reimbursed pursuant to applicable law:

Office Expenses - Consumable Items:

Office-related expenses must be necessary to complete job duties and be directly incurred as a result of such duties. These expenses may include the following:

Classroom Supplies, materials, student incentives, etc. Items must be solely for the use of an employee in their required duties

Postage to mail items to students or School offices as required by school policies. Postage for any other reason must be pre-approved

Live Scan: Reimbursed for actual cost

Phone and Internet Expenses

Reimbursed up to a maximum dollar amount that can be found in the Business Expense Reimbursement Policy located in Sharepoint.

1. Phone expenses are limited to the employee's share of plan cost, taxes, and access.
2. Insurance plans, phone/equipment installment plans, overage fees and/or additional paid services associated with the phone line generally are not reimbursable expenses.

- Example: a phone plan is shared between 3 lines. The cost of the plan is $60; each line pays an individual access fee, taxes are $12. The reimbursable amount is 1/3 of the plan cost ($20), 1/3 of the taxes ($4), and the access fee associated with the employee's line.

Travel:

Only expenses incurred on behalf of the School are eligible to be reimbursed. Economical and responsible use of school funds has priority over personal convenience or preference. Examples of acceptable travel may include, but are not limited to:

- Professional Development or In-person meetings assigned by the school
- Assessment of students
- In-person instruction of students
- School-sponsored events such as graduation, culmination and outings

Examples of unacceptable travel-related charges include, but are not limited to:

- Charges for personal goods and services incurred during travel
- Entertainment-related charges incurred during travel
- Travel not related to school business

Mileage:

- Reimbursed for actual miles driven using a personal vehicle for business travel; reimbursed at the IRS rate on the date of travel.
- Mileage is calculated from the employee's home office to the approved location based on the most direct route.

Meals:

- Reimbursed at actual cost incurred up to a set dollar limit, when traveling more than 100 miles* (one-way) from the home office or when travel requires an overnight stay. See the Business Expense Reimbursement Policy for details.
- Alcoholic beverages are not reimbursable.

Hotel:

- Prior approval is required.
- Reimbursed at actual cost.
- Where practical, rooms should cost no more than $150 per night. Higher limits will be considered should local prevalent room rates require a higher amount.
- Must travel more than 100 miles* (one-way) from home-office for consideration.

Flight:

- Requires pre-approval.
- Reimbursed when travel from home office to school-required meeting is such that driving is impractical.
- Flights may be secured by the Head of Schools or designee if requested.

If an employee believes that they have incurred or will need to incur travel expenses falling outside of the limits as prescribed by this policy, he or she should discuss the matter with the Head of Schools or other designee.

Non-reimbursable Expenses:

The following items are generally not considered reimbursable. This is not an exhaustive list. As with all other expenses, should an employee believe that incurring any of the following expenses would be reasonable and necessary in carrying out their jobs, they should speak with the Head of Schools of or other designee.

- Airline headsets
- Airline, auto or hotel memberships
- ATM fees
- Barbers and hairdressers
- Childcare
- Clothing
- Delinquent credit card fees
- Fines incurred while traveling for school business
- Gum, candy, cigarettes
- Health club dues
- Hotel mini-bar
- In room movies
- Mileage incurred for personal reasons
- Magazines, books, newspapers for personal use
- Personal entertainment (including, but not limited to, sporting events or movies)
- Personal toiletries
- Pet care
- Travel, flight or luggage insurance
- Travel upgrades

* There are some instances in which mileage may be less than 100 miles, but time of travel is excessive (2 hours). In these cases, staff should work with the Head of Schools or designee to have additional travel expenses approved.

7-31. References

The School will provide general information concerning the employee such as date of hire, date of discharge, and positions held. Requests for reference information must be in writing, and responses will be in writing. Please refer all requests for references to HR@caliva.org.

Only the Human Resources Department may provide references.

7-32. If You Must Leave Us

Should the employees decide to leave the School, we ask that they provide a Supervisor with at least two (2) weeks advance notice of departure. Thoughtfulness will be appreciated. All School, property including, but not limited to, keys, security cards, parking passes, laptop computers, fax machines, uniforms, etc., must be returned at separation. Employees also must return all of the School's Confidential Information upon separation. To the extent permitted by law, employees will be required to repay the School (through payroll deduction, if lawful) for any lost or damaged School property. As noted previously, all employees are employed at-will and nothing in this handbook changes that status.

7-33. A Few Closing Words

This handbook is intended to give employees a broad summary of things they should know about CAVA. The information in this handbook is general in nature and, should questions arise, any member of management should be consulted for complete details. While we intend to continue the policies, rules and benefits described in this handbook, CAVA, in its sole discretion, may always amend, add to, delete from or modify the provisions of this handbook and/or change its interpretation of any provision set forth in this handbook. Employees should not hesitate to speak to management if they have any questions about the School or its personnel policies and practices.

For employees covered by a Collective Bargaining Agreement (CBA), in areas where the Handbook and CBA conflict, the CBA governs.

8-1. Notification of Constructive Discharge

Any employee is encouraged to communicate to the School by contacting the Human Resources Administrator whenever the employee believes working conditions may become intolerable to the employee and may cause the employee to resign. Under Ariz. Rev. Stat. § 23-1502, the employee may be required to notify the School in writing that a working condition exists that the employee believes is intolerable, that will compel the employee to resign, or that constitutes a constructive discharge, if the employee wants to preserve the right to bring a claim against the School alleging that the working condition forced the employee to resign.

Under the law, the employee may be required to wait 15 calendar days after providing written notice before the employee may resign if the employee desires to preserve the right to bring a constructive discharge claim against the School. The employee may be entitled to a paid or unpaid leave of absence of up to 15 calendar days while waiting for the School to respond to the employee's written communication about the employee's working condition.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

8-2. Earned Paid Sick Time

Eligibility

The School provides earned paid sick time to employees who work in Arizona. For employees who work in Arizona who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing earned paid sick time pursuant to this policy at the start of employment. Eligible employees will accrue one (1) hour of earned paid sick time for every 30 hours worked, up to a maximum accrual of 24 hours each calendar year. Exempt employees are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case earned paid sick time accrues based upon that normal workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees may use earned paid sick time on the 90th calendar day of employment. Earned paid sick time must be used in 1-hour increments. The employee may not use more than 24 hours of earned paid sick time in any calendar year.

Employees may use earned paid sick time for absences due to:

1. the employee's mental or physical illness, injury or health condition; the employee's need for medical

diagnosis, care, or treatment of a mental or physical illness, injury or health condition; the employee's need for preventive medical care;

2. care of a family member with a mental or physical illness, injury or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury or health condition; care of a family member who needs preventive medical care;
3. closure of the employee's place of business by order of a public official due to a public health emergency or the employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or care for oneself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of their exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
4. a covered purpose relating to domestic violence, sexual violence, abuse or stalking to allow the employee to obtain (for himself or herself or for a family member) medical attention, services from a victims' organization, counseling, relocation and/or legal services.

For purposes of this policy, family member includes (regardless of age): a biological, adopted or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in-loco-parentis or an individual to whom the employee stood in loco parentis when the individual was a minor; a biological, foster, stepparent or adoptive parent or legal guardian of the employee or the employee's spouse or domestic partner or a person who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child; spouse or domestic partner; a grandparent, grandchild or sibling (whether of a biological, foster, adoptive or step relationship) of the employee or the employee's spouse or domestic partner; or any other individual related by blood or affinity whose close association with the employee is the equivalent of a family relationship.

The employee's use of earned paid sick time will not be conditioned upon searching for or finding a replacement worker.

The School will assume, subject to applicable law, that employees want to use available earned paid sick time for absences for reasons set forth above and employees will be paid for such absences to the extent they have earned paid sick time available.

Employees will be advised of their earned paid sick time balance information on their itemized wage statement.

Notice and Documentation

Employees are required to make a reasonable effort to schedule the use of earned paid sick time in a manner that does not unduly disrupt business operations. Requests to use earned paid sick time may be made orally, in writing or electronically (e.g., via email), and whenever possible, the request must include the expected duration of the employee's absence. When the use of earned paid sick time is foreseeable, the employee is required to make a good faith effort to provide notice of the need for such time to the Human Resources Administrator in advance of the use of the earned paid sick time. When the use of earned sick time is not foreseeable, the employee is required to provide notice to the Human Resources Administrator at least one (1) hour prior to the start of their workday or as soon as possible under the circumstances.

For earned paid sick time of three (3) or more consecutive work days, the School requires reasonable documentation that the earned paid sick time has been used for a covered purpose. For reason #1 and #2 above, documentation signed by a health-care professional indicating that earned paid sick time is necessary is

reasonable. For reason #4 above, any of the following types of documentation selected by the employee is reasonable:

- a police report indicating that the employee or the employee's family member was a victim of domestic violence, sexual violence, abuse or stalking;
- a protective order; injunction against harassment; a general court order; or other evidence from a court or prosecuting attorney that the employee or employee's family member appeared or is scheduled to appear, in court in connection with an incident of domestic violence, sexual violence, abuse or stalking;
- a signed statement from a domestic violence or sexual violence program or victim services organization affirming that the employee or employee's family member is receiving services related to domestic violence, sexual violence, abuse or stalking;
- a signed statement from a witness advocate affirming that the employee or employee's family member is receiving services from a victim services organization;
- a signed statement from an attorney, member of the clergy or a medical or other professional affirming that the employee or employee's family member is a victim of domestic violence, sexual violence, abuse or stalking; or
- the employee's written statement affirming that the employee or the employee's family member is a victim of domestic violence, sexual violence, abuse or stalking, and that the earned paid sick time was taken for one of the purposes described above.

Documentation provided to the School should not explain the nature of the employee's or a family member's health condition or the details of the domestic violence, sexual violence, abuse or stalking.

Payment

Earned paid sick time will be paid at the same hourly rate the employee earns from their employment at the time the employee uses such time, but no less than the applicable minimum wage, unless otherwise required by applicable law. Use of earned paid sick time is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

The employee may carry over up to 24 hours of accrued, unused earned paid sick time to the following calendar year. Unused earned paid sick time will not be paid at separation.

Enforcement & Retaliation

Retaliation against the employee who requests or uses earned paid sick time is prohibited. The employee has the right to file a complaint if earned paid sick time as required by law is denied by an employer or if the employee is subjected to retaliation for requesting or taking earned paid sick time. The Arizona Industrial Commission's contact information is as follows: 800 W. Washington Street, Phoenix, AZ 85007 / 602-542-4515 / www.azica.gov.

Questions about rights and responsibilities under the law can be answered by the Human Resources Administrator.

8-3. Arizona- Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a primary or general election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent.

8-4. Time Off for Crime Victims

Employees may take unpaid time off to be present at criminal proceedings if they work for an employer with 50 or more employees for each day during 20 or more calendar weeks in the current or preceding year and are:

- a victim of the crime at issue in the proceedings; or
- the spouse, parent, child, sibling, grandparent, second-degree relative, or other lawful representative of a victim that was killed or incapacitated.

Before an employee may leave work, the employee is required to provide CAVA with proper documentation (for example, a copy of the law enforcement agency form provided to the employee or a court order the employee is subject to). Additionally, if applicable, the employee must provide CAVA with a copy of the notice of each scheduled proceeding from the applicable agency.

CAVA may limit an employee's leave if it creates an undue hardship.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be terminated or otherwise subject to discrimination for taking leave under this policy.

9-1. Equal Employment Opportunity

CAVA is an Equal Opportunity Employer that does not discriminate on the basis of actual or perceived race, color, religious creed, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and related medical conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, protected medical condition as defined by applicable state or local law (such as cancer), reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. CAVA's management team is dedicated to this policy with respect to recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, access to facilities and programs, and general treatment during employment.

The School will endeavor to make a reasonable accommodation of an otherwise qualified applicant or employee related to an individual's: physical or mental disability; sincerely held religious beliefs and practices; needs as a victim of domestic violence, sex offenses, or stalking; needs related to pregnancy, childbirth, or related medical conditions; and/or any other reason required by applicable law, unless doing so would impose an undue hardship upon the School's business operations. Any applicant or employee who needs an accommodation to perform the essential functions of the job should contact Human Resources to request such an accommodation. The individual should specify what accommodation is needed to perform the job and submit supporting documentation explaining the basis for the requested accommodation, to the extent permitted and in accordance with applicable law. The School will review and analyze the request, including engaging in an interactive process with the employee or applicant, to identify if such an accommodation can be made. The School will evaluate requested accommodations, and as appropriate identify other possible accommodations, if any. The individual will be notified of the School's decision within a reasonable period. The School treats all medical information submitted as part of the accommodation process in a confidential manner.

Any employees with questions or concerns about equal employment opportunities in the workplace are encouraged to bring these issues to the attention of Human Resources. The School will not allow any form of retaliation against individuals who raise issues of equal employment opportunity. If employees feel they have been subjected to any such retaliation, they should contact Human Resources. To ensure our workplace is free of artificial barriers, violation of this policy including any improper retaliatory conduct will lead to discipline, up to and including discharge. All employees must cooperate with all investigations conducted pursuant to this policy.

9-2. Discrimination, Harassment, and Retaliation Prevention

CAVA does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity, or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law (including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable

federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

Our management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome or unwanted sexually related comments;
10. Conversation about one's own or someone else's sex life;

11. Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Administrator should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include,

but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All Employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, visit https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

9-3. Working Hours and Schedule

Employees will be assigned a work schedule and will be expected to begin and end work according to the schedule. To accommodate the needs of the business, at some point California Virtual Academies may need to change individual work schedules on either a short-term or long-term basis.

Normal operating hours for California Virtual Academy are from 8:00 am to 4:30 pm, Monday through Friday. Certificated staff normally work from 8:30 am - 4:00 pm, Monday through Friday. These hours may vary depending upon your position and work requirements. If applicable, your supervisor will provide directions for lunch and rest breaks in order to facilitate the smooth flow of business and to maintain an adequate number of staff. Give your supervisor as much advance notice as possible for any schedule changes.

Rest Breaks

Non-exempt employees who work three-and-one-half (3.5) or more hours per day are authorized and permitted one (1) 10-minute rest break for every four (4) hours or major fraction thereof worked. For purposes of this policy, "major fraction" means any time greater than two (2) hours. For example, if employees work more than six (6) hours, but no more than 10 hours in a workday, they are authorized and permitted to take two (2) 10-minute rest breaks: one (1) during the first half of a shift and a second rest break during the second half of the shift. If employees work more than 10 hours but no more than 14 hours in a day, they are authorized and permitted to take three (3) 10-minute rest breaks, and so on.

Rest breaks should be taken as close to the middle of each work period of four (4) hours or major fraction thereof as is practical. Employees do not need to obtain their supervisor's approval or notify their supervisor when taking a rest break. Employees are encouraged to take their rest breaks; they are not expected to and should not work during their rest breaks. Non-exempt employees are paid for all rest break periods and do not need to clock out when taking a rest break.

Rest breaks may not be combined with another rest break or with the meal period. In addition, rest breaks may not be taken at the beginning or end of the work day to arrive late or leave early. Each rest break must be a separate break, meeting the requirements described above. If any work is performed during a rest break, or if the rest break is interrupted for any work-related reason, the employee is entitled to another uninterrupted paid

rest break.

CAVA also provides cool down rest and recovery periods as needed to prevent heat illness as required by law for employees who perform work: (1) outdoors when temperatures are 80 degrees or higher or (2) indoors where temperatures are 82 degrees or higher.

Meal Periods

Employees who work more than five (5) hours in a workday are provided an unpaid, off-duty meal period of at least 30 minutes. Employees are responsible for scheduling their own meal periods, but they should confirm them with their supervisor. Meal periods must begin no later than the end of the fifth hour of work. For example, the employee who begins working at 8:00 a.m. must begin the meal period no later than 12:59 p.m. When scheduling a meal period, employees should try to anticipate workflow and deadlines.

Employees who work more than 10 hours in a day are entitled to a second unpaid, off-duty 30-minute meal period. Employees entitled to a second meal period should schedule their second meal period so it begins no later than before the end of their tenth hour of work, meaning the meal period should begin after working no more than nine (9) hours, 59 minutes.

During meal periods, employees are relieved of all duty and should not work during this time. When taking a meal period, employees should completely stop working for at least 30 minutes. Employees are prohibited from working "off the clock" during their meal period.

Those employees who use a time clock must clock out for their meal periods. These employees are expected to clock back in and promptly return to work at the end of any meal period. Those employees who record their time manually must accurately record their meal periods by recording the beginning and end of each work period. Unless otherwise directed by a supervisor in writing, employees do not need to obtain a supervisor's approval or notify a supervisor when taking a meal period. Employees are to immediately notify the Human Resources Administrator if they believe that they are prevented by the nature of their work from taking a timely and/or complete meal period.

Meal Period Waiver

If no more than six (6) hours of work will complete the day's work, employees may voluntarily waive the meal period in writing. Employees should see the Human Resources Administrator to obtain this waiver form. If the employee works no more than twelve (12) hours, the employee can waive the second meal period, but only if the first meal period was received and not waived in any manner. Any waiver of the second meal period must be in writing and submitted before the second meal period. Employees should see the Human Resources Administrator to obtain this waiver form. Employees who work more than 12 hours may not waive, and should take, their second unpaid, off-duty, and uninterrupted 30-minute meal period.

No Working During Rest Breaks and Meal Periods

Employees are completely relieved of all work duties and responsibilities during their rest breaks and meal periods. All rest breaks and meal periods must be taken outside the work area, such as in a break room. Employees may leave the premises during rest breaks and meal periods. Employees should not visit or socialize with employees who are working while they are taking a rest break or meal period. Employees, including those in a sensitive position like security or information technology, are not expected to remain "on call" or available to respond to messages, monitor radios, telephones, email, or other devices during meal periods and rest breaks.

Employees are required to immediately notify the Human Resources Administrator if they believe they are being pressured or coerced by any manager, supervisor or other employee to not take any portion of a provided

rest break or meal period.

9-4. San Francisco Family Friendly Workplace Policy

Under the San Francisco Family Friendly Workplace Ordinance, San Francisco employees who regularly work at least eight (8) hours per week and have been employed for six (6) months or more may request, in writing, a flexible or predictable working arrangement to assist with caregiving responsibilities for:

- a child or children under the age of 18;
- a person or persons with a serious health condition in a family relationship with the employee; or
- a person age 65 or older in a family relationship with the employee.

A "family relationship" means a relationship in which a caregiver is related by blood, legal custody, marriage or domestic partnerships to another person as a spouse, domestic partner, child, parent, sibling, grandchild or grandparent.

"Flexible working arrangement" means a change in the employee's terms and conditions of employment that provides flexibility to assist with caregiving responsibilities. A flexible working arrangement may include but is not limited to:

- a modified work schedule;
- changes in start and/or end times for work;
- part-time employment;
- job-sharing arrangements;
- working from home;
- telecommuting;
- reduction or change in work duties; or
- part-year employment.

"Predictable working arrangement" means a change in the employee's terms and conditions of employment that provides scheduling predictability to assist that employee with caregiving responsibilities.

Employees who wish to request flexible or predictable working arrangements should contact the Human Resources Administrator to obtain the necessary form to submit the request in writing.

Within 14 days of the employee's request, the School will meet with the employee regarding the request. Within 21 days of the employee's request, the School will issue a written response either granting or denying the request. If the School denies the request, the written response to the employee will explain the basis for denial and invite the employee to engage in an interactive process meeting for the purpose of attempting, in good faith, to determine a flexible or predictable working arrangement that is acceptable to both the employee and the School. Any notice denying an employee request for a flexible or predictable working arrangement will advise the employee of the right to request reconsideration and include a copy of the San Francisco posting about the San Francisco Family Friendly Workplace Ordinance.

If it is later determined that a flexible or a predictable working arrangement that was previously granted is causing an undue hardship, the School will invite the employee to engage in an interactive process. If this interactive process is unsuccessful in determining a different flexible or predictable working arrangement, the School may revoke any existing arrangement with 14-days written notice.

9-5. Overtime

When CAVA experiences periods of extremely high activity, additional work may be required. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Effort will be made to provide employees with adequate advance notice in such situations.

Non-exempt employees generally will be paid overtime at the rate of time and one-half (1.5) times their regular rate of pay for all hours worked in excess of eight (8) hours in one (1) day or 40 hours in one (1) week, or for the first eight (8) hours on the seventh (7^{th}) consecutive day in the same workweek.

Non-exempt employees generally will be paid double-time for hours worked in excess of 12 in any workday or in excess of eight (8) on the seventh (7^{th}) day of the workweek.

Employees may work overtime only with management authorization.

For purposes of calculating overtime for non-exempt employees, the workweek begins at 12 a.m. on Monday and ends 168 hours later at 12 a.m. on the following Monday.

9-6. Safe Harbor Policy for Exempt Employees

It is School policy and practice to accurately compensate employees and to do so in compliance with all applicable state and federal laws. To ensure employees are paid properly and no improper deductions are made, employees must review their pay stubs promptly to identify and to report all errors.

If the employee believes a mistake has occurred or if the employee has any questions, the employee should use the reporting procedure outlined below.

Exempt salaried employees receive a salary which is intended to compensate for all hours worked for the School. This salary will be established at the time of hire or when the employee becomes classified as an exempt employee. While it may be subject to review and modification from time-to-time, such as during salary review times, the salary will be a predetermined amount that will not be subject to deductions for variations in the quantity or quality of the work performed.

Under state law, salary is subject to certain deductions. For example, the employee's salary can be reduced for the following reasons:

- full-day absences for personal reasons;
- full-day absences for sickness or disability, if the available paid sick leave has been exhausted;
- intermittent absences, including partial-day absences, covered by the federal Family and Medical Leave Act, if other available paid leave has been exhausted;
- to offset amounts received as payment for jury and witness fees or military pay;
- during the first or last week of employment in the event the employee works less than a full week; and
- any work week in which the employee performs no work for the School.

Salary also may be reduced for certain types of deductions, such as the employee portion of health, dental or life insurance premiums; state, federal or local taxes, social security; or, voluntary contributions to a 401(k) or pension plan.

In any workweek in which the employee performed any work, the employee's salary will not be reduced for

any of the following reasons:

- partial-day absences for personal reasons, sickness or disability;
- absence on a holiday when the facility is closed or because the facility is otherwise closed on a scheduled workday;
- absences for jury duty, attendance as a witness or military leave in any week in which the employee has performed any work; and
- any other deductions prohibited by state or federal law.

If employees believe they have been subject to any improper deductions, they should immediately report the matter to their supervisor. If the supervisor is unavailable or if employees believe it would be inappropriate to contact that person (or if they have not received a prompt and fully acceptable reply), they should immediately contact the Payroll Manager or any other supervisor in the School with whom the employee feels comfortable. If employees are unsure of whom to contact if they have not received a satisfactory response within five (5) business days after reporting the incident, they should immediately contact the Head of Human Resources, California Virtual Academies 50 Moreland Road Simi Valley, California 93065, (805) 581-0202.

Every report will be fully investigated and corrective action will be taken where appropriate, up to and including termination for any employee who violates this policy. In addition, the School will not allow any form of retaliation against individuals who report alleged violations of this policy or who cooperate in the investigation of such reports. Retaliation is unacceptable, and any form of retaliation in violation of this policy will result in disciplinary action, up to and including termination.

9-7. Sick and Safe Time

Eligibility

Pursuant to the Healthy Workplaces, Healthy Families Act, the School provides paid sick leave to employees who work for CAVA in California for 30 or more days within a year. For employees who work in California who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of ten (10) days or 80 hours. Employees who are exempt from overtime pursuant to the executive, administrative, and professional exemptions under California law are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case paid sick leave accrues based upon that normal workweek. For purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in minimum increments of two (2) hours. Employees may use up to five (5) days or 40 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;

- In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
- In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable.

Payment

Eligible employees will receive payment for paid sick leave at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year, but is subject to the accrual cap of 10 days or 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against any employee who requests paid sick days or uses paid sick days or both is prohibited and employees may file a complaint with the Labor Commissioner against an employer who retaliates or discriminates against any employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-8. Berkeley Sick and Safe Time (including the HWTFA)

Eligibility

The School provides paid sick leave to employees who perform at least two (2) hours of work in the City of Berkeley in a calendar week. For employees who work in Berkeley who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one

(1) hour for every 30 hours worked, up to a maximum accrual of 80 hours at any time. Employees who are exempt from overtime pursuant to the California executive, administrative, and professional exemptions are assumed to work a 40-hour workweek unless their normal workweek is less than 40 hours, in which case, paid sick leave accrues based upon that regular workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours.

Paid sick leave may be used for the following reasons:

1. When the employees are physically or mentally unable to perform their duties due to illness, injury, pregnancy, or a related medical condition;
2. To obtain a professional diagnosis or treatment of the employee's medical condition or undergo a physical examination;
3. To aid or care for a family member or designated person who is ill, injured, or receiving medical care, treatment, or diagnosis; or
4. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means child (including a child of a domestic partner and a child

of a person standing in loco parentis), parent, legal guardian or ward, sibling, grandparent, grandchild, spouse, or registered domestic partner under any state or local law, or a designated person. These relationships include not only biological relationships but also relationships resulting from adoption, step-relationships, and foster care relationships. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises otherwise, the School will assume, subject to applicable law, that employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Employees are required to provide reasonable notification of an absence taken under this policy. In the case of foreseeable absences, the School requests reasonable advance notification, and what is reasonable will generally depend on the specific situation. In the case of unforeseeable absences, the employee must provide notice of the need for the leave as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay as the employee normally earns during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Berkeley or California minimum wage, whichever is higher. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the City of

Berkeley against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-9. Emeryville Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to non-exempt employees who perform at least two (2) hours of work per week in Emeryville. For non-exempt employees who work in Emeryville who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave will accumulate at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave may be used in a minimum increment of two (2) hours. The employee may use up to 48 hours of paid sick leave in any year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of or preventive care for, the employee or the employee's family member;
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling

children in a new school or childcare;

h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

3. To aid or care for a guide dog, signal dog, or service dog (as those terms are defined under applicable state law) of the employee or the employee's family member.

For purposes of this policy, family member means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; or designated person. Employees are limited to selecting one (1) designated person per 12- month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification by phone or email. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. In the case of unforeseeable absences, the School generally requests advanced notification of at least two (2) hours prior to the start of the employee's shift or, if such notice is not possible, as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is

lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same wage as the employee normally earns during regular work hours, unless otherwise required by applicable law, by next regular payroll period after the leave was taken. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick days or uses paid sick days or both, is prohibited and employees may file a complaint with the Labor Commissioner or the City of Emeryville against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-10. Los Angeles Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to non-exempt employees who work in the City of Los Angeles for the School for 30 days or more within a year from the commencement of employment and who, in a particular week, perform at least two (2) hours of work per week for the School in the City of Los Angeles. For non-exempt employees who work in the City of Los Angeles who are eligible for paid sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours. Employees cannot use more than 48 hours of paid sick leave per year.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or the employee's family member; or

2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive, or foster parent, stepparent, or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling; designated person; or any individual related by blood or affinity whose close association with the employee is equivalent of a family relationship. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon

with respect to another individual; or

- In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume, subject to applicable law, that employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to the Human Resources Administrator may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. In the case of unforeseeable absences, the School generally requests advanced notification of at least two (2) hours prior to the start of the employee's shift or, if such notice is not possible, as soon as practicable. The School may also take reasonable measures to verify that employees' use of paid sick leave is lawful, to the maximum extent permitted by applicable law.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay they normally earn during regular work hours, unless otherwise required by applicable law, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Los Angeles or California minimum wage, whichever is higher.

Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Unused paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick leave or uses paid sick leave, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the appropriate city designated administrative agency against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-11. San Diego Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides earned sick leave to non-exempt employees who, in one (1) or more calendar weeks of the year, perform at least two (2) hours of work for the School in the City of San Diego. For non-exempt employees who work in San Diego who are eligible for sick time under another policy and/or any other

applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Employees begin accruing earned sick leave at the start of employment. Earned sick leave accrues at the rate of one (1) hour for every 30 hours worked, subject to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued earned sick leave on the 90th calendar day of employment. Earned sick leave must be used in a minimum increment of two (2) hours. Employees cannot use more than 40 hours of earned sick leave in any year.

Earned sick leave may be used for the following reasons:

1. When the employees are physically or mentally unable to perform their duties due to illness, injury, pregnancy or another medical condition;
2. To obtain a physical examination or a professional diagnosis or treatment of the employee's medical condition;
3. To aid, assist, or care for a family member with an illness, injury, or medical condition, including assistance in obtaining professional diagnosis or treatment of a medical condition;
4. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
    i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
    j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
    k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is

necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

The employee's place of business is closed by order of a public official due to a public health emergency, or the employee is providing care or assistance to a child, whose school or childcare provider is closed by order of a public official due to a public health emergency.

For purposes of this policy, family member means a child (a biological, adopted, or foster child; a stepchild; a legal ward; a child of a domestic partner; or a child of the employee standing in loco parentis); spouse (a person to whom the employee is legally married under California laws or the employee's domestic partner); parent (a biological, foster, or adoptive parent; a step-parent; a legal guardian; or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; sibling (a brother or sister, whether related through half blood, whole blood, or adoption or one who is a stepsibling); the child or parent of a spouse; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume, subject to applicable law, that employees want to use available earned sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have earned sick leave available.

Employees will be notified of their available earned sick leave on each itemized wage statement.

Notice and Documentation

Employees are required to provide reasonable notification of an absence taken under this policy. In the case of foreseeable absences, the School requires reasonable advance notification. In the case of unforeseeable absences, the School requires notice of the need to use earned sick leave as soon as practicable. To the maximum extent permitted by applicable law, the School may request documentation for the use of earned sick leave of more than three (3) consecutive work days. Acceptable documentation includes documentation signed by a licensed health care provider indicating the need for the amount of earned sick leave taken.

Payment

Eligible employees will receive payment for earned sick leave, at the same rate of pay as the employee normally earns during regular work hours, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the San Diego or California minimum wage, whichever is higher. Use

of earned sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused earned sick leave carries over from year to year, but is subject to a maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, earned sick leave will stop accruing until some earned sick leave is used.

Accrued but unused earned sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests earned sick days or uses earned sick days, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the San Diego Enforcement Office or a court of competent jurisdiction against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-12. San Francisco Sick and Safe Time (including the HWHFA)

Eligibility

The School provides paid sick leave to employees who perform 56 or more hours of work within a calendar year in the City and County of San Francisco. For employees who work in the City and County of San Francisco who are eligible for sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Accrual

Employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a total maximum accrual of 80 hours at any time. Employees who are exempt from overtime pursuant to the California executive, administrative, and professional exemptions are assumed to work a 40-hour workweek unless their regular workweek is less than 40 hours, in which case, paid sick leave accrues based upon that regular workweek. For purposes of this policy, the calendar year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave beginning on the 90th day of employment. Paid sick leave must be used in a minimum increment of one (1) hour.

Paid sick leave may be used for the following reasons:

1. For the employee or a family member to receive preventative care (such as annual physicals or flu shots);
2. For the employee's or a family member's illness, injury, or for medical care, treatment, or diagnosis;
3. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;

b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;
i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

4. For purposes related to donating the employee's bone marrow or an organ to another person, or to care for or assist a family member donating bone marrow or an organ.

For purposes of this policy, family member includes any of the following: parent, child (including a biological child, a registered domestic partner's child, and a child of a person standing in loco parentis), spouse or registered domestic partner, grandparent, grandchild, sibling, or a designated person and applies not only to biological relationships, but also applies to those resulting from adoption, step-relationships, and foster care relationships. Employees are limited to selecting one (1) designated person per 12- month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:

    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences due to reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice may be given orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. In most cases, "reasonable" generally means notifying the Human Resources Administrator three (3) days in advance of the foreseeable absence. If the need for paid sick leave is unforeseeable, the employee must provide notice as soon as practicable. In most cases, "as soon as practicable" generally means notifying the Human Resources Administrator at least two (2) hours prior to the start of a work shift, if possible. In cases of accidents or sudden illnesses when the employee is not able to provide such notice under the circumstances, notice should be provided as soon as possible.

To the maximum extent permitted by applicable law, employees who are absent from work on paid sick leave for more than three (3) consecutive work days or 24 hours, whichever is greater, must present a certificate from their medical practitioner stating the leave was necessitated by an illness or injury, releasing their return to work and setting forth any restrictions or limitations on the ability to perform the job. Similarly, when the employee uses paid sick leave for more than three (3) consecutive workdays or 24 hours, whichever is greater, to care for a family member, the employee also must present a certificate from that person's medical practitioner stating leave was necessitated by that person's illness.

Payment

Eligible employees will receive payment for paid sick leave at the same rate of pay as the employee normally earns during regular work hours by the next regular payroll period after the leave was taken and in no event will the rate of pay be less than the San Francisco or California minimum wage, whichever is higher. Use of paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued paid sick leave carries over from year to year but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used. Accrued but unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

The School prohibits discrimination and retaliation against employees who assert their rights to receive and use paid sick leave under this policy, file a complaint, or allege a violation of their rights with respect to paid sick leave, cooperate in an investigation or prosecution or oppose a policy of practice prohibited by applicable state or local law. Employees may file a complaint with the California Labor Commissioner or the San Francisco Office of Labor Standards Enforcement.

Questions

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-13. Santa Monica Sick and Safe Time for Non-Exempt Employees (including the HWHFA)

Eligibility

The School provides paid sick leave to eligible non-exempt employees who, in a particular week, perform at least two (2) hours of work per week for the School in the City of Santa Monica.

For non-exempt employees who work in the City of Santa Monica who are eligible for paid sick time under another policy and/or any other applicable sick time/leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than any other policy and/or any other applicable sick time/leave law or ordinance.

Exempt employees should refer to the California: Sick and Safe Time policy.

Accrual

Eligible employees begin accruing paid sick leave at the start of employment. Paid sick leave accrues at the rate of one (1) hour for every 30 hours worked, up to a maximum accrual of 80 hours. For purposes of this policy, the year is the consecutive 12-month period beginning on January 1 and ending on December 31.

Usage

Employees can use accrued paid sick leave on the 90th day of employment. Paid sick leave must be used in a minimum increment of two (2) hours.

Paid sick leave may be used for the following reasons:

1. For diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or the employee's family member; or
2. For any employee who is a victim or whose family member is a victim of a qualifying act of violence:

    a. To appear in court to comply with a subpoena, or other court order as a witness in a judicial proceeding;
    b. To obtain or attempt to obtain any relief for the family member, including but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the family member of the victim;
    c. To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence;
    d. To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence;
    e. To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence;
    f. To participate in safety planning or take other actions to increase safety from future qualifying acts of violence;
    g. To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare;
    h. To provide care to a family member who is recovering from injuries caused by a qualifying act of violence;

i. To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence;
j. To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence; or
k. To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

For purposes of this policy, "family member" means a child (including biological, adopted, or foster child, stepchild, legal ward, or a child to whom the employee stands in loco parentis, all regardless of age or dependency status); spouse; registered domestic partner; parent (including biological, adoptive or foster parent, stepparent or legal guardian of the employee or the employee's spouse or registered domestic partner or a person who stood in loco parentis when the employee was a minor child); grandparent; grandchild; a sibling; or a designated person. Employees are limited to selecting one (1) designated person per 12-month period for paid sick days.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm or other dangerous weapon with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

Unless the employee advises the Human Resources Administrator otherwise, the School will assume employees want to use available paid sick leave for absences for reasons set forth above and employees will be paid for such absences to the extent they have paid sick leave available.

Employees will be notified of their available paid sick leave on each itemized wage statement.

Notice and Documentation

Notice to use paid sick leave should be provided to the Human Resources Administrator orally or in writing. If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need for paid sick leave is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. To the maximum extent permitted by applicable law, the School may require the employee to provide reasonable documentation of an absence from work for which paid sick leave was used for more than three (3) consecutive days.

Payment

Eligible employees will receive payment for paid sick leave, at the same rate of pay as the employee normally earns during regular work hours, by the next regular payroll period after the leave was taken, and in no event will the rate of pay be less than the Santa Monica or California minimum wage, whichever is higher. Use of

paid sick leave is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Accrued, unused paid sick leave carries over from year to year, but is subject to the maximum accrual (accrual cap) of 80 hours. Once the accrual cap is reached, paid sick leave will stop accruing until some paid sick leave is used.

Accrued, unused paid sick leave under this policy will not be paid at separation.

Enforcement and Retaliation

Retaliation or discrimination against the employee who requests paid sick leave or uses paid sick leave, or both, is prohibited, and employees may file a complaint with the California Labor Commissioner or the appropriate City designated administrative agency against an employer who retaliates or discriminates against the employee.

If employees have any questions regarding this policy, they should contact the Human Resources Administrator.

9-14. Lactation Breaks

CAVA supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time for employees who wish to express breast milk for their infant child each time the employee has a need to express milk, in accordance with applicable local, state, and federal law. If possible, the break time must run concurrently with rest and meal periods already provided. If break time cannot run concurrently with rest and meal periods, it will be unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space, in close proximity to their work area, that is shielded from view and free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who need a lactation accommodation should submit a request for possible accommodation to the Human Resources Administrator. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall engage in an interactive process to determine the appropriate accommodations.

California law expressly prohibits discrimination or retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees have the right to file a complaint with the Labor Commissioner for any violation of the rights underlying this policy.

Employees can consult the Human Resources Administrator with questions regarding this policy.

9-15. San Francisco Lactation Breaks

CAVA supports the legal right and necessity of employees who choose to express milk in the workplace. This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees for as long as they desire to express breast milk.

The School will provide a reasonable amount of break time to accommodate the employee desiring to express breast milk for the employee's infant child each time the employee has need to express milk, to the extent required by and in accordance with applicable local, state and federal law. If possible, the break time must run concurrently with rest and meal periods already provided to the employee. Break time that cannot run concurrently with rest and meal periods already provided to the employee is unpaid, to the extent permitted by applicable law.

The School will provide breastfeeding employees with space to express breast milk. The space will be in close proximity to the employee's work area, will be shielded from view and will be free from intrusion from co-workers and the public. The room or location may include the place where the employee normally works if it otherwise meets the requirements of the lactation space. Restrooms are prohibited from being used for lactation purposes.

Employees who believe they need a lactation accommodation should submit a request for possible accommodation via email to the Human Resources Administrator. Upon receiving an accommodation request, the School will respond to the employee within five (5) business days. The School and the employee shall work together to determine the appropriate accommodations.

The San Francisco Lactation in the Workplace Ordinance and California law expressly prohibit retaliation against lactating employees for exercising their rights granted by the ordinance. This includes those who request time to express breast milk at work and/or who lodge a complaint related to the right to lactation accommodations.

Employees can contact the Human Resources Administrator with questions about this policy.

9-16. Workers' Compensation

On-the-job injuries are covered by CAVA's Workers' Compensation Insurance Policy, which is provided at no cost to employees. If injured on the job, no matter how slightly, employees should report the incident immediately to their supervisor. Failure to follow School procedures may affect one's ability to receive Workers' Compensation benefits.

Any leave of absence due to a workplace injury runs concurrently with all other School leaves of absence. Reinstatement from leave is guaranteed only if required by law. Employees who need to miss work due to a workplace injury must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

9-17. Private Employer Witness Leave

Employees who are subpoenaed or otherwise required by law to appear in court as witnesses in any judicial proceeding will not face discharge, discrimination, or retaliation for taking time off to comply with these obligations.

Employees may use vacation, personal leave, paid sick leave, or other paid time off to cover any period of absence under this policy.

Employees must notify their supervisor as soon as possible upon receiving a subpoena or court order and provide reasonable advance notice of their intention to take time off, unless providing such notice is not feasible. When an unscheduled absence occurs, the School will not take any adverse action against employees if, within a reasonable time after the absence, they provide supporting certification upon the School's request.

This policy does not create a right for employees to take unpaid leave that exceeds the unpaid leave time that is allowed under, or is in addition to, the unpaid leave time permitted by the 12 weeks provided under the federal Family and Medical Leave Act.

9-18. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off sufficient working time to vote. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed a maximum of two (2) hours of voting leave on Election Day without loss of pay. Where possible, supervisors should be notified of the need for leave at least two (2) working days prior to the Election Day.

9-19. Statutory Short-Term Disability Benefits

CAVA also provides statutory short-term disability insurance.

This is solely a monetary benefit and not a leave of absence. Employees who will be out of work must also request a formal leave of absence. See the Leave of Absence sections of this handbook for more information.

9-20. Paid Family Leave Benefits

Employees may be eligible to receive benefits through the California Paid Family Leave (PFL) program, which is administered by the Employment Development Department (EDD), when they take leave to:

- Care for a child, spouse, parent, grandparent, grandchild, sibling, parent-in-law, or registered domestic partner with a serious health condition;
- Bond with a minor child within the first year of the child's birth or placement in connection with foster care or adoption; or
- Participate in a qualifying exigency related to the covered active duty or call to covered active duty of the employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States.

These benefits are financed solely through employee contributions to the PFL program. That program is solely responsible for determining if the employee is eligible for such benefits.

If employees need to take time off work for any of the reasons set forth above, they must advise CAVA, and they will be given information about the EDD's PFL program and how to apply for benefits. Employees also may contact their local EDD Office for further information. Employees should maintain regular contact with the School during the time off work so the School may monitor the employee's return-to-work status. In addition, the employee should contact the School when ready to return to work so the School may determine what positions, if any, are open.

Employees taking time off work for any of the reasons set forth above are not guaranteed job reinstatement unless they qualify for such reinstatement under federal or state family and medical leave laws.

Any time off for Paid Family Leave purposes will run concurrently with other leaves of absence, such as Family and Medical Leave/California Family Rights Act Leave, if applicable. Please see the "Family and Medical Leave/California Family Rights Act" policies in this handbook for eligibility requirements, if applicable.

9-21. San Francisco Paid Parental Leave Benefits

In accordance with the San Francisco Paid Parental Leave Ordinance, CAVA provides partial wage replacement benefits (Supplemental Compensation) to eligible employees who are on an approved leave of absence to bond with a new child through birth, adoption, or foster care placement. Eligible employees may receive up to eight (8) weeks of Supplemental Compensation in a 12-month period.

Eligible Employees

To be eligible to receive benefits under this policy, employees must meet **all** the following criteria:

1. Be absent from work due to an approved leave of absence for the purpose of bonding with a new child during the first year after birth of the child or placement of the child with the employee through foster care or adoption;
2. Have worked at least 180 calendar days for the School before beginning any parental leave;
3. Perform at least eight (8) hours of work per week for the School within the geographic boundaries of the City and County of San Francisco;
4. Perform at least 40 percent of their total weekly hours within the geographic boundaries of the City and County of San Francisco;
5. Be receiving wage replacement benefits from the State of California's Paid Family Leave (PFL) program for the purpose of bonding with a new child;
6. Agree to allow the School to deduct up to two (2) weeks of accrued PTO from the employee's leave bank to offset the cost of any Supplemental Compensation benefits, as allowed under the ordinance; and
7. Comply with the procedures for requesting Supplemental Compensation benefits described below.

Employees who ***do not*** meet all the above criteria are not eligible to receive Supplemental Compensation under this policy but may still be eligible for benefits in accordance with the State of California PFL program.

Supplemental Compensation Benefit

The weekly Supplemental Compensation benefit is calculated based on the employee's wages and will be calculated in accordance with the San Francisco Paid Parental Leave Ordinance. Unless otherwise provided by

law, the employee's weekly Supplement Compensation benefit will be equal to the difference between the weekly benefit received by the employee from the State of California PFL program and the weekly wage associated with that PFL benefit amount. Supplemental Compensation is only available during the period the employee is eligible for and is receiving weekly PFL benefits for the purpose of bonding with a new child. Employees can receive up to eight (8) weeks of Supplemental Compensation benefits.

Procedure for Receiving Supplemental Compensation

In order to receive Supplemental Compensation, employees must comply with the following procedures:

1. Send an email to the Human Resources Administrator stating they understand and agree that up to two (2) weeks of PTO will be deducted from their leave bank to offset the costs in providing Supplemental Compensation;
2. Provide the School with a copy of the employee's Notice of Computation of California Paid Family Leave Benefits (Notice) from California's Employment Development Department (EDD) and provide EDD with permission to share the employee's California PFL weekly benefit amount with the School;
3. Complete and sign the San Francisco Paid Parental Leave Employee Form (PPL Form) (available from the Human Resources Administrator). The Notice and PPL Form must be submitted within a reasonable time following the Covered Employee's receipt of the Notice from EDD;
4. Notify the School in writing upon the employee's receipt of the first payment from EDD; and
5. Submit a copy of the Notice of Payment from EDD to confirm the Covered Employee's receipt of PFL benefits.

Employees who do not fully comply with this procedure may be denied Supplemental Compensation benefits, or receipt of these benefits may be delayed. If the employee completes the above procedures for receiving Supplemental Compensation prior to or during the period in which the employee is also receiving PFL benefits, the School will make a good faith effort to make the first Supplemental Compensation benefit payment on the payday associated with the next full pay period following the employee's satisfaction of the above procedures. If the employee completes the above procedures after the period in which the employee received PFL benefits has been completed, the employee will receive the total Supplemental Compensation no later than 30 days after satisfaction of the above procedures.

Employees may be required to reimburse the School for any Supplemental Compensation benefits provided under this policy if they:

- Do not return to work from a leave of absence during which they received Supplemental Compensation benefits, or
- Voluntarily resign from employment within 90 days of the end of any leave during which they received Supplemental Compensation benefits.

Employees with questions regarding this benefit can contact the Human Resources Administrator.

9-22. Personal Leave

If employees are ineligible for any other School leave of absence, CAVA, under certain circumstances, may grant a personal leave of absence without pay. A written request for a personal leave should be presented to management at least two (2) weeks before the anticipated start of the leave. If the leave is requested for medical reasons and employees are not eligible for FMLA and CFRA, medical certification also must be

submitted. The request will be considered on the basis of staffing requirements and the reasons for the requested leave, as well as performance and attendance records. Normally, a leave of absence will be granted for a period of up to eight (8) weeks. However a personal leave may be extended if, prior to the end of leave, employees submit a written request for an extension to management and the request is granted. During the leave, employees will not earn vacation, personal days or sick days. We will continue health insurance coverage during the leave if employees submit their share of the monthly premium payments to the School in a timely manner, subject to the terms of the plan documents.

When the employees anticipate returning to work, they should notify management of the expected return date. This notification should be made at least one week before the end of the leave.

Upon completion of the personal leave of absence, the School will attempt to return employees to their original job or a similar position, subject to prevailing business considerations. Reinstatement, however, is not guaranteed.

Failure to advise management of availability to return to work, failure to return to work when notified or a continued absence from work beyond the time approved by the School will be considered a voluntary resignation of employment.

Personal leave runs concurrently with any School-provided Short-Term Disability Leave of Absence.

9-23. Time Off for Military Spouses

If the employee works, on average, at least 20 hours per week and their spouse is a qualified member of the United States Armed Forces, the National Guard or the Reserves, the employee is eligible to take leave for a period of up to 10 days while their spouse is home during a qualified leave period. When the employee is also eligible for military family member exigency leave, leave under this policy shall also count toward the employee's leave entitlement under the Family and Medical Leave Act (FMLA), where the time off meets the definition of FMLA military exigency leave.

Required Notice to Employer

Within two (2) business days of receiving official notice that the employee's spouse will be on leave the employee must provide notice to the School of their intent to take military spouse leave.

Required Documentation

The employee must submit written documentation to the School certifying that during the requested time off, the employee's spouse will be on leave from deployment during a period of military conflict.

Leave is Unpaid

Leave granted under this policy is unpaid.

Definitions

For the purposes of this policy, the following definitions apply:

"Qualified Member" means any of the following:

- a member of the United States Armed Forces who is deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States; or
- a member of the National Guard who is deployed during a period of military conflict; or

- a member of the Reserves who is deployed during a period of military conflict.

"Period of Military Conflict" means any of the following:

- a period of war declared by the U.S. Congress; or
- a period of deployment for which members of the Reserves are ordered to active duty.

"Qualified Leave Period" means the period during which the qualified member is on leave from deployment during a period of military conflict.

9-24. San Francisco Military Leave Pay Protection Benefits

In accordance with San Francisco's Military Leave Pay Protection Act, the School provides supplemental compensation to eligible employees who are on an approved military leave of absence. Eligible employees may receive up to 30 days of supplemental compensation in a calendar year under this policy.

Eligible Employees. To be eligible to receive supplemental compensation under this policy, an employee must:

- Work within the geographic boundaries of San Francisco;
- Be a member of the reserve corps of the United States Armed Forces, National Guard, or other uniformed service organization of the United States; and
- Be on approved leave for military duty.

Amount of Supplemental Compensation. An eligible employee shall receive supplemental compensation in an amount equal to the difference between the employee's gross military pay and the amount of gross pay the employee would have received from the School had the employee worked their regular work schedule in San Francisco. Overtime hours (unless regularly scheduled) and hours scheduled to work outside of San Francisco do not count toward the employee's gross pay calculation. Supplemental compensation is paid in daily increments. Eligible employees may receive up to 30 days of supplemental compensation in a calendar year.

For employees who do not work a regular work schedule, supplemental compensation shall be determined by looking at the semi-monthly immediately preceding the employee's leave, not including any pay periods during which the employee was on unpaid or partially paid leave. The School will endeavor to provide the employee with the supplemental compensation no later than the payday for the payroll period when the employee's military leave began.

Benefits. Eligible employees will continue to receive all benefits as if they had worked their regular schedule during any period of time during which they receive supplemental compensation.

Documentation. Employees may be requested to provide their written military orders or a wage statement verifying the military gross pay they received or will receive to ensure accurate payment of supplemental compensation.

Repayment by Employee. Employees receiving supplemental compensation under this policy who can return to their position after completion of military leave but fail to return within 60 days of release from duty shall be required to repay any supplemental compensation received.

Coordination with Other Policies. Any supplemental compensation paid under this policy will be coordinated

with and offset by amounts required to be paid under any other law or policy so that employees on military leave do not receive more in total pay then they would have received if they had worked their regular work schedule.

Employees with questions about this policy can contact the Human Resources Administrator.

9-25. Bone Marrow Donation Leave

The employee who has been employed for at least 90 days may request a leave of absence for up to five (5) business days in any one-year period to undergo a medical procedure to donate bone marrow. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The employee must use any accrued vacation time, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of this leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid, but the paid time off shall not exceed five (5) days. Bone marrow donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their Bone Marrow Donation Leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave.

9-26. Organ Donation Leave

Employees who have been employed for at least 90 days may request a paid leave of absence for up to 30 business days in any one-year period to undergo a medical procedure to donate an organ. Employees can request an additional 30 days of unpaid leave in any one-year period for this same purpose. Employees must provide a certification from their physician regarding the purpose and length of each leave requested. The one-year period is measured from the start of the leave.

For an initial request for organ donation leave, the employee must use up to two weeks of accrued vacation, sick leave or paid time off for this leave, but the use of vacation accrual, sick leave or paid time off does not extend the term of the leave. If accrued vacation, sick leave or paid time off is not available, the time off for such procedure shall be paid however the paid time off shall not exceed 30 days. Organ donation leave will not be designated as FMLA or CFRA leave time. Employees will receive health benefits for the duration of their organ donation leave and upon returning from such leave will have a right to return to the same or equivalent positions they held before such leave. Absences due to organ donation leave do not count as a break in service for the purpose of the employee's right to salary adjustments, sick leave, vacation and paid time off or seniority.

9-27. Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). Additionally, employees who are CFRA-eligible have certain rights to take both a pregnancy disability leave (PDL) and CFRA leave for the birth of a child.

This policy provides employees with information concerning FMLA/CFRA entitlements and obligations they may have during such leaves and also explains differences between FMLA, CFRA, and PDL. Where more than one (1) of the laws applies, leave taken may be counted under more than one law at the same time to the extent permitted by the applicable law(s). For example, where leave for a pregnancy disability is also FMLA-

qualifying, the leave will count against both FMLA and PDL entitlements. However, PDL is separate from and does not count against employees' CFRA leave entitlement. (Please consult the Pregnancy Disability Leave policy for more information on PDL.) This policy will be interpreted to comply with the law(s) that apply to a particular leave.

If employees have any questions concerning FMLA/CFRA leave, they should contact the Head of Human Resources.

I. Eligibility

The FMLA and CFRA provide eligible employees with a right to leave, health insurance benefits, and, with some limited exceptions, job restoration. To be an "eligible employee," the employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive) and 2) have worked for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave. All California employees who meet these two (2) criteria are eligible for CFRA leave. California employees also may be eligible to take leave for FMLA reasons if they are eligible for CFRA leave and work at a worksite where 50 or more employees are located within 75 miles.

*Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements for FMLA/CFRA Leave

A. Basic FMLA/CFRA Leave Entitlement

The FMLA/CFRA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The 12-month period is determined by a rolling 12-month period measured backward from the date the employee uses their family and medical leave. In some instances, leave may be counted under the FMLA but not CFRA or CFRA but not the FMLA. Leave may be taken for any one (1), or for a combination, of the following reasons:

1. Disability due to pregnancy, childbirth, or related medical condition (counts only toward FMLA leave and PDL leave entitlements);

2. Bonding and/or caring for a newborn child (counts toward FMLA and CFRA leave entitlements);

3. For placement with the employee of a child for adoption or foster care and to care for the newly placed child (counts toward FMLA and CFRA leave entitlements);

4. To care for the employee's spouse, child, or parent with a **serious health condition** (counts toward FMLA and CFRA leave entitlements);

5. To care for the employee's registered domestic partner, parent-in-law, grandparent, grandchild, sibling, or designated person with a serious health condition (counts towards CFRA entitlements only, except when grandparent, grandchild, or sibling meets FMLA definition of parent or child);

6. For the employee's own **serious health condition** (excluding pregnancy) that makes the employee unable to perform (1) one or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements); and/or

7. Because of any **qualifying exigency** arising out of the fact that the employee's spouse, registered domestic partner, son, daughter, or parent is a military member on covered active duty status (or has been notified of an impending call or order to covered active duty status) in the Reserve component of the Armed Forces for deployment to a foreign country in support of a contingency operation or Regular Armed Forces for deployment to a foreign country (counts toward FMLA/CFRA leave entitlements, except that leave taken for a

registered domestic partner counts towards CFRA leave entitlement only).

Leave to care for child after birth or placement for adoption or foster care must be taken within one (1) year of the child's birth or placement.

Under the **FMLA**, a **serious health condition** is an illness, injury, impairment, or physical or mental condition that involves a period of incapacity or treatment connected with inpatient care (e.g., an overnight stay) in a medical care facility, hospice, or residential health care facility; or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of their job or prevents the qualified family member from participating in school or other daily activities.

Under the **CFRA**, a **serious health condition** is an illness, injury, impairment, or physical or mental condition that involves either inpatient care in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care or any period of incapacity, or continuing treatment by a health care provider. The CFRA defines "inpatient care" broadly and includes a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with inpatient care, or any period of incapacity. A person will be considered an "inpatient" when they are formally admitted to a health care facility with the expectation that they will remain at least overnight and occupy a bed, even if the person is ultimately discharged or transferred to another facility and does not actually remain overnight. The CFRA defines "incapacity" as the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment or the recovery that it requires.

Under the CFRA, a "designated person" means any individual related by blood or whose relationship with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. CAVA may limit an employee to one designated person every 12-month period for family care and medical leave.

Under the FMLA and CFRA, subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three (3) consecutive calendar days combined with at least two (2) visits to a health care provider or one (1) visit and a regimen of continuing treatment or incapacity due to pregnancy (FMLA only) or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty, and attending post-deployment reintegration briefings.

A leave of absence in connection with a workers' compensation injury/illness or for which the employee receives disability or State of California Paid Family Leave benefits shall run concurrently with FMLA/CFRA leave.

B. Additional Military Family Leave Entitlement (FMLA Only)

In addition to the basic FMLA/CFRA leave entitlement described above, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a **covered servicemember** is entitled to take up to 26 weeks of leave during a 12-month period to care for the servicemember with a serious injury or illness. Leave to care for a servicemember is available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient

status, or is on the temporary retired list for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces." Covered servicemembers also include a veteran who is discharged or released from military service under conditions other than dishonorable at any time during the five-(5-) year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definition of a serious illness or injury for current Armed Forces members and covered Veterans are distinct from the definition of "serious health condition" applicable to leave to care for a family member or the employee's own illness or injury.

C. Intermittent Leave and Reduced Leave Schedules

FMLA/CFRA leave usually will be taken for a period of consecutive days, weeks, or months. However, employees also are entitled to take FMLA/CFRA leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member or the serious injury or illness of a covered servicemember (FMLA only). Intermittent or reduced work schedule leave may be taken for absences where the employee or family member is incapacitated or unable to perform the essential functions of the position because of a chronic serious health condition, even if they do not receive treatment by a health care provider. Intermittent leave can also be taken for any qualifying exigency.

Employees also are eligible for intermittent leave for bonding with a child following birth or placement. Intermittent leave for bonding purposes generally must be taken in two-(2-)week increments, but the School permits two (2) occasions where the leave may be for less than two (2) weeks.

D. Health Insurance Benefits Schedules

During FMLA/CFRA leave, eligible employees are entitled to receive group health plan coverage on the same terms and conditions as if they had continued work.

E. No Work While on Leave

The taking of another job while on FMLA/CFRA leave or any other approved leave of absence is prohibited except as authorized by the School or permitted by applicable law.

F. Restoration of Employment and Benefits

At the end of FMLA/CFRA leave, employees generally have a right to return to the same or equivalent positions they held before the FMLA/CFRA leave. There is an exception for certain "key employees" under the FMLA that applies to leave for a seriously ill or injured covered servicemember (the CFRA does not have an exception for "key employees"). The School will provide notice if employees qualify as "key employees" if it intends to deny reinstatement and any applicable rights in such instances.

Use of FMLA/CFRA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA/CFRA leave.

G. Notice of Eligibility for, and Designation of, FMLA/CFRA Leave

Employees requesting FMLA/CFRA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA/CFRA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA/CFRA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA/CFRA-qualifying or non-qualifying, if not FMLA/CFRA-qualifying, the reasons why; and 3) the amount of leave, if known, that

will be counted against the employee's leave entitlement.

The School will respond to a leave request within five (5) business days. Once given, approval shall be deemed retroactive to the date of the first day of the leave. The School may designate FMLA/CFRA leave retroactively with appropriate notice provided that doing so does not cause harm or injury to employees. In other cases, the School and employees can mutually agree that leave is retroactively designated as FMLA/CFRA leave.

H. Employee Obligations for FMLA/CFRA Leaves

a. Provide Notice of the Need for Leave

Employees who take FMLA/CFRA leave must notify, in a timely manner, the School of their need for FMLA/CFRA leave. The following describes the content and timing of such notices.

i. Content of Notice

To trigger FMLA/CFRA leave protections, employees must inform the Head of Human Resources of the need for FMLA/CFRA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA/CFRA leave specifically or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

1. A medical condition renders them unable to perform the functions of their job;

2. They are pregnant;

3. They or a covered family member have been hospitalized overnight;

4. They or a covered family member are under the continuing care of a health care provider;

5. The leave is due to a qualifying exigency caused by a military member being on covered active duty or called to covered active-duty status; or

6. If the leave is for a family member, that the condition renders the family member unable to perform daily activities or that the family member is a covered servicemember with a serious injury or illness.

Calling in "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA/CFRA leave under this policy. Employees must respond to the School's lawful questions to determine if absences are potentially FMLA/CFRA-qualifying.

If employees fail to explain the reasons for FMLA/CFRA leave, the leave may be denied. When employees seek leave due to FMLA/CFRA-qualifying reasons for which the School has previously provided FMLA/CFRA-protected leave, they must specifically reference the qualifying reason for the leave or the need for FMLA/CFRA leave.

ii. Timing of Notice

Employees must provide 30 days' advance notice of the need to take FMLA/CFRA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must notify the School of the need for leave as soon as practicable under the circumstances. Employees who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA/CFRA notice obligations, may have FMLA/CFRA leave delayed or denied.

b. Cooperating in the Scheduling of Leave

When planning medical treatment for themselves or family members or requesting to take leave on an intermittent or reduced schedule work basis, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt School operations. Employees must consult with the School prior to scheduling treatment in order to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of the applicable health care provider. To the extent permitted by applicable law, when employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for employees or family members, including a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave.

c. Submit Initial Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family Leave)

Depending on the nature of FMLA/CFRA leave sought, employees may be required to submit medical certifications supporting their need for FMLA/CFRA-qualifying leave. As described below, there generally are three types of FMLA/CFRA medical certifications: an **initial certification**, a **recertification**, and a **return to work/fitness for duty certification**.

It is the responsibility of employees to provide the School with timely, complete, and sufficient medical certifications. Whenever the School requests employees to provide FMLA/CFRA medical certifications, they must provide the requested certifications within 15 calendar days after the request, unless it is not practicable to do so despite diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide them at least seven (7) calendar days to address deficiencies. The School will delay or deny FMLA/CFRA leave to employees who fail to address deficiencies or otherwise fail to submit requested medical certifications in a timely manner.

The School (through individuals other than the employee's direct supervisor) may contact the employee's health care provider to authenticate a medical certification.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete, and/or sufficient FMLA/CFRA medical certifications.

i. Initial Medical Certifications

Employees requesting leave because of their own or a covered family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins.

If the School has reason to doubt the validity of an initial medical certification regarding the employee's own serious health condition, it may require the employee to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require the employee to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee. The School will reimburse employees for any reasonable "out of pocket" travel expenses incurred to obtain second or third medical opinions.

ii. Medical Recertifications

Depending on the circumstances and duration of FMLA/CFRA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify

employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification. In cases of leave that qualifies under CFRA, recertification will be requested only when the original certification has expired and additional leave is requested.

iii. Return-to-Work Release

Unless notified that providing such certifications is not necessary, employees returning to work from FMLA/CFRA leaves that were taken because of their own serious health conditions must provide the School with a release to return to work from their healthcare provider stating they are able to resume work. Employees taking intermittent leave may be required to provide a return-to-work release for such absences up to once every 30 days if reasonable safety concerns exist regarding their ability to perform their duties. The School may delay and/or deny job restoration until employees provide return-to-work releases.

d. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the covered active duty or call to covered active duty status of a military member, the School may require them to provide: 1) a copy of the military member's active duty orders or other documentation issued by the military indicating the military member is on covered active duty or call to active duty status and the dates of the military member's covered active duty service and, 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active-duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different covered active duty or call to covered active-duty status of the same or a different military member.

When leave is taken to care for a covered servicemember with a serious injury or illness as allowed by the FMLA only, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

e. Reporting Changes to Anticipated Return Date

If the anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of their changed circumstances and new return-to-work date. If employees give the School unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

f. Substitute Paid Leave for Unpaid FMLA Leave

Employees are required to substitute accrued paid time while taking an unpaid FMLA/CFRA leave as follows:

- If employees request FMLA/PDL leave because of disability due to pregnancy, childbirth, or related medical conditions (excluding absences for which they are receiving short-term disability benefits), they must first substitute any accrued paid sick leave for unpaid family/medical leave. Employees may make a written request to substitute accrued, unused vacation, or other paid time off benefits for unpaid FMLA/PDL leave once their sick time is exhausted.
- If employees request FMLA/CFRA leave because of their own serious health condition (excluding absences for which they are receiving workers' compensation or short-term disability benefits), they must first substitute any accrued paid vacation, sick, or other paid time off for unpaid family/medical

leave.

- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid family/medical leave. Once vacation or other paid time off is exhausted, upon their request, they can substitute paid sick leave for unpaid FMLA/CFRA leave to care for a covered family member with a serious health condition.
- If employees request FMLA/CFRA leave to bond with a newborn or newly placed child (excluding absences for which they are receiving Paid Family Leave benefits), they must first substitute any accrued paid vacation or other paid time off for unpaid leave.

For purposes of this substitution requirement, leave is not "unpaid" during any time for which the employee is receiving compensation from the State of California under its State Disability Insurance or Paid Family Leave programs or when receiving compensation from worker's compensation. Employees will not be required to use accrued paid leave hours during any time off under this policy for which they are receiving compensation under these programs. However, where applicable and permitted by law, they will be required to use paid leave accruals during any waiting periods applicable to these programs, and upon written request, the School will allow them to use accrued paid time off to supplement any paid workers' compensation, disability, or Paid Family Leave benefits.

The substitution of paid time off for unpaid family/medical leave time does not extend the length of FMLA/CFRA leaves and the paid time off runs concurrently with the FMLA/CFRA entitlement.

g. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA/CFRA leave, employees are entitled to continued group health plan coverage under the same conditions as if they had continued to work. If paid leave is substituted for unpaid family/medical leave, the School will deduct employees' shares of the health plan premium as a regular payroll deduction. If FMLA/CFRA leave is unpaid, employees must pay their portion of the premium through Employees will pay upon return from leave with a payroll deduction. The School's obligation to maintain health care coverage ceases if the premium payment is more than 30 days late. If the payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date.

If employees do not return to work for at least 30 calendar days after the end of the leave period (unless they cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA/CFRA leave.

I. Coordination of FMLA Leave with Other Leave Policies

The FMLA and CFRA do not affect any federal, state, or local law prohibiting discrimination, or supersede any State or local law which provides greater family or medical leave rights. For additional information concerning leave entitlements and obligations that might arise when FMLA/CFRA leave is either not available or exhausted, please consult the School's other leave policies in this handbook or contact the Head of Human Resources.

QUESTIONS AND/OR COMPLAINTS ABOUT FMLA/CFRA LEAVE

If employees have questions regarding this policy, they should contact the Head of Human Resources. The School is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain, or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their FMLA rights have been violated, they should contact the Head of Human Resources immediately. The School will investigate any FMLA complaints and take prompt and appropriate remedial action to address and/or remedy any FMLA violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

9-28. Leave for Qualifying Acts of Violence

Any employee who is a victim or whose family member is a victim of a qualifying act of violence, may take unpaid leave for up to 12 weeks in any 12-month period for the following reasons:

- To obtain or attempt to obtain any relief for the family member. Relief includes, but is not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the family member of the victim.
- To seek, obtain, or assist a family member to seek or obtain medical attention for or to recover from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain psychological counseling or mental health services related to an experience of a qualifying act of violence.
- To participate in safety planning or take other actions to increase safety from future qualifying acts of violence.
- To relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare.
- To provide care to a family member who is recovering from injuries caused by a qualifying act of violence.
- To seek, obtain, or assist a family member to seek or obtain civil or criminal legal services in relation to the qualifying act of violence.
- To prepare for, participate in, or attend any civil, administrative, or criminal legal proceeding related to the qualifying act of violence.
- To seek, obtain, or provide childcare or care to a care-dependent adult if the childcare or care is necessary to ensure the safety of the child or dependent adult as a result of the qualifying act of violence.

If any employee's family member is a victim who is not deceased as a result of crime, and the employee is not a victim, the employee may only take a leave of 10 days under this policy. If the employee's family member is a victim who is not deceased as a result of a crime, and the employee is not a victim, and the employee takes leave to relocate or engage in the process of securing a new residence due to the qualifying act of violence, including, but not limited to, securing temporary or permanent housing or enrolling children in a new school or childcare, the employee may only take leave for five (5) days.

For purposes of this policy, "family member" means a child, parent, grandparent, grandchild, sibling, spouse, domestic partner, or designated person. "Designated person" means any individual related by blood or whose

association with the employee is the equivalent of a family relationship. The designated person may be identified by the employee at the time the employee requests the leave. Employees may only designate one (1) person per 12-month period.

For purposes of this policy, "qualifying act of violence" means any of the following, regardless of whether anyone is arrested for, prosecuted for, or convicted of committing any crime:

- Domestic violence;
- Sexual assault;
- Stalking; or
- An act, conduct, or pattern of conduct that includes any of the following:
    - In which an individual causes bodily injury or death to another individual;
    - In which an individual exhibits, draws, brandishes, or uses a firearm, or other dangerous weapon, with respect to another individual; or
    - In which an individual uses, or makes a reasonably perceived or actual threat to use, force against another individual to cause physical injury or death.

CAVA may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick, or other time off for the leave under this policy. Leave under this policy does not extend the time allowable under the "Family and Medical Leave" and "California Family Rights Act" policies in this handbook.

No employees will be subject to discrimination or retaliation because of their status as a victim or whose family member is a victim of a qualifying act of violence. Any employee who is a victim, or whose family member is a victim of a qualifying act of violence may request other workplace accommodations such as a transfer, schedule modification, implementation of safety measures, or referral to victim assistance. The School will engage in a good faith interactive process to determine reasonable accommodations, considering any immediate danger, so long as it does not cause undue hardship on business operations.

9-29. Bereavement Leave

Employees who have been employed for at least 30 days may take bereavement leave of up to five (5) days upon the death of a family member. For the purposes of this policy, a family member includes a spouse or a child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law. Bereavement leave need not be consecutive for non-unit members but must be completed within three (3) months of the family member's death. Up to five (5) paid days off work for the death of a spouse, domestic partner, civil union relationship, child, parent, sibling or comparable step-relation.

Up to three (3) paid and two (2) unpaid days off work for the death of a grandparent, father-in-law, mother-in-law, son-in-law or daughter-in-law. One (1) paid day off work for the death of a relative who is not a member of your immediate family.

Bereavement leave will be paid at the employee's base rate of pay at the time of absence for the number of hours the employee otherwise would have worked that day. Bereavement leave is not counted as hours worked for purposes of calculating overtime. When requesting time off for Bereavement Leave please enter the

relationship of the deceased into the comments section.

Bereavement Leave for Unit Members per the CBA: 10.5.1 Up to five (5) consecutive days in the event of death of a spouse, domestic partner, child, parent, sibling, or comparable step-relation, grandchild, grandparent, mother or father-in-law, or son or daughter-in-law.

Employees, if requested by the School, within 30 days of the first day's leave must provide documentation of the death of the family member. Documentation includes, but is not limited to, a death certificate, a published obituary, or written verification of death, burial, or memorial services from a mortuary, funeral home, burial society, crematorium, religious institution, or governmental agency. The School will maintain the confidentiality of any employee requesting leave under this policy including documentation provided to the School related to a request for leave.

Employees wishing to utilize bereavement leave should contact Human Resource Department.

Employees will not be subject to adverse action for exercising rights or attempting to exercise rights under this policy, opposing practices that they believe to be in violation of this policy, or supporting the exercise of rights of another under this policy

9-30. Reproductive Loss Leave

Employees who have been employed for at least 30 days will be provided with up to five (5) days of reproductive loss leave following a reproductive loss event. Employees who experience more than one (1) reproductive loss event within a 12-month period are limited to 20 days of reproductive loss leave in a 12-month period. For purposes of this policy, a reproductive loss event means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction via artificial insemination or an embryo transfer.

Leave may only be taken on regularly scheduled workdays. Leave does not need to be taken on consecutive days. Leave must be completed within three (3) months of the reproductive loss event, except that if the employee is on some other leave from work prior to or immediately following a reproductive loss event, the reproductive loss leave is available for use during the three (3) months following the end date of the other leave.

Reproductive loss leave is unpaid, except to the extent the employee is eligible for paid leave for these purposes under other the School policies. The employee may elect to use accrued (vacation, personal days, or sick leave) to receive pay during any unpaid leave taken under this policy. Leave provided pursuant to this policy will run concurrently with any other applicable leave of absence for covered reasons, to the maximum extent permitted by applicable law. The substitution of paid time for unpaid leave time does not extend the length of leave and the paid time will run concurrently with the employee's reproductive loss leave entitlement.

Employees must inform their supervisor prior to commencing reproductive loss leave. The School will maintain the confidentiality of any employee requesting leave under this policy including information provided to the School related to a request for leave.

9-31. Time Off for Crime Victims

Employees who have been victims of serious or violent felonies, as specified under California law, or felonies relating to theft or embezzlement may take time off work to attend judicial proceedings related to the crime. Employees may also take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime. "Immediate family member" is defined as a person to whom the employee is legally married under the laws of any state, domestic partner, child, child of a registered domestic partner, stepchild, or person to whom employee stood in loco parentis when the person was a minor, sibling, stepsibling, half-sibling, parent, stepparent, foster parent, or legal guardian.

Employees must give their supervisor a copy of the court notice given to the victim of each scheduled proceeding before taking time off, unless advance notice to CAVA of the need for time off is not feasible. When advance notice is not feasible, the employee must provide the School with documentation evidencing the judicial proceeding, within a reasonable time after the absence. The documentation may be from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office or the victim/witness office that is advocating on behalf of the victim.

Employees may elect to use accrued paid vacation time, paid sick leave time, or other paid time off for the absence. If the employee does not elect to use paid time off, the absence will be unpaid. However, exempt employees will be paid their full salary for any workweek interrupted by the need for time off under this policy.

9-32. Literacy Assistance

CAVA is committed to providing assistance to employees who require time off to participate in an adult education program for literacy assistance. If employees need time off to attend such a program, they should inform their direct supervisor or the Human Resources Department. The School will attempt to make reasonable accommodations by providing unpaid time off or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. The School will attempt to safeguard the privacy of employees' enrollment in an adult education program.

9-33. Pregnancy Disability Leave

If employees are disabled by pregnancy, childbirth or related medical conditions, they are eligible to take a pregnancy disability leave (PDL).

Employees may request leave by notifying their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

If affected by pregnancy or a related medical condition, employees also are eligible to transfer to a less strenuous or hazardous position or to less strenuous or hazardous duties, if such a transfer is medically advisable and can be reasonably accommodated. Employees disabled by qualifying conditions may also be entitled to other reasonable accommodations where doing so is medically necessary. In addition, if it is medically advisable for employees to take intermittent leave or work a reduced schedule, School may require them to transfer temporarily to an alternative position with equivalent pay and benefits that can better accommodate recurring periods of leave.

The PDL is for any period(s) of actual disability caused by pregnancy, childbirth or related medical condition up to four (4) months per pregnancy. For purposes of this policy, "four months" means time off for the number of days the employee would normally work within the four calendar months (one-third of a year, or 17 1/3 weeks), following the commencement date of taking a pregnancy disability leave. For a full time employee who works 40 hours per week, "four months" means 693 hours of leave entitlement, based on 40 hours per week times 17 1/3 weeks. Employees working a part-time schedule will have their PDL calculated on a pro-rata basis.

The PDL does not need to be taken in one continuous period of time, but can be taken on an intermittent basis pursuant to the law.

Time off needed for prenatal or postnatal care, severe morning sickness, gestational diabetes, pregnancy-induced hypertension, preeclampsia, doctor-ordered bed rest, postpartum depression, loss or end of pregnancy, and recovery from childbirth or loss or end of pregnancy are all covered by PDL.

To receive reasonable accommodation, obtain a transfer or take a PDL, employees must provide sufficient notice so School can make appropriate plans. Thirty days' advance notice is required if the need for the reasonable accommodation, transfer or PDL is foreseeable, otherwise as soon as practicable if the need is an emergency or unforeseeable.

Employees are required to obtain a certification from their health care provider of the need for pregnancy disability leave or the medical advisability of an accommodation or for a transfer. The certification is sufficient if it contains: (1) a description of the requested reasonable accommodation or transfer; (2) a statement describing the medical advisability of the reasonable accommodation or transfer because of pregnancy; and (3) the date on which the need for reasonable accommodation or transfer became or will become medically advisable and the estimated duration of the reasonable accommodation or transfer.

A medical certification indicating disability necessitating a leave is sufficient if it contains: (1) a statement that the employee needs to take pregnancy disability leave because she is disabled by pregnancy, childbirth or a related medical condition; (2) the date on which the employee became disabled because of pregnancy; and (3) the estimated duration of the leave.

Upon request, your supervisor or ADP TotalSource shall provide you with a medical certification form that you can take to your doctor.

As a condition of returning from pregnancy disability leave or transfer, School requires the employee to obtain a release from a health care provider stating that she is able to resume the original job duties **with or without reasonable accommodation.**

PDL is unpaid. At the employee's option, she can use any accrued vacation time or other accrued paid time off as part of the PDL before taking the remainder of leave on an unpaid basis. We require, however, that the employee use any available sick time during the PDL. The substitution of any paid leave will not extend the duration of the PDL. Employees who participate in the School's group health insurance plan will continue to participate in the plan while on PDL under the same terms and conditions as if they were working. Benefit continuation under PDL is distinct from benefit continuation for employees who also take birth bonding leave under the California Family Rights Act. Employees should make arrangements with Human Resources for payment of their share of the insurance premiums.

We encourage employees to contact the California Employment Development Department regarding eligibility for state disability insurance for the unpaid portion of the leave.

If employees do not return to work on the originally scheduled return date, nor request in advance an extension

of the agreed upon leave with appropriate medical documentation, they may be deemed to have voluntarily terminated their employment with School.

Failure to notify School of their ability to return to work when it occurs, or continued absence from work because the leave must extend beyond the maximum time allowed, may be deemed a voluntary termination of employment with School, unless employees are entitled to Family and Medical Leave, or entitled to further leave pursuant to applicable law.

Upon return from a covered PDL, the employee, in most instances, will be reinstated to the same position.

Taking a PDL may affect some benefits and the employee's seniority date. If the employee wants more information regarding eligibility for PDL and the impact of the leave on seniority and benefits, the employee should contact their supervisor or ADP TotalSource at 1-844-448-0325, or email: Leaves@adp.com.

Any request for leave after the disability has ended will be treated as a request for family care leave under the California Family Rights Act (CFRA) and the federal Family and Medical Leave Act (FMLA), if the employee is eligible for that type of leave. PDL runs concurrently with FMLA (but not CFRA). Employees should refer to the FMLA policy. Employees who are not eligible for leave under the CFRA or FMLA will have a request for additional leave treated as a request for disability accommodation.

9-34. Rehabilitation Leave

CAVA is committed to providing assistance to our employees to overcome substance abuse problems. The School will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program. This accommodation may include time off without pay or an adjusted work schedule, provided the accommodation does not impose an undue hardship on the School. Employees may also use accumulated sick days, if applicable, for this purpose.

Employees should notify Human Resources if they need such accommodation. The School will take reasonable steps to safeguard privacy with respect to enrollment in an alcohol or drug rehabilitation program.

9-35. Time Off For School Related Activities

Employees that work at a location with 25 or more employees are provided unpaid time off up to 40 hours in one (1) calendar year if they are parents (including individuals acting in the capacity of a parent under the law), guardians, stepparents, foster parents or grandparents with custody of a child attending, or of age to attend, a licensed child care provider or kindergarten through Grade 12. The unpaid leave must be used for the following child-related activities:

1. to find, enroll or reenroll the child in a school or with a licensed child care provider, or to participate in activities of the school or licensed child care provider of the child.
2. to address a child care provider or school emergency, meaning that the child cannot remain in school or with a child care provider due to one of the following:

    - the school or child care provider has requested that the child be picked up or has an attendance policy, excluding planned holidays, that prohibits the child from attending or requires the child to be picked up from the school or child care provider;
    - behavioral or discipline problems;
    - closure or unexpected unavailability of the school or child care provider, excluding planned

holidays; or

- a natural disaster, including, but not limited to, fire, earthquake or flood.

The amount of time off for reason #1 cannot exceed eight (8) hours in any calendar month of the year. Prior to taking leave for reason #1 above, the employee must provide reasonable notice of the planned absence to the Human Resources Administrator. The employee must give notice to the Human Resources Administrator when taking leave for reason #2 above.

If more than one parent of a child is employed at the same worksite, leave for the reasons above apply, at any one time, only to the parent who first gives notice, such that another parent may take a planned absence simultaneously as to that same child for the reasons above, but only if the parent obtains approval from the Human Resources Administrator for the requested time off.

Employees may be required to provide documentation of their participation in these activities. Parents, guardians or grandparents with custody of schoolchildren who have been suspended also are allowed to take unpaid time off to appear at the school pursuant to the school's request. Employees may use accrued paid time off for purposes of the leave taken under this policy.

9-36. Time Off for Volunteer Firefighters, Reserve Peace Officers, and Emergency Rescue Personnel

Employees who are volunteer firefighters, reserve peace officers, or emergency rescue personnel are permitted unpaid time off, not to exceed 14 days per calendar year, for the purpose of engaging in fire, law enforcement, or emergency rescue training.

Employees are also permitted unpaid time off from work to perform emergency duty as a volunteer firefighter, reserve peace officer, or emergency rescue personnel.

If the employees request time off under the policy, they must notify their direct supervisor immediately after the need for the leave becomes known.

9-37. Business Expense Reimbursement

CAVA will reimburse employees for reasonable expenses incurred for business purposes including, but not limited to, meals, lodging, and transportation. Mileage driven in a personal automobile for business purposes will be reimbursed at the current IRS-approved rate per mile. All business travel and business purchases must be approved in advance by the employee's Supervisor.

Employees should complete expense reimbursement reports within 30 days of incurring the expenses and submit the reports and receipts to the Supervisor.

9-38. Acknowledgment and Receipt of California: Discrimination, Harassment and Retaliation Prevention Policy

CAVA does not tolerate and prohibits discrimination, harassment, or retaliation of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or third party based on actual or perceived race, color, creed, religion, age, sex or gender (including pregnancy, childbirth, and related medical conditions), sexual orientation, gender identity, or gender expression (including transgender status), national origin, ancestry, marital status, protected medical condition as defined by state law

(including cancer or genetic characteristics), physical or mental disability, military and veteran status, reproductive health decision making, genetic information, or any other characteristic protected by applicable federal, state, or local laws and ordinances. Further, the School prohibits discrimination, harassment, and retaliation on the basis of any combination of protected characteristics. The School is committed to a workplace free of discrimination, harassment, and retaliation.

Our management team is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, employee activities, and general treatment during employment.

Discrimination Defined

Discrimination under this policy means treating differently or denying or granting a benefit to an individual because of the individual's protected characteristic.

Harassment Defined

Harassment is defined in this policy as unwelcome verbal, visual, or physical conduct creating an intimidating, an offensive, or a hostile work environment that interferes with work performance. Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.) that denigrates or shows hostility or aversion toward an individual because of any protected characteristic. Such conduct violates this policy, even if it is not unlawful. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities, and other verbal or physical conduct of a sexual nature. Sexual harassment includes unwelcome or unwanted conduct that is either of a sexual nature or directed at an individual because of that individual's sex when:

- Submission to that conduct or to those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment;
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;

9. Unwelcome or unwanted sexually related comments;
10. Conversation about one's own or someone else's sex life;
11. Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Retaliation Defined

Retaliation means adverse conduct taken because an individual reported an actual or a perceived violation of this policy, opposed practices prohibited by this policy, or participated in the reporting and investigation process described below. "Adverse conduct" includes but is not limited to:

- Shunning and avoiding an individual who reports harassment, discrimination, or retaliation;
- Express or implied threats or intimidation intended to prevent an individual from reporting harassment, discrimination, or retaliation; and
- Denying employment benefits because an applicant or employee reported harassment, discrimination, or retaliation or participated in the reporting and investigation process described below.

All discrimination, harassment, and retaliation is unacceptable in the workplace and in any work-related settings such as business trips and business-related social functions, regardless of whether the conduct is engaged in by a supervisor, a coworker, a client, a customer, a vendor, or another third party.

Reporting Procedures

The following steps have been put into place to ensure the work environment is respectful, professional, and free of discrimination, harassment, and retaliation. If the employee believes someone has violated this policy or the Equal Employment Opportunity Policy, the employee should promptly bring the matter to the immediate attention of the Head of School. (Phone numbers are available through the School directory.) If this individual is the person toward whom the complaint is directed, the employee should contact any higher-level manager in the reporting chain. If the employee makes a complaint under this policy and has not received a satisfactory response within five (5) business days, the Human Resources Administrator should be contacted immediately. (Phone numbers are available through the School directory.)

Every supervisor who learns of any employee's concern about conduct in violation of this policy or the Equal Employment Opportunity Policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy or our Equal Employment Opportunity Policy must immediately report the issues raised to the Head of School.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct a fair and thorough investigation into the facts and circumstances of any claim of a violation of this policy or the Equal Employment Opportunity policy. To the extent possible, the School will endeavor to keep the reporting employee's concerns confidential. However, complete confidentiality may not be possible in all circumstances.

During the investigation, the School generally will interview the complainant and the accused, conduct further interviews as necessary, and review any relevant documents or other information. Upon completion of the investigation, the School shall determine whether this policy has been violated based on its reasonable evaluation of the information gathered during the investigation. The School will inform the complainant and the accused of the results of the investigation.

The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension, or immediate termination. Anyone, regardless of position or title, who the School determines has engaged in conduct that violates this policy will be subject to discipline up to and including termination.

Training

All Employees are required to undergo harassment prevention training as required by applicable law. For more information about this training requirement, visit https://calcivilrights.ca.gov/shptfaq-employee/.

Retaliation Prohibited

In addition to being a violation of this policy, harassment, discrimination, or retaliation also can be against the law. Employees who engage in conduct that rises to the level of a violation of law can be held personally liable for such conduct.

Remember, the School cannot remedy claimed discrimination, harassment, or retaliation unless employees bring these claims to the attention of management. Employees should not hesitate to report any conduct they believe violates this policy.

I acknowledge that I have received, read, and understand CAVA's Discrimination, Harassment, and Retaliation Prevention Policy. I agree to abide by and be bound by the rules, provisions and standards set forth in CAVA's policy. I further acknowledge that CAVA reserves the right to revise, delete, and add to the provisions of the Discrimination, Harassment and Retaliation Prevention Policy at any time. I also acknowledge I have received the California Civil Rights Department's brochure, Sexual Harassment Fact Sheet (CRD-185 brochure).

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

Section 10 - Georgia Addendum

10-1. Lactation Accommodations

CAVA supports the legal right and necessity of employees who choose to express milk in the workplace. The School promotes a breastfeeding-friendly work environment and supports lactating employees.

The School will provide break time of reasonable duration to employees who wish to express breast milk at the worksite during working hours. Any break time provided under the law will be paid at the employee's regular rate of compensation.

The School will provide the use of a private location, other than a restroom, for the employee to express milk in private at the worksite.

Employees can contact the Human Resources Administrator with questions regarding this policy.

10-2. Jury Duty Leave

The Company realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law without retaliation. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The Company will provide paid time off, less fees received from the court, while serving on jury duty. Employees will not be required to use accrued paid time off while serving on jury. Exempt employees will be paid as necessary to comply with federal and state wage and hour laws.

11-1. Earned Paid Sick Time

Eligibility

The School provides earned paid sick time (EPST) to eligible employees who work in Missouri. For employees who work in Missouri who are eligible for sick time under the general Sick Days policy and/or any other applicable sick time or leave law or ordinance, this policy applies solely to the extent it provides greater benefits/rights on any specific issue or issues than the general Sick Days policy and/or any other applicable sick time or leave law or ordinance.

Accrual

Employees begin accruing EPST pursuant to this policy on May 1, 2025, or at the start of employment, whichever is later. Employees will accrue one (1) hour of EPST for every 30 hours worked. Exempt employees are assumed to work 40 hours in each workweek unless their normal workweek is less than 40 hours, in which case EPST accrues based upon that normal workweek. For the purposes of this policy, the year is the consecutive 12-month period beginning January 1 and ending on December 31.

Usage

Employees may begin using accrued EPST immediately. EPST may be used in the smaller of hourly increments or the smallest increment that the School's payroll system uses to account for absences or use of other time. employees may not use more than 40 hours of EPST in any year.

Employees may use EPST for:

1. The employee's mental or physical illness, injury, or health condition; the employee's need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or the employee's need for preventative medical care;
2. Care of a family member with a mental or physical illness, injury, or health condition; care of a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition; or care of a family member who needs preventative medical care;
3. Closure of the employee's place of business by order of a public official due to a public health emergency, the employee's need to care for a child whose school or place of care has been closed by order of a public official due to a public health emergency, or the employee's need to care for themself or a family member when it has been determined by the health authorities having jurisdiction or by a health care provider that the employee's or family member's presence in the community may jeopardize the health of others because of their exposure to a communicable disease, whether or not the employee or family member has actually contracted the communicable disease; or
4. Absence necessary due to domestic violence, sexual assault, or stalking, provided the leave is to allow the employee to obtain for the employee or the employee's family member:

    a. Medical attention needed to recover from physical or psychological injury or disability caused by domestic violence, sexual assault, or stalking;
    b. Services from a victim services organization;
    c. Psychological or other counseling;

d. Relocation or taking steps to secure an existing home due to the domestic violence, sexual assault, or stalking; or
e. Legal services, including preparing for or participating in any civil or criminal legal proceeding related to or resulting from the domestic violence, sexual assault, or stalking.

For purposes of this policy, family member means:

1. Regardless of age, a biological, adopted, or foster child, stepchild or legal ward, a child of a domestic partner, a child to whom the employee stands in loco parentis, or an individual to whom the employee stood in loco parentis when the individual was a minor;
2. A biological, foster, stepparent, or adoptive parent or legal guardian of the employee, the employee's spouse or domestic partner, or an individual who stood in loco parentis when the employee or employee's spouse or domestic partner was a minor child;
3. An individual to whom the employee is legally married under the laws of any state, a domestic partner who is registered as such under the laws of any state or political subdivision, or an individual with whom the employee is in a continuing social relationship of a romantic or intimate nature;
4. A grandparent, grandchild, or sibling (whether of a biological, foster, adoptive, or step relationship) of the employee or the employee's spouse or domestic partner; or
5. A person for whom the employee is responsible for providing or arranging health or safety-related care, including but not limited to helping that individual obtain diagnostic, preventative, routine, or therapeutic health treatment or ensuring the person is safe following domestic violence, sexual assault, or stalking.

The employee's use of EPST will not be conditioned upon searching for or finding a replacement worker.

Unless the employee advises the School otherwise, it will assume, subject to applicable law, that the employee wants to use available EPST for absences for reasons set forth above, and employees will be paid for such absences to the extent they have EPST available.

Notice and Documentation

Employees may make requests to use EPST orally, in writing, by electronic means, or by any other means acceptable to the School to the Human Resources Administrator. When possible, the request should include the expected duration of the absence. When the use of EPST is foreseeable, the employee must make a good faith effort to provide notice in advance of the use of the EPST and make a reasonable effort to schedule the use of EPST in a manner that does not unduly disrupt the School's operations. Where such need is not foreseeable, the employee must provide notice as soon as practicable.

For EPST of three (3) or more consecutive work days, the School may require reasonable documentation that the EPST has been used for a covered purpose. Documentation signed by a heath care professional indicating that EPST is necessary will be considered reasonable documentation. In cases of domestic violence, sexual assault, or stalking, if the School requests, one (1) of the following types of documentation selected by the employee will be considered reasonable documentation:

1. A police report indicating that the employee or the employee's family member was a victim of domestic violence, sexual assault, or stalking;
2. A written statement from the employee or agent of a victim services provider affirming that the employee or employee's family member is or was receiving services from a victim services provider;
3. Documentation signed by a health care professional from whom the employee or employee's family

member sought assistance relating to domestic violence, sexual assault, or stalking or the effects thereof;

4. A court document indicating that the employee or the employee's family member is or was involved in a legal action related to domestic violence, sexual assault, or stalking; or
5. A written statement from the employee affirming that the employee or employee's family member is taking or took EPST for a qualifying purpose.

The School will not require that the documentation explain the nature of the illness, details of the underlying health needs, or the details of the domestic violence, sexual assault, or stalking, unless otherwise required by law.

Payment

EPST will be paid at the same hourly rate and with the same benefits, including health care benefits, as the employee normally earns during hours worked, but in no case will this hourly amount be less than that the applicable minimum wage. Use of EPST is not considered hours worked for purposes of calculating overtime.

Carryover and Payout

Employees may carry over up to 80 hours of accrued, unused EPST to the following year.

Unused EPST under this policy will not be paid at separation.

Enforcement and Retaliation

The School prohibits any retaliatory action against employees who request or use EPST as allowed under applicable law. Each employee has the right to bring a civil action if EPST as required by applicable law is denied by the School or the employee is subjected to retaliatory personnel action by the School for exercising the employee's rights under the law. The Missouri Department of Labor and Industrial Relations, Division of Labor Standards can be reached by mail at P.O. Box 449, Jefferson City, MO 65102-0440, by email at atlaborstandards@labor.mo.gov, or by phone at 573-751-3403.

Employees with questions concerning this policy should contact the Human Resources Administrator.

11-2. Missouri Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay (if the employee votes) or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

11-3. Time Off for Crime Victims

Time Off for Crime Victims

Employees may take unpaid time off to respond to respond to a subpoena to testify in a criminal proceeding, attend a criminal proceeding, or participate in the preparation of a criminal proceeding if they are:

- the victim of the crime at issue in the proceedings; or
- the victim's spouse, child, sibling, parent, grandparent or legal guardian.

CAVA may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. No employee will be subject to discharge or discipline for taking leave under this policy.

Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave (applies to employers that have 20 or more employees)

Employees who are domestic or sexual violence victims or family or household members of a domestic or sexual violence victim may take unpaid time off to:

- Seek medical attention for or recovering from physical or psychological injuries inflicted by domestic or sexual violence;
- Obtain services from a victim services organization;
- Obtain psychological or other counseling;
- Participate in safety planning, temporarily or permanently relocating, or taking other actions to increase the victim's safety from future domestic or sexual violence, or to ensure economic security; or
- Seek legal assistance or remedies, including preparing or participating in any civil or criminal legal proceeding related to the domestic or sexual violence.

- During any 12-month period, employees may be entitled to up to one (1) workweek (if they work for an employer with 20 to 49 employees) or up to two (2) workweeks (if they work for an employers with 50 or more employees).

Family and household members include: a spouse, parent, son, daughter, other persons related by blood, person related by present or prior marriage, a person who shares a relationship through a child, or persons jointly residing in the same household. "Parent" includes an individual who stood in loco parentis to an employee as a child. Additionally, "children" includes biological, adopted, a stepchild, a foster child, a legal ward, or a child standing in loco parentis, who is under 18 years old, or is 18 years or older and is incapable of self-care because of mental or physical disabilities.

Employees must provide the Company with at least 48 hours of advance notice of the employee's intention to take leave, unless providing such notice would not be practicable. Certification that an employee or an employee's family or household member is a victim of domestic or sexual violence may be required.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. During the period of leave, the employer must maintain coverage for the employee and any family or household member under any group health plan for the duration of leave. An employee returning from leave is entitled to be restored to the position of employment the employee held when the leave commenced or an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

No employee will be subject to discrimination or retaliation for taking leave under this policy. Eligible employees may request reasonable safety accommodations in the workplace for the known limitations resulting from the circumstances relating to an employee's family or household member experiencing domestic or sexual

violence.

11-4. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter, member of Missouri-1 Disaster Medical Assistance Team, Missouri Task Force One, Urban Search and Rescue Team or FEMA. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

Section 12 - Nevada Addendum

12-1. Pregnancy Accommodations

According to the Nevada Pregnant Workers' Fairness Act (effective October 1, 2017) (the "Act"), employees have the right to be free from discriminatory or unlawful employment practices based on pregnancy, childbirth or a related medical condition and are entitled to reasonable accommodation.

Under the Act, the School may not:

- deny a reasonable accommodation to employees and applicants, upon request, for a condition related to pregnancy, childbirth or a related medical condition, unless an accommodation would impose an undue hardship on the business of the School;
- take adverse employment actions against the employee or applicant based on a need for a reasonable accommodation;
- deny an employment opportunity to a qualified employee or applicant based on a need for a reasonable accommodation; and
- require the employee or applicant to accept an accommodation that the employee or applicant did not request or chooses not to accept or to take leave from employment if an accommodation is unavailable.

Reasonable accommodations may include, but are not limited to:

1. modifying equipment or providing different seating;
2. revising break schedules, which may include revising the frequency or duration of breaks;
3. providing space in an area other than a bathroom that may be used for expressing breast milk;
4. providing assistance with manual labor if the manual labor is incidental to the primary work duties of the employee;
5. authorizing light duty;
6. temporarily transferring the employee to a less strenuous or hazardous position; or
7. restructuring a position or providing a modified work schedule.

Under the Act, the School may require the employee to submit written medical certification from the employee's physician substantiating the need for an accommodation because of pregnancy, childbirth or related medical conditions, and the specific accommodation recommended by the physician.

Any employee who needs to request an accommodation due to pregnancy, childbirth or a related condition or who has questions regarding this policy should contact the Human Resources Administrator.

12-2. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be:

- one (1) hour if the polls are less than two (2) miles from the employee's place of employment;
- two (2) hours if the polls are between two (2) and ten (10) miles from the employee's place of

employment; and

- three (3) hours if the polls are over ten (10) miles from the employee's place of employment.

This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

12-3. Leave and Accommodation for Victims of Domestic Violence or Sexual Assault

Employees who have worked for the School for at least 90 days, and who are the victims of domestic violence or sexual assault or whose family or household member is a victim of domestic violence or sexual assault, may take time off work for up to 160 hours in one (1) 12-month period, beginning on the date when the act of domestic violence or sexual assault occurred (and the employee is NOT the alleged perpetrator of the domestic violence or sexual assault).

Leave under this policy may be taken for the following reasons:

- For the diagnosis, care, or treatment of a health condition related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To obtain counseling or assistance related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member;
- To participate in court proceedings related to an act of domestic violence or sexual assault committed against the employee or the employee's family or household member; or
- To establish a safety plan, including any action to increase the safety of the employee or the employee's family or household member from a future act of domestic violence or sexual assault.

For purposes of this policy, a "family or household member" means a spouse, domestic partner, minor child, or parent or another adult who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time the act of domestic violence or sexual assault was committed.

For purposes of this policy, "domestic violence" occurs when a person commits one (1) of the following acts against or upon the person's spouse, former spouse, any other person to whom the person is related by blood or marriage, any other person with whom the person is or was actually residing, any other person with whom the person has had or is having a dating relationship, any other person with whom the person has a child in common, the minor child of any of those persons, the person's minor child, or any other person who has been appointed the custodian or legal guardian for the person's minor child:

1. A battery;
2. An assault;
3. Compelling the other person by force or threat of force to perform an act from which the other person has the right to refrain or to refrain from an act which the other person has the right to perform;
4. A sexual assault;
5. A knowing, purposeful, or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:

    Stalking;

1.
2. Arson;
3. Trespassing;
4. Larceny;
5. Destruction of private property;
6. Carrying a concealed weapon without a permit; or
7. Injuring or killing an animal.

6. A false imprisonment; or
7. Unlawful entry of the other person's residence, or forcible entry against the other person's will if there is a reasonably foreseeable risk of harm to the other person from the entry.

For purposes of this policy, "sexual assault" occurs when a person:

1. Subjects another person to sexual penetration, or forces another person to make a sexual penetration on themselves or another, or on a beast, against the will of the victim or under conditions in which the perpetrator knows or should know that the victim is mentally or physically incapable of resisting or understanding the nature of the perpetrator's conduct; or
2. Commits a sexual penetration upon a child younger than the age of 14 years or causes a child younger than the age of 14 years to make a sexual penetration on themselves or another, or on a beast.

Nevada law provides that leave may be unpaid or paid at the discretion of the employer. The School will permit employees to use any accrued, unused paid time off while taking leave under this policy.

Leave under this policy may be used in a single block of time or intermittently. Leave under this policy also will run concurrently (at the same time) with FMLA leave, if leave is otherwise FMLA-qualifying. Leave under this policy does not extend the time allowable under the "Family and Medical Leave Act" policy in this handbook.

After taking any time off due to an act of domestic violence or sexual assault, employees must provide their supervisor at least 48 hours advance notice before taking any additional time off under this policy.

The School may require documentation of the employee's participation in these activities that confirms or supports the reason the employee provided for requesting leave. For example, the School may require:

- A police report;
- Copy of an application for an order for protection;
- Affidavit from an organization which provides services to victims of domestic violence or sexual assault; or
- Documentation from a physician.

Any documentation requested or received by the School will be kept confidential in a private medical file (and will not be contained in the general personnel file).

The employee who is the victim of domestic violence or sexual assault (or whose family or household member is such a victim) may request reasonable accommodation with respect to the employee's safety while at work. Reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, or any other reasonable accommodation that does not create an undue hardship deemed necessary to ensure the safety of the employee, the workplace, the

School, and other employees.

Eligible employees desiring an accommodation should notify the Human Resources Administrator. the Human Resources Administrator will then engage in an interactive process with the employee to determine possible effective reasonable accommodations. As part of the interactive process, the Human Resources Administrator may require the employee to provide appropriate certification. Employees who no longer need an accommodation must notify the Human Resources Administrator of any change in circumstance. Similarly, employees who have been provided an accommodation must notify the Human Resources Administrator if the employee requires a new accommodation.

The School also will not discipline, discriminate, or retaliate against employees because they are a known victim of domestic violence or sexual assault; because they requested and took leave and/or requested accommodation under this policy; or because they participated as a witness or interested party in a court proceeding related to domestic violence or sexual assault that relates to the use of leave under this policy. The School also will not require employees to find a replacement or substitute to cover their position or work as a condition of using leave under this policy.

12-4. Time Off for School Related Activities

Applies to employers with 50 or more employees for each working day in each of 20 or more calendar weeks in the current calendar year)

Employees may be provided unpaid time off up to 4 hours in one (1) school year per child if they are parents, guardians, or custodians of a child enrolled in a public or private school. The unpaid leave must be used for the following school-related activities:

- Attend parent-teacher conferences;
- Attend school-related activities during regular school hours;
- Volunteer or otherwise be involved at the school in which his or her child is enrolled during regular school hours; or
- Attend school-sponsored events.

Time off must be used in increments of one (1) hour. At least five (5) school days prior to taking leave, the employee must provide a written request for leave to their supervisor. The leave must be at a time mutually agreed upon by the company and the employee.

Employees may be required to provide documentation of their participation in these activities during the time of the leave. Employees may use accrued paid time off for purposes of the leave taken under this policy.

The Company prohibits termination of employment, demotion, suspension, or any other type of discrimination against any employee that is a parent, guardian or custodian of a child that takes leave in accordance with this policy.

12-5. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to serve as a volunteer firefighter, search and rescue, reserve unit of sheriff's department, or Civil Air Patrol, provided they have disclosed their status as a volunteer to [the Company]. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

12-6. Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave and Accommodations

An eligible employee may take up to 160 hours of leave in one 12-month period if the employee is using the leave:

- for the diagnosis, care or treatment of a health condition related to an act that constitutes domestic violence committed against the employee or the employee's family or household member;
- to obtain counseling or assistance related to an act that constitutes domestic violence committed against the employee or the employee's family or household member;
- to participate in any court proceedings related to an act that constitutes domestic violence committed against the employee or the employee's family or household member; or
- to establish a safety plan, including, without limitation, any action to increase the safety of the employee or the employee's family or household member from a future incidents of domestic violence.

To be eligible for leave under this policy, an employee must have been employed by [the Company] at least 90-days and must use this leave within the 12 months immediately following the date on which the incident of domestic violence occurred. Leave may be taken consecutively or intermittently.

"Family or household member" means a spouse, domestic partner, minor child, or parent or other adult person who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time of the incident of domestic violence.

The Company may require the employee to provide documentation that confirms or supports the reason the employee has requested leave and/or reasonable accommodation. After taking any hours of leave upon an incident of domestic violence, an employee must give not less than 48 hours' advance notice to their employer of the need to use additional hours of leave.

Nevada law provides that leave may be unpaid or paid at the discretion of the employer. Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. This leave will run concurrently under any other applicable leave (such as FMLA leave).

An employee who is the victim of domestic violence (or whose family or household member is such a victim) may request reasonable accommodation with respect to the employee's safety while at work. Reasonable accommodation may include the implementation of safety measures, including a transfer, reassignment, modified schedule, changed work telephone, or any other reasonable accommodation that does not create an undue hardship deemed necessary to ensure the safety of the employee, the workplace, the employer, and other

employees.

Eligible employees desiring accommodation should notify their supervisor. The supervisor will then engage in an interactive process with the employee to determine possible effective reasonable accommodations.

No employee will be subject to discrimination or retaliation for taking leave under this policy. Victims of a crime may request reasonable accommodations in the workplace, such as implementation of safety measures, without retaliation.

Section 13 - North Carolina Addendum

13-1. School Attendance Leave

CAVA will grant employees who are parents or guardians of school-age children up to four (4) hours of unpaid leave during any 12-month period to participate in activities at their children's school. Forty-eight hours' written advance notice is required. The leave shall occur at a time mutually agreed upon by the employee and the School. The School may require verification of the employee's participation in the school activities. Employees must first use accrued paid time off for this purpose.

13-2. Victims of Domestic Abuse, Sexual Assault, and Related Crimes Leave

An employee is eligible for unpaid time off to obtain or attempt to obtain relief under North Carolina's domestic violence or civil no-contact laws, including instituting civil action and obtaining a protective order or other emergency assistance.

An employee must follow the employer's usual time-off policy or procedure, including advance notice to the employer (when required by the employer's usual procedures), unless an emergency prevents the employee from doing so.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be subject to discharge, demotion, denial of a promotion, or discipline for taking time off under this policy.

13-3. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to a state of emergency as a volunteer firefighter, rescue squad member, or emergency medical services member. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

14-1. Time Off for Crime Victims

Employees may take unpaid time off to participate, at the prosecutor's request, in preparation for a criminal or delinquency proceeding or for attendance, pursuant to a subpoena, at a criminal or delinquency proceeding where attendance is reasonably necessary to protect the interests of the victim if they are:

- A victim of the crime or delinquent act at issue in the proceedings;
- The spouse, child, stepchild, sibling, parent, stepparent, grandparent, or other relative of a victim; or
- A victim's representative.

CAVA may require proof of the employee's participation in these activities. Whenever possible, employees must provide their supervisor with reasonable notice before taking any time off under this policy.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy. No employee will be subject to termination or discipline for taking leave under this policy.

14-2. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to serve as a volunteer firefighter or emergency medical services provider. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy

14-3. Family Military Leave

Family Military Leave (employers with 50 or more employees)

Eligible employees may take up to ten (10) days (or 80 hours, if less) of unpaid leave when a spouse, child, or person the employee has or had legal custody of is a member of the uniformed services and is called into active duty for a period longer than 30 days, or is injured, wounded, or hospitalized while serving on active duty. The uniformed services includes: the U.S. armed forces; the Ohio organized militia when engaged in full-time national guard duty; the commissioned corps of the public health service; and any other category of persons designated by the U.S. President in time of war or emergency. Leave must occur no more than 2 weeks before or 1 week after the deployment date.

To be eligible, the employee must have worked for the employer at least 12 consecutive months, and must have worked at least 1,250 hours in the 12 months immediately preceding commencement of the leave.

An employee may take unpaid leave under this section if he/she has exhausted all accrued vacation and other leave (except sick leave and disability leave). Benefits will continue during this time, and the employee will remain responsible for paying their portion of the cost of benefits.

14 days' notice must be provided by the employee of his or her intention to take leave if the leave is taken because of a call to active duty, or at least 2 days prior to taking leave if due to an injury, wound, or hospitalization. However, if the employee receives notice from a uniformed services representative that the injury, wound, or hospitalization is critical or life-threatening, leave may be taken without providing notice. Employees may be required to provide the Company with certification from the proper military authority to verify the employee's eligibility for family military leave.

Upon expiration of the leave, an employee will generally be reinstated to his or her position or, if not available, an equivalent position with equivalent employment benefits, pay and other terms and conditions of employment. The Company strictly prohibits any form of discrimination or retaliation for exercising rights set forth in this policy.

15-1. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be two (2) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to two (2) hours of voting leave on Election Day without loss of pay or retaliation. Where possible, supervisors should be notified of the need for leave in advance of Election Day. Supervisors may specify when leave may be taken.

Section 16 – Tennessee Addendum

16-1. Pregnancy Accommodations

In compliance with Tennessee Pregnant Workers Fairness Act, CAVA will make reasonable accommodations for medical needs arising from pregnancy, childbirth or related medical conditions of an applicant for employment or an employee, unless the accommodation would impose an undue hardship on business operations.

The School will not take adverse action against employees in terms, conditions or privileges of employment for requesting or using a reasonable accommodation to the known limitations for medical needs arising from pregnancy, childbirth or related conditions, including, but not limited to, counting an absence related to pregnancy under the attendance policy. The School will not require employees to take leave if another reasonable accommodation can be provided to the known limitations for medical needs arising from pregnancy, childbirth or related conditions.

Reasonable accommodations include but are not limited to:

1. making existing facilities used by employees readily accessible and usable;
2. providing more frequent, longer or flexible breaks;
3. modifying food or drink policy;
4. providing modified seating or allowing employees to sit more frequently if the job requires standing;
5. providing assistance with manual labor and limits on lifting;
6. authorizing a temporary transfer to a vacant position;
7. providing job restructuring or light duty, if available;
8. acquiring or modifying equipment, devices or work stations;
9. modifying work schedules;
10. allowing flexible scheduling for prenatal visits; and
11. providing a private place, other than a bathroom stall, for the purpose of expressing milk.

The School reserves the right, to the maximum extent permitted by applicable law, to request medical certification from a healthcare professional if an individual is requesting a reasonable accommodation related to temporary transfer to a vacant position, job restructuring, light duty or accommodations that require time away from work. The School will engage in an interactive process with the individual to determine if a reasonable accommodation can be provided, absent undue hardship, while the individual is making a good faith effort to obtain the medical certification. The School will not take adverse action against employees related to their need for accommodation while they are engaging in good faith efforts to obtain medical certification.

Any questions about or requests for a reasonable accommodation pursuant to this policy, should be directed to the Head of Human Resources.

16-2. Abusive Conduct Prevention

At CAVA all employees have the right to be treated with dignity and respect. CAVA does not tolerate and prohibits abusive conduct in the workplace. These behaviors are unacceptable in the workplace and in any work-related settings such as business trips and School-sponsored social functions.

Abusive Conduct Defined

Abusive conduct is defined under this policy as acts or omissions that would cause a reasonable person, based on the severity, nature and frequency of the conduct, to believe that the employee was subject to an abusive work environment, which can include but is not limited to:

- repeated verbal abuse in the workplace, including derogatory remarks, insults and epithets;
- verbal, nonverbal or physical conduct of a threatening, abusive, violent, intimidating or humiliating nature in the workplace; or
- the sabotage or undermining of the employee's work performance in the workplace.

Abusive conduct does not include:

- disciplinary procedures in accordance with adopted School policies;
- routine coaching and counseling, including feedback about and correction of work performance;
- reasonable work assignments, including shift, post and overtime assignments;
- individual differences in styles of personal expression;
- passionate, loud expression with no intent to harm others;
- differences of opinion on work-related concerns; and
- the non-abusive exercise of managerial prerogative.

Reporting Procedures

If employees believe someone has violated this policy, they should promptly bring the matter to the immediate attention of the Head of Human Resources. Every supervisor who learns of any employee's concern about conduct in violation of this policy, whether in a formal complaint or informally, or who otherwise is aware of conduct in violation of this policy, must immediately report the issues raised or conduct to the Head of Human Resources.

Investigation Procedures

Upon receiving a complaint, the School will promptly conduct an investigation into the facts and circumstances of any claim of a violation of this policy. Employees who file complaints will not suffer negative consequences for reporting others for inappropriate behavior. To the extent possible, the School will endeavor to keep confidential each party involved in the investigation. However, complete confidentiality may not be possible in all circumstances. Employees are required to cooperate in all investigations conducted pursuant to this policy. The School will take corrective measures against any person who it finds to have engaged in conduct in violation of this policy, if the School determines such measures are necessary. These measures may include, but are not limited to, counseling, suspension or immediate termination.

Retaliation

The School will not tolerate retaliation, including any act of reprisal, interference, restraint, penalty, discrimination, intimidation or harassment against an individual or individuals exercising their rights under this policy.

Employees with questions or concerns regarding this policy should contact the Head of Human Resources.

16-3. Jury Duty Leave

Jury Duty Leave (applies to employers with 5 or more employees)

The Company realizes that it is the obligation of all U.S. citizens to serve on a jury when summoned to do so. All employees will be allowed time off to perform such civic service as required by law without retaliation. Employees are expected, however, to provide proper notice of a request to perform jury duty and verification of their service.

Employees also are expected to keep management informed of the expected length of jury duty service and to report to work for the major portion of the day if excused by the court and jury duty lasts less than three (3) hours. If the required absence presents a serious conflict for management, employees may be asked to try to postpone jury duty.

The Company will provide paid time off, less fees received from the court, while serving on jury duty. Employees will not be required to use accrued paid time off while serving on jury. Exempt employees will be paid as necessary to comply with federal and state wage and hour laws.

16-4. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in an election, employees may take off working time to vote. Sufficient time is considered to be four (4) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to four (4) hours of voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day (at least before 12:00 p.m. the day before the election). Supervisors may specify when leave may be taken.

Additionally, an employee that is appointed by the county election commission to prepare and maintain voting machines who works full time for the Company is entitled to unpaid leave for the days required to perform technician duties, without being required to use vacation or other PTO for the days performing such technician duties.

16-5. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter or rescue squad worker. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees

will be paid in accordance with federal and state wage and hour laws.

Section 17 - Utah Addendum

17-1. Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in a statewide election, employees may take off working time to vote. Sufficient time is considered to be three (3) consecutive hours between working hours and the opening or closing of polls. This time should be taken at the beginning or end of the regular work schedule, whichever allows the most free time for voting and the least time off from work. Employees will be allowed up to two (2) hours of voting leave on Election Day without loss of pay or retaliation. Supervisors must be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent, unless the employee requests for time off to be taken at the beginning or end of their shift.

17-2. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as an emergency services volunteer. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees may be required to provide [The Company] with a written statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws. No employee will be terminated for taking time off pursuant to this policy.

18-1. Pregnancy Accommodations

In compliance with Virginia law, CAVA will provide reasonable accommodation to the known limitations of a person related to pregnancy, childbirth, or related medical conditions, unless the School can demonstrate that the accommodation would impose an undue hardship on the School.

The School will not:

- Take adverse action against individuals who request or use a reasonable accommodation pursuant to this policy, including failure to reinstate any such employee to their previous position or an equivalent position with equivalent pay, seniority, and other benefits when the need for a reasonable accommodation ceases;
- Deny employment or promotion opportunities to an otherwise qualified individual because the School will be required to make reasonable accommodation to the known limitations of such individual related to pregnancy, childbirth, or related medical conditions; or
- Require employees to take leave if another reasonable accommodation can be provided to the known limitations related to the pregnancy, childbirth, or related medical conditions.

The School will endeavor to engage in a timely, good faith interactive process with employees who request an accommodation pursuant to this section to determine if the requested accommodation is reasonable and, if such accommodation is determined not to be reasonable, discuss alternative accommodations that may be provided.

Reasonable Accommodations

Reasonable accommodations may include, but are not limited to:

1. More frequent or longer bathroom breaks;
2. Breaks to express breast milk;
3. Access to a private location other than a bathroom for the expression of breast milk;
4. Acquisition or modification of equipment or access to or modification of employee's seating;
5. A temporary transfer to a less strenuous or hazardous position;
6. Assistance with manual labor;
7. Job restructuring;
8. A modified work schedule;
9. Light duty assignments; and
10. Leave to recover from childbirth.

Any questions about or requests for a reasonable accommodation pursuant to this policy, should be directed to the Human Resources Administrator.

18-2. Reasonable Accommodation for Persons with Disabilities

Reasonable Accommodation For Persons With Disabilities

In accordance with the Virginia Human Rights Act (the "Act"), employees have the right to reasonable accommodations for disabilities and to be free from unlawful discriminatory practices based on disability.

Under the Act, the School may not:

- refuse to make reasonable accommodation to the known physical and mental impairments of an otherwise qualified person with a disability, if necessary to assist such person in performing a particular job, unless the School can demonstrate that the accommodation would impose an undue hardship on the School;
- take adverse action against an employee who requests or uses a reasonable accommodation pursuant to this section;
- deny employment or promotion opportunities to an otherwise qualified applicant or employee because the School will be required to make reasonable accommodation for a person with a disability;
- require an employee to take leave if another reasonable accommodation can be provided to the known limitations related to the disability; or
- fail to engage in a timely, good faith interactive process with an employee who has requested an accommodation pursuant to this section to determine if the requested accommodation is reasonable and, if such accommodation is determined not to be reasonable, discuss alternative accommodations that may be provided.

In determining whether an accommodation would constitute an undue hardship upon the School, the following will be considered:

- hardship on the conduct of the School's business, considering the nature of the School's operation, including composition and structure of the School's workforce;
- size of the facility where employment occurs;
- the nature and cost of the accommodations needed, taking into account alternative sources of funding or technical assistance available by way of the vocational services offered by the state Department for Aging and Rehabilitative Services;
- the possibility that the same accommodations may be used by other prospective employees; and
- safety and health considerations of the person with a disability, other employees and the public.

If employees have any questions about or would like to request a reasonable accommodation pursuant to this policy, they should contact Human Resources.

18-3. Organ Donation Leave

Employees who have worked for the Company for at least one (1) year and worked at least 1,250 hours in the preceding 12 months, may request unpaid time off to donate organs, including bone barrow donation. Employees may take up to sixty (60) business days of leave in any 12-month period to serve as organ donors and up to thirty (30) business days to serve as bone marrow donors.

Leave taken under the donor leave law does not run concurrently with leave taken under the federal Family and Medical Leave Act. However, accrued paid time off may be used during this leave, subject to the terms of the paid time off policy. Employees are required to submit written physician verification that the employee is an organ donor or bone marrow donor and there is a medical necessity for the donation.

Absences taken under the donor leave law will not be considered a break in employment for purposes of seniority, salary adjustments, or accrual of vacation time, sick leave, or other leave benefits. While an employee is on leave, the company will maintain the employee's health benefit coverage. When the employee returns from leave, they will be restored to the same or an equivalent job position as held prior to the leave. The Company prohibits retaliation against any employee that takes leave in accordance with this policy.

18-4. Time Off for Crime Victims

An eligible employee that is a victim of a crime may take unpaid time off from work to be present at all criminal proceedings involving a crime at which a victim has the right or opportunity to appear if:

- the employee has suffered physical, psychological or economic harm as a direct result of the commission of a felony, assault and battery, maiming or driving while intoxicated; or
- the employee has suffered physical, psychological or economic harm as a direct result of the commission of stalking, sexual battery, or attempted sexual battery;
- the employee is the spouse or child of the victim;
- the victim is a minor and the employee is the victim's parent or legal guardian; or
- the victim is physically or mentally incapacitated or was a homicide victim and the employee is the victim's spouse, parent, sibling, or legal guardian.

The employee may take leave only if the employee has provided the employer with a copy of the form provided to the employee by the applicable law-enforcement agency and, if applicable, provided the employer a copy of the notice of each scheduled criminal proceeding that is provided to the employee as victim.

Employees may substitute any accrued vacation, sick or other time off for the leave under this policy. No employee will be subject to discharge or any other adverse personnel action for taking leave under this policy.

Section 19 - Wisconsin Addendum

19-1. Organ and Bone Marrow Donor Leave

Employees may take up to six (6) weeks of unpaid leave in a 12-month period for the purpose of serving as bone marrow or organ donors. Leave may only be taken for the period necessary to undergo and recover from the bone marrow or organ donation procedure.

In order to take leave to serve as a bone marrow or organ donor, employees must provide the School with advance notice of the bone marrow or organ donation in a reasonable and practicable manner. Employees must make a reasonable effort to schedule the bone marrow or organ donation procedure so that it does not unduly disrupt the School's operations (subject to the approval of the bone marrow or organ recipient's health care provider).

Employees may substitute paid time off while taking otherwise unpaid leave under this policy, and the substitution of paid time does not extend the length of leave under this policy. If applicable, this leave also will run concurrently with FMLA and/or applicable state law.

If applicable, the School will maintain group health insurance coverage under the conditions that applied immediately before the leave began. In these cases, the School reserves the right to require the employee to have in escrow with the School an amount equal to the entire premium or similar expense for eight (8) weeks of the employee's group health insurance coverage (which may be paid in equal installments at regular intervals over at least a 12-month period and which the School will deposit in an interest-bearing account).

The School may require certification issued by a health care provider (of either the employee or the bone marrow/organ recipient, as appropriate) which indicates:

- the recipient has a serious health condition that necessitates a bone marrow or organ transplant;
- the employee is eligible and has agreed to serve as a bone marrow or organ donor for the recipient; and
- the amount of time expected to be necessary for the employee to recover from the bone marrow or organ donation procedure.

When employees return from bone marrow and organ donation leave, the School will return them to the position they held immediately before going on leave or, if that position is not available, to an equivalent position with equivalent compensation, benefits, working shift, hours of employment and other terms and conditions of employment. If the employee wishes to return to work before the end of the leave as scheduled, the School will return the employee to the same or a similar position (as described above) within a reasonable time (not to exceed the duration of the originally-scheduled leave).

When employees end their employment with the School, any payments in escrow (as described above) will be returned to them. If employees end their employment during or within 30 days after taking bone marrow and organ donation leave, the School reserves the right to deduct from the amount returned to the employee any premium or similar expense paid for the employee's group health insurance coverage while the employee was on leave under this policy.

19-2. Family and Medical Leave

Employees may be entitled to a leave of absence under the Family and Medical Leave Act (FMLA) and/or the Wisconsin Family Leave Act ("WFLA"). This policy provides employees information concerning FMLA and/or WFLA entitlements and obligations employees may have during such leaves. If employees have any questions concerning FMLA and/or WFLA leave, they should contact your supervisor or ADP TotalSource.

I. Employees Eligible for FMLA and WFLA Leave

The eligibility requirements under the FMLA and WFLA are set forth below. Employees of the School who do not meet the eligibility requirements for FMLA leave may be eligible only for WFLA leave and vice versa. As applicable, leave under the FMLA and WFLA runs concurrently.

A. FMLA Eligibility

FMLA leave is available to "FMLA eligible employees." To be an "FMLA eligible employee," an employee must: 1) have been employed by the School for at least 12 months (which need not be consecutive); 2) have been employed by the School for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave; and 3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

B. WFLA Eligibility

WFLA leave is available to "WFLA eligible employees." To be a WFLA eligible employee, an employee must have worked for ADP TotalSource or an otherwise covered Company* for at least 52 consecutive weeks and have worked at least 1,000 hours in the 52 weeks preceding the commencement of leave.

*** Note that a covered School under the FMLA and WFLA is generally one which employs 50 or more employees.**

II. Employee Entitlements for FMLA and WFLA Leave

As described below, the FMLA and WFLA provide eligible employees with a right to leave, applicable health insurance benefits and, with some limited exceptions, job restoration. The FMLA and/or WFLA also entitle employees to certain written notices concerning their potential eligibility for and designation of leave.

A. Basic FMLA and WFLA Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period. The WFLA provides eligible employees up to six weeks of unpaid leave during a calendar year if the leave is due to childbirth or adoption, plus an additional two weeks of leave for the employee's serious health condition or to care for a parent, spouse, child with a serious health condition (employees, however, are entitled to no more than a total of eight weeks of family/medical unpaid leave within the 12-month period under the WFLA - see further information below).

The 12-month period is determined based on a rolling 12-month period measured backward from the date an employee uses their FMLA leave. Thus, when a leave is requested, the School will look back in the relevant time period to determine the amount of available leave as of the date the leave is to begin.]. Leave may be taken for any one, or for a combination, of the following reasons:

- To care for the employee's child after birth, or placement for adoption (or foster care - FMLA only);

- To care for the employee's spouse, child or parent (and under the WFLA parent-in-law or stepparent) who has a **serious health condition**;
- For the employee's own **serious health condition**); and/or

- Because of any **qualifying exigency** arising out of the fact that an employee's spouse, child or parent is a covered military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty) in the Reserves component of the Armed Forces in support of contingency operations or Regular Armed Forces for deployment to a foreign country (FMLA only).

Under the FMLA, a **serious health condition** is an illness, injury, impairment or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than 3 consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a chronic condition. Other conditions may meet the definition of continuing treatment.

Under the WFLA, a **serious health condition** means a disabling physical or mental illness, injury, impairment or condition involving inpatient care in a hospital, nursing home or hospice, or out-patient care that requires continuing treatment or supervision by a health care provider.

Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, caring for the parents of the military member on covered active duty and attending post-deployment reintegration briefings.

B. Additional Military Family Leave Entitlement under the FMLA (Injured Servicemember Leave)

In addition to the basic FMLA leave entitlement discussed above, an eligible employee who is the spouse, child, parent or next of kin of a **covered servicemember** is entitled to take up 26 weeks of leave during a single 12-month period to care for the servicemember with a serious injury or illness. FMLA leave to care for a servicemember shall only be available during a single 12-month period and, when combined with other FMLA-qualifying leave, may not exceed 26 weeks during the single 12-month period. The single 12-month period begins on the first day an eligible employee takes leave to care for the injured servicemember.

A **"covered servicemember"** is a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status or is on the temporary retired list, for a serious injury or illness. These individuals are referred to in this policy as "current members of the Armed Forces."

Covered servicemembers also include a veteran who is discharged or released from military services under condition other than dishonorable at any time during the five years preceding the date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation or therapy for a serious injury or illness. These individuals are referred to in this policy as "covered veterans."

The FMLA definitions of a "serious injury or illness" for current Armed Forces members and covered veterans are distinct from the FMLA definition of "serious health condition" applicable to FMLA leave to care for a covered family member.

C. Intermittent Leave and Reduced Leave Schedules

FMLA and/or WFLA leave usually will be taken for a period of consecutive days, weeks or months. However, employees also may be entitled to take leave intermittently or on a reduced leave schedule when medically necessary due to a serious health condition of the employee or covered family member (both FMLA and WFLA) or the serious injury or illness of a covered servicemember (FMLA only) or birth or adoption (WFLA only).

D. Leave Because of the Birth or Placement of a Child

Under the WFLA, leave because of the birth of a child or placement of a child with the employee for adoption must commence within six weeks before or after the birth or adoption. Under the FMLA, leave because of the birth of a child or placement of a child with the employee for adoption (or foster care) must be concluded within the 12-month period beginning on the date of birth or placement.

E. Protection of Group Health Insurance Benefits during FMLA Leave

During leave, eligible employees are entitled to receive group health plan coverage (if applicable on the same terms and conditions as if they had continued to work.

F. Restoration of Employment and Benefits

At the end of FMLA leave, subject to some exceptions, including situations where job restoration of "key employees" will cause the School substantial and grievous economic injury, employees generally have a right to return to the same or equivalent positions with equivalent pay, benefits and other employment terms. The School will notify employees if they qualify as "key employees," if it intends to deny reinstatement and of their rights in such instances. A "key employee" is defined under the FMLA as an employee among the highest paid 10 percent of all employees who are employed within 75 miles of the worksite. Use of FMLA leave will not result in the loss of any employment benefit that accrued prior to the start of an eligible employee's FMLA leave.

As with FMLA leave, at the end of WFLA leave, subject to some exceptions, employees generally have the right to return to the same or equivalent position with equivalent pay, benefits and other terms.

G. Notice of Eligibility for, and Designation of, FMLA and WFLA Leave

Employees requesting FMLA leave are entitled to receive written notice from the School telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: 1) their rights and responsibilities in connection with such leave; 2) the School's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and 3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The School may retroactively designate leave as FMLA and/or WFLA leave with appropriate written notice to employees provided the School's failure to designate leave as FMLA- or WFLA-qualifying at an earlier date did not cause harm or injury to the employee. In all cases where leaves qualify for FMLA and/or WFLA protection, the School and employee can mutually agree that leave be retroactively designated as FMLA and/or WFLA leave. **[Note: There is always risk with retroactive designations.]**

III. E Employee FMLA and/or WFLA Leave Obligations

A. Provide Notice of the Need for Leave

Employees who take FMLA and/or WFLA leave must timely notify the School of their need for FMLA and/or

WFLA leave. The following describes the content and timing of such employee notices

1. Content of Employee Notice

To trigger FMLA and/or WFLA leave protections, employees must inform their supervisor or ADP TotalSource (866-400-6011, Option 2 or email: TotalSource.FMLA@adp.com) of the need for FMLA/WFLA-qualifying leave and the anticipated timing and duration of the leave, if known. Employees may do this by either requesting FMLA and/or WFLA leave specifically, or explaining the reasons for leave so as to allow the School to determine that the leave is FMLA/WFLA-qualifying.

Calling in "sick," without providing the reasons for the needed leave will not be considered sufficient notice for leave under this policy. Employees must respond to the School's questions to determine if absences are potentially leave-qualifying.

If employees fail to explain the reasons for leave, the leave may be denied. When employees seek leave due to FMLA/WFLA-qualifying reasons for which the School has previously provided FMLA/WFLA-protected leave, employees must specifically reference the qualifying reason for the leave or the need for FMLA and/or WFLA leave.

2. Timing of Employee Notice

Employees must provide 30 days' advance notice of the need to take FMLA and/or WFLA leave when the need is foreseeable. When 30 days' notice is not possible, or the approximate timing of the need for leave is not foreseeable, employees must provide the School notice of the need for leave as soon as practicable under the facts and circumstances of the particular case. Employees, who fail to give 30 days' notice for foreseeable leave without a reasonable excuse for the delay, or otherwise fail to satisfy FMLA and/or WFLA notice obligations, may have leave delayed or denied.

B. Cooperate in the Scheduling of Planned Medical Treatment (Including Accepting Transfers to Alternative Positions) and Intermittent Leave or Reduced Leave Schedules

When planning medical treatment, employees must consult with the School and make a reasonable effort to schedule treatment so as not to unduly disrupt the School's operations, subject to the approval of an employee's health care provider. Employees must consult with the School prior to the scheduling of treatment to work out a treatment schedule that best suits the needs of both the School and the employees, subject to the approval of an employee's health care provider. If employees providing notice of the need to take leave on an intermittent basis for planned medical treatment neglect to fulfill this obligation, the School may require employees to attempt to make such arrangements, subject to the approval of the employees' health care provider.

When employees take intermittent or reduced work schedule leave for foreseeable planned medical treatment for the employee or a family member, including during a period of recovery from a serious health condition or to care for a covered servicemember, the School may temporarily transfer employees, during the period that the intermittent or reduced leave schedules are required, to alternative positions with equivalent pay and benefits for which the employees are qualified and which better accommodate recurring periods of leave, to the extent permitted by law.

When employees seek intermittent leave or a reduced leave schedule for reasons unrelated to the planning of medical treatment, upon request, employees must advise the School of the reason why such leave is medically necessary. In such instances, the School and employee shall attempt to work out a leave schedule that meets the employee's needs without unduly disrupting the School's operations, subject to the approval of the employee's health care provider.

C. Submit Medical Certifications Supporting Need for Leave (Unrelated to Requests for Military Family

Leave)

Depending on the nature of leave sought, employees may be required to submit medical certifications supporting their need for FMLA/WFLA-qualifying leave. As described below, there generally are three types of medical certifications: an **initial certification**, a **recertification** and a **return to work/fitness for duty certification.**

It is the employee's responsibility to provide the School with timely, complete and sufficient medical certifications. Whenever the School requests employees to provide medical certifications, employees must provide the requested certifications within 15 calendar days after the School's request, unless it is not practicable to do so despite an employee's diligent, good faith efforts. The School shall inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven calendar days to cure deficiencies. The School will deny leave to employees who fail to timely cure deficiencies or otherwise fail to timely submit requested medical certifications.

With the employee's permission, the School (through individuals other than an employee's direct supervisor) may contact the health care provider to authenticate or clarify completed and sufficient medical certifications. If an employee chooses not to provide the School with authorization allowing it to clarify or authenticate the certification with the health care provider, the School may deny leave if the medical certification is unclear.

Whenever the School deems it appropriate to do so, it may waive its right to receive timely, complete and/or sufficient medical certifications.

1. Initial Medical Certifications

Employees requesting leave because of their own, or a family member's serious health condition, or to care for a covered servicemember, must supply medical certification supporting the need for such leave from their health care provider or, if applicable, the health care provider of their covered family or service member. If employees provide at least 30 days' notice of medical leave, they should submit the medical certification before leave begins. A new initial medical certification will be required on an annual basis for serious medical conditions lasting beyond a single leave year.

If the School has reason to doubt initial medical certifications, it may require employees to obtain a second opinion at the School's expense. If the opinions of the initial and second health care providers differ, the School may, at its expense, require employees to obtain a third, final and binding certification from a health care provider designated or approved jointly by the School and the employee, to the extent permitted by applicable law.

2. Medical Recertifications

Depending on the circumstances and duration of FMLA leave, the School may require employees to provide recertification of medical conditions giving rise to the need for leave. The School will notify employees if recertification is required and will give employees at least 15 calendar days to provide medical recertification.

3. Return to Work/Fitness for Duty Medical Certifications

Unless notified that providing such certifications is not necessary, an employee returning to work from leave that was taken because of their own serious health conditions that made the employee unable to perform their job must provide the School medical certification confirming the employee is able to return to work and the employee's ability to perform the essential functions of the employee's position, with or without reasonable accommodation, to the extent permitted by law. The School may delay and/or deny job restoration until the employee provides a return to work/fitness for duty certification, subject to applicable law.

D. Submit Certifications Supporting Need for Military Family Leave

Upon request, the first time employees seek leave due to qualifying exigencies arising out of the active duty or call to active duty status of a covered military member, the School may require employees to provide: 1) a copy of the covered military member's active duty orders or other documentation issued by the military indicating the covered military member is on active duty or call to active duty status and the dates of the covered military member's active duty service; and 2) a certification from the employee setting forth information concerning the nature of the qualifying exigency for which leave is requested. Employees shall provide a copy of new active duty orders or other documentation issued by the military for leaves arising out of qualifying exigencies arising out of a different active duty or call to active duty status of the same or a different covered military member.

When leave is taken to care for a covered servicemember with a serious injury or illness, the School may require employees to obtain certifications completed by an authorized health care provider of the covered servicemember. In addition, and in accordance with the FMLA regulations, the School may request that the certification submitted by employees set forth additional information provided by the employee and/or the covered servicemember confirming entitlement to such leave.

E. Substitute Paid Leave for Unpaid FMLA and WFLA Leave

Employees must use any accrued paid time while taking unpaid FMLA and/or WFLA leave (unless the School specifically informs employees that this will not be required). The substitution of paid time for unpaid FMLA and/or WFLA leave time does not extend the length of FMLA and/or WFLA leaves and the paid time will run concurrently with an employee's FMLA and/or WFLA entitlement.

During the leave, employees may be eligible for compensation, such as temporary disability benefits, family leave benefits or workers' compensation benefits. Any compensation or leave taken in connection with any other policy/plan shall run concurrently with any FMLA/WFLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

As noted above, during FMLA leave, employees are entitled to continued group health plan coverage (if applicable) under the same conditions as if they had continued to work. Unless the School notifies employees of other arrangements, whenever employees are receiving pay from the School during leave, the School will deduct the employee portion of the group health plan premium from the employee's paycheck in the same manner as if the employee was actively working. If leave is unpaid, employees must pay their portion of the group health premium through a method determined by the School upon leave.

The School's obligation to maintain health care coverage ceases if an employee's premium payment is more than 30 days late. If an employee's payment is more than 15 days late, the School will send a letter notifying the employee that coverage will be dropped on a specified date unless the co-payment is received before that date. If employees do not return to work within 30 calendar days at the end of the leave period (unless employees cannot return to work because of a serious health condition or other circumstances beyond their control), they will be required to reimburse the School for the cost of the premiums the School paid for maintaining coverage during their unpaid FMLA leave.]

G. Report Periodically Concerning Intent to Return to Work

Employees must contact ADP TotalSource at 1-844-448-0325 periodically in accordance with the instructions noted on the Eligibility Notice regarding their status and intention to return to work at the end of the FMLA and/or WFLA leave period. If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the School or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com with reasonable notice (i.e., within two

business days) of the employee's changed circumstances and new return to work date). If employees give the School unequivocal notice of their intent not to return to work, the School's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions cease.

IV. Coordination of FMLA/WFLA Leave with Other Leave Policies

The FMLA does not affect any federal, state or local law prohibiting discrimination, or supersede any State or local law that provides greater family or medical leave rights such as the WFLA. However, whenever permissible by law, the School will run FMLA leave concurrently with WFLA and any other leave provided under state or local law. For additional information concerning leave entitlements and obligations that might arise when FMLA/WFLA leave is either not available or exhausted, please consult the School's other leave policies in this Handbook or your supervisor or ADP TotalSource.

V. Questions and/or Complaints about FMLA/WFLA Leave

If you have questions regarding this FMLA/WFLA policy, please contact your supervisor or ADP TotalSource at 1-844-448-0325 or email: Leaves@adp.com). The School is committed to complying with the FMLA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA/WFLA.

The FMLA makes it unlawful for employers to: 1) interfere with, restrain or deny the exercise of any right provided under FMLA; or 2) discharge or discriminate against any person for opposing any practice made unlawful by FMLA or involvement in any proceeding under or relating to FMLA. If employees believe their rights have been violated, they should contact ADP TotalSource immediately. The School will investigate any complaints and take prompt and appropriate remedial action to address and/or remedy any violation. Employees also may file FMLA complaints with the United States Department of Labor or may bring private lawsuits alleging FMLA violations.

19-3. Leave for Emergency Responders

Eligible employees who are volunteer firefighters, emergency medical technicians, first responders or ambulance drivers for a volunteer fire department, a public agency or a nonprofit corporation ("volunteer provider") are eligible for unpaid leave to respond to an emergency prior to the time they are to report to work.

Employees who become a member of a volunteer provider must notify CAVA in writing within 30 days that they are a volunteer firefighter, emergency medical technician, first responder or ambulance driver. Additionally, if the employee's status changes, including termination of that status, the employee must notify the School of the change in status.

Employees who are going to be late or absent from work due to an emergency that involves their service as a volunteer firefighter, emergency medical technician, first responder or ambulance driver, must make every effort to notify the School that they may be late or absent from work due to the emergency. If prior notification is not possible, the employee must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service explaining why prior notification was not possible. Following being late or absent from work due to responding to an emergency, employees must provide a written statement from the chief of the volunteer fire department or person in charge of the ambulance service certifying that they were responding to an emergency and indicating the date and time of the response to the emergency.

19-4. Volunteer Emergency Responders Leave

Employees may be eligible for time off work to respond to an emergency as a volunteer firefighter, emergency medical technician, first responder, or ambulance driver. Employees should contact their supervisor as soon as they are aware that they will be late to work, or unable to report to work due to the emergency dispatch. Upon request, employees must provide their supervisor with a statement from the appropriate department/organization documenting that the employee was responding to an emergency call. Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

20-1. Time Off for Crime Victims

An eligible employee may take unpaid time off from work to respond to a subpoena in a criminal case if the employee:

- has suffered direct or threatened physical, emotional or financial harm as the result of the commission of a criminal act;
- is a family member of a victim who is a minor or an incompetent; or
- is a surviving family member of a homicide victim.

Employees may substitute any accrued vacation, sick or other time off for leave under this policy.

No employee will be subject to retaliation for taking leave under this policy.

General Handbook Acknowledgement

This Employee Handbook is an important document intended to help employees become acquainted with CAVA. This document is intended to provide guidelines and general descriptions only; it is not the final word in all cases. Individual circumstances may call for individual attention.

Because the School's operations may change, the contents of this Handbook may be changed at any time, with or without notice, in an individual case or generally, at the sole discretion of management.

Please read the following statements and sign below to indicate your receipt and acknowledgment of this Handbook.

I have received and read a copy of CAVA's Employees Handbook. I understand that the policies, rules and benefits described in it are subject to change at the sole discretion of the School at any time.

I further understand that my employment is terminable at will, either by myself or the School, with or without cause or notice, regardless of the length of my employment or the granting of benefits of any kind.

I understand that no representative of CAVA other than the Head of School or the Human Resources Administrator may alter "at will" status and any such modification must be in a signed writing.

I understand that my signature below indicates that I have read and understand the above statements and that I have received a copy of the School's Employee Handbook.

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

It is CAVA's policy to prohibit intentional and unintentional harassment of or against job applicants, contractors, interns, volunteers, or employees by another employee, supervisor, vendor, customer, or any third party on the basis of actual or perceived race, color, creed, religion, national origin, ancestry, citizenship status, age, sex or gender (including pregnancy, childbirth, and pregnancy-related conditions), gender identity or expression (including transgender status), sexual orientation, marital status, military service and veteran status, physical or mental disability, genetic information ,or any other characteristic protected by applicable federal, state, or local laws (referred to as "protected characteristics"). Such conduct will not be tolerated by CAVA.

The purpose of this policy is not to regulate any employee's personal morality, but to ensure that no one harasses another individual in the workplace, including while on School premises, while on School business (whether or not on School premises) or while representing the School. In addition to being a violation of this policy, harassment or retaliation based on any protected characteristic as defined by applicable federal, state, or local laws also is unlawful. For example, sexual harassment and retaliation against an individual because the individual filed a complaint of sexual harassment or because an individual aided, assisted, or testified in an investigation or proceeding involving a complaint of sexual harassment as defined by applicable federal, state, or local laws are unlawful.

Harassment Defined

Harassment generally is defined in this policy as unwelcome verbal, visual, or physical conduct that denigrates or shows hostility or aversion towards an individual because of any actual or perceived protected characteristic or has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Harassment can be verbal (including slurs, jokes, insults, epithets, gestures, or teasing), visual (including offensive posters, symbols, cartoons, drawings, computer displays, text messages, social media posts, or e-mails), or physical conduct (including physically threatening another, blocking someone's way, etc.). Such conduct violates this policy, even if it does not rise to the level of a violation of applicable federal, state, or local laws. Because it is difficult to define unlawful harassment, employees are expected to behave at all times in a manner consistent with the intended purpose of this policy.

Sexual Harassment Defined

Sexual harassment can include all the above actions, as well as other unwelcome conduct, such as unwelcome or unsolicited sexual advances, requests for sexual favors, conversations regarding sexual activities and other verbal, visual, or physical conduct of a sexual nature when:

- Submission to that conduct or those advances or requests is made either explicitly or implicitly a term or condition of an individual's employment; or
- Submission to or rejection of the conduct or advances or requests by an individual is used as the basis for employment decisions affecting the individual; or
- The conduct or advances or requests have the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Examples of conduct that violate this policy include:

1. Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
2. Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
3. Obscene or vulgar gestures, posters, or comments;
4. Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
5. Propositions or suggestive or insulting comments of a sexual nature;
6. Derogatory cartoons, posters, and drawings;
7. Sexually explicit e-mails, text messages, or voicemails;
8. Uninvited touching of a sexual nature;
9. Unwelcome sexually related comments;
10. Conversation about a person's own or someone else's sex life;
11. Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
12. Teasing or other conduct directed toward a person because of the person's gender.

Reporting Procedures

If the employee has been subjected to or witnessed conduct which violates this policy, the employee should immediately report the matter to the Head of School. If the employee is unable for any reason to contact this person or if the employee has not received an initial response within five (5) business days after reporting any incident of what the employee perceives to be harassment, the employee should contact the Human Resources Administrator. If the person toward whom the complaint is directed is one of the individuals indicated above, the employee should contact any higher-level manager in the reporting hierarchy.

Investigation Procedures

Every report of perceived harassment will be fully investigated, and corrective action will be taken where appropriate. All complaints will be kept confidential to the extent possible, but confidentiality cannot be guaranteed. All employees must cooperate with all investigations conducted pursuant to this policy.

Retaliation Prohibited

In addition, the School will not allow any form of retaliation against individuals who report unwelcome conduct to management or who cooperate in the investigations of such reports in accordance with this policy. If the employee has been subjected to any such retaliation, the employee should report it in the same manner in which the employee would report a claim of perceived harassment under this policy.

Violation of this policy including any improper retaliatory conduct will result in disciplinary action, up to and including termination.

I have read and I understand CAVA's Non-Harassment Policy.

Employee's Printed Name: _____

Employee's Signature: _____

Position ID: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

APPROVED

BOARD REPORT #08

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Comprehensive School Safety Plan Updates

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

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

BUDGET IMPLICATIONS: There are no budget implications.

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

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Victoria Nelson
Director SEL, Prevention & Intervention

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Cassy Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

Summary of Changes Made Since the Last Approval

Updated the following sections:

(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines (Description and link to Policy)
(E) Sexual Harassment Policies (Aligns with Title IX)
(F) School-wide Dress Code Relating to Gang-Related Apparel: Added required details regarding gang-related attire.
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
(K) Hate Crime Reporting Procedures and Policies: Changed to align to the CDE template updates.

The following were added because of new Ed code requirements:

- Components of the Comprehensive School Safety Plan (EC 32281): Assessment of School Safety
- Adaptations for Students with Disabilities to the Disaster Procedures section (B)
- Opioid Prevention and Life-Saving Response Procedures (Ed Code 49414.3)
- Response Procedures for Dangerous, Violent, or Unlawful Activities
- Instructional Continuity Plan (Ed Code 32282)

Comprehensive School Safety Plan

2025-2026
School Year

School:	California Virtual Academy at Fresno
CDS Code:	10-62331-0137661
District:	California Virtual Academy at Fresno
Address:	50 Moreland Road Simi Valley, CA 93065
Date of Adoption:	June 25, 2025

Approved by:

Name	Title	Signature	Date
April Warren	Head of School		6/25/25

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

California Virtual Academy at Fresno Safety Committee

Assessment of School Safety
As a virtual, non-classroom-based charter school serving grades TK–12, our approach to assessing school safety reflects the unique nature of our online educational environment and occasional in-person activities. This annual assessment informs updates to the Comprehensive School Safety Plan and complies with California Education Code Section 32282(a)(2)(A).

The school reviewed incident and behavioral data from the past academic year, noting that there were no suspensions or expulsions recorded, resulting in a 0% rate across all student groups. While such disciplinary actions are rare in a virtual setting, the school continues to closely monitor other forms of student misconduct, including bullying, academic dishonesty, technology misuse, and inappropriate behavior during virtual class sessions.

Bullying prevention and response efforts were examined to ensure alignment with school policy and the Safe Place to Learn Act. The review included an analysis of the reporting process, the level of student and parent awareness regarding how to report incidents, and the consistency of teacher interventions. As a result, updates were made to the internal reporting and investigation procedures, as well as to teacher training protocols, to strengthen the school's overall response to bullying and harassment. Moving forward, incident trends will be regularly analyzed, and disciplinary data will be disaggregated to ensure equitable practices and targeted interventions across all student groups.

The school also reviewed data related to student well-being. Processes for engaging families and coordinating follow-up care were evaluated for consistency and timeliness. In addition, internal procedures for teachers and administrators were reviewed, and updates were made to address identified gaps and ensure a more effective and coordinated response to student needs.

Input from students and families was gathered through climate surveys and Educational Partner meetings. This feedback helped identify areas of concern and directly informed the development of action steps included in the Local Control and Accountability Plan (LCAP) for the upcoming year.

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

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
The school is committed to the safety and well-being of students and to the prevention, identification, and mandatory reporting of child abuse and neglect. All employees receive training and are expected to promptly report known or suspected incidents in accordance with state law.

Definitions
- Child abuse or neglect includes physical injury or death (non-accidental), sexual abuse, neglect, willful harm or endangerment, and unlawful corporal punishment (Penal Code 11165.1–11165.6).
- Exclusions: Mutual affrays between minors; reasonable force by peace officers or school personnel to maintain safety (Ed Code 44807, 49001); and homelessness or unaccompanied minor status (Penal Code 11165.15).

- Mandated reporters include certificated and classified staff, coaches, aides, health professionals, and others specified in Penal Code 11165.7.
- Reasonable suspicion means an objectively reasonable belief, based on facts, that abuse or neglect may have occurred (Penal Code 11166).

Mandated Reporting Requirements
Mandated reporters must report when, in their professional capacity, they know of or reasonably suspect child abuse or neglect. This includes suspected serious emotional damage. Any person, not just mandated reporters, must report observed murder, rape, or forcible lewd acts against a child under age 14 (Penal Code 11166, 11166.05, 152.3, 288).

Reporting duties are individual and non-transferable. Reports made jointly require that each person ensure it is submitted. Supervisors may not interfere with reporting (WIC 15630).

Reporting Procedures
Initial Report:
Call 9-1-1 for emergencies. Otherwise, immediately or as soon as practicable, contact Child Protective Services in the student's county of residence: Child Abuse Reporting Contacts

Written Report:
Within 36 hours, submit a follow-up using the Suspected Child Abuse Report (Form SS 8572): DOJ Form SS 8572

Report even if all information is incomplete. The reporter may share relevant information with investigators and must retain a copy of the submitted report.

Internal Reporting and Allegations Involving School Personnel
Mandated reporters are encouraged, but not required, to notify their supervisor after making a report. If the suspected abuser is a school employee or contractor, the reporter must:

- Call 9-1-1 in emergencies
- Report to law enforcement
- Submit the written SS 8572 form
- Notify a supervisor

A copy of the written report must be submitted to the director or designee (anonymously if preferred). The school shall ensure the staff member or contractor is removed from student contact during any investigation.

Records of allegations shall be kept confidential.

Discipline and Retaliation
Failure to report may result in disciplinary action, including dismissal. Retaliation against any person for reporting or participating in a related investigation is prohibited and subject to disciplinary action.

Failure to Report
Failure to report is a misdemeanor punishable by up to six months in jail and/or a $1,000 fine. If the abuse results in death or great bodily injury, penalties increase to one year in jail and/or a $5,000 fine (Penal Code 11166).

Training
Within six weeks of the school year or hire, mandated reporters receive training on recognizing and reporting child abuse and neglect. Training includes the legal consequences of failing to report. Proof of completion is retained by the school (Ed Code 44691; Penal Code 11165.7).

Absence of training does not exempt a mandated reporter from their duties.

Parent/Guardian Complaints
Parents/guardians may request a copy of this policy and file a complaint in their primary language. Complaints may be submitted to law enforcement or CPS. If the child is in special education, a separate complaint may be filed with the California Department of Education (5 CCR 4650).

Notifications
All new employees must be notified of their status as mandated reporters and sign a statement acknowledging their legal obligations. This signed acknowledgment is kept on file (Penal Code 11166.5).

The school informs all staff that mandated reporters are immune from civil or criminal liability for good faith reports and may not be sanctioned unless a knowingly false report is made (Penal Code 11172).

Confidentiality
Reports and reporter identities are confidential and only disclosed as permitted by law (Penal Code 11167).

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

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

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

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

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

Adaptations for Students with Disabilities
Students with disabilities will have appropriate access to emergency procedures during in-person events. Staff will coordinate with families as needed to provide accommodations based on students' IEPs or 504 Plans. All rented or borrowed venues used for school activities will be evaluated for accessibility. For in-person events where parents are not in attendance, the emergency plan will include support for students requiring assistance during emergencies.

Public Agency Use of School Buildings for Emergency Shelters
Non-classroom based charter school with no school buildings.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines
The school enforces suspension and expulsion policies in accordance with Education Code 48900–48927. Students may be suspended or expelled only for acts committed at school, at school activities, or while traveling to or from school activities, and only for offenses listed under applicable law. Suspension is used only after other means of correction have been attempted, except in cases involving serious offenses. Expulsion is mandatory for specified violations such as possession of a firearm, brandishing a knife, unlawful sale of controlled substances, committing sexual assault or battery, or possession of explosives. Due process rights are afforded to all students facing suspension or expulsion.
The complete Suspension/Expulsion Policy can be found in the Public Notices section of the school's website. https://cava.k12.com/

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The school is committed to supporting the safety and well-being of our students and employees. The school has an affirmative duty to take reasonable steps to protect all students and provide employees with a safe work environment.

This Board Policy is adopted pursuant to Education Code section 49079.

A school must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the school or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:
a. Causing, attempting, or threatening physical injury to another;
b. Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
c. Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
d. Committing or attempting to commit robbery or extortion;
e. Committing an obscene act or engaging in habitual profanity or vulgarity;
f. Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
g. Pupils in grades 9-12, who were suspended from school due to disrupting school activities or otherwise willfully defying the valid authority or supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Any information received by a teacher pursuant to this Board Policy shall be received in confidence for the limited purpose for which it was provide and shall not be further disseminated by the teacher.

The information provided shall be from the previous three school years.

Education Code section 49079 provides that no school administrator or employee shall be civilly or criminally liable for providing information under this statute unless it is proven that the information was false and that the officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

An employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to $1,000 fine or both.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

(E) Sexual Harassment Policies (EC 212.6 [b])
In accordance with California Education Code sections 231.5 and 32282, and pursuant to Title IX of the Education Amendments of 1972 (34 CFR Part 106), the school has adopted a comprehensive board-approved Sexual Harassment and Title IX Grievance Policy applicable to all students. This policy is designed to ensure that students learn in an environment free from discrimination, harassment, or retaliation based on sex, gender, gender identity, or gender expression.

Sexual harassment includes conduct on the basis of sex that satisfies one or more of the following: (1) a school employee conditioning educational benefits on participation in unwelcome sexual conduct (quid pro quo); (2) unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the education program or activity; or (3) sexual assault, dating violence, domestic violence, or stalking as defined by federal law.

The school's policy outlines clear grievance procedures for students and parents/guardians to report sexual harassment or sex-based discrimination. It includes timelines for response and resolution, the right to supportive measures, an impartial investigation process, the opportunity to appeal, and protection against retaliation. These procedures apply whether the misconduct occurs in person or through virtual or digital platforms.

Students and families may file a complaint by contacting the school's Title IX Coordinator or any school administrator. The school will respond promptly to all allegations of sexual harassment, and supportive measures will be offered regardless of whether a formal complaint is filed.

Title IX Coordinator Contact Information
Melisse Burns
Title IX Coordinator
50 Moreland Road
Simi Valley, CA 93065
Phone: (530) 421-8165
Email: TitleIX@caliva.org

Policy Availability
The board-approved Title IX Grievance Procedure and Policy is available on the school's website and is distributed annually to students, parents, and staff. The school ensures that the policy is accessible in multiple languages, consistent with the requirements of Education Code 48985 and Title VI of the Civil Rights Act.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
In a virtual school environment, clothing worn during live class sessions, any time while using a webcam, or at an in-person event, should support a safe and respectful academic setting. The primary responsibility for student dress and appearance rests with the parent or legal guardian. The school expects that student attire will promote the learning process and appropriate behavior in all school-related settings.

Clothing must be appropriate for instruction. The following are not permitted in any school-related virtual or in-person activity:

- Clothing or accessories that display crude, vulgar, or obscene messages or images;
- Content that promotes or depicts drugs, alcohol, tobacco, or paraphernalia;
- Attire that includes hate speech, racial/ethnic slurs, sexually suggestive content, or profanity;
- Clothing that reveals undergarments, or attire that is inappropriately revealing;
- Unsafe or disruptive accessories.

In accordance with Education Code 35183, gang-related apparel that may cause disruption or safety concerns during virtual or in-person events is prohibited. The school will consult with law enforcement as needed, and no student will face disciplinary action unless the apparel has been specifically identified as gang-related by school administration.

Any violation of the dress code, including the wearing or display of prohibited or disruptive items during virtual sessions or school-sponsored events, may result in a referral for disciplinary action in accordance with school policy. Students and families will be informed of the dress code expectations annually in the Parent Student Handbook.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
We are a nonclassroom-based charter schools with no school facilities.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:
Social Climate

Element:
Students, families, and staff collaborate to promote a respectful, inclusive, and supportive school culture that values diversity, encourages positive behavior, and fosters academic and personal growth.

Opportunity for Improvement:
Our students and staff thrive together in a community of mutual respect, personal accountability, and a commitment to excellence.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide students with behavioral and emotional support	Focus on SEL Benchmarks and Learning Targets to promote a shared understanding of SEL skills and behaviors, which will support student development and academic success.	CASEL Competencies SEL Benchmarks Integrating CASEL Competencies with Content 3 Signature SEL Practices Care Solace Paw Pride and Homeroom sessions SEL Newsletter	Director SEL, Prevention & Intervention Director, Engagement and Community	Monitor student discipline data Climate survey results Review participation rates in SEL activities
Provide students with Academic Support	Offer targeted intervention; implement student support sessions and extended learning opportunities; monitor student progress through assessments.	Instructional Coaches Online tutoring platforms Assessment tools Supplemental curriculum resources	Directors	Analyze academic growth data from benchmark and progress-monitoring assessments Course completion and credit recovery rates CAASPP results

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

California Virtual Academy at Fresno Student Conduct Code
The Code of Conduct sets expectations for student behavior, digital citizenship, and appropriate use of school technology. It also outlines procedures for addressing misconduct in accordance with California law (Ed Code 32282, 35291, 35291.5, and 48980). Students are responsible for following these guidelines whenever participating in school activities or using school-issued resources.

The school prohibits discrimination, harassment, intimidation, and bullying in all school activities, including online interactions, in accordance with the Safe Place to Learn Act (Ed Code 234.1). As a diverse community of learners, students are expected to work together with civility, tolerance, and respect, creating an environment that fosters academic inquiry without distractions.

A "classroom" in the virtual school context includes, but is not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- School outings or other in-person events
- Any school community spaces

Digital Citizenship and Virtual Classroom Guidelines
Students are expected to follow these guidelines:

- Use kind and respectful words at all times; profanity, vulgar language, and derogatory remarks are prohibited. See the Non-Discrimination and Bullying Prevention, Intervention, and Reporting Policies.
- Avoid sarcasm, jargon, slang, typing in ALL CAPS, or using language that could be misinterpreted as rude or unkind.
- Focus discussions on the issue, not the individual. Be constructive, not hurtful, in critiques.
- Review messages before sending to check for clarity, accuracy, and respectful tone.
- Respect others' privacy: never share personal contact information, email addresses, or broadcast/repost private discussions.
- Do not post anonymous messages unless authorized by a teacher.
- Follow all school and classroom rules during virtual sessions.
- When using webcams, follow the Dress Code Policy and ensure backgrounds are free from inappropriate content (e.g., offensive images, drug paraphernalia).

Student Computer Use Guidelines
Students are granted use of school-issued equipment and platforms solely for educational purposes while enrolled.
The following rules apply:

- The network may not be used for private business, political, or religious purposes.
- Illegal activities are prohibited.
- Online games, unrelated chats, and non-school browsing are prohibited.
- Accessing obscene, pornographic, hateful, or inappropriate material is prohibited.
- Sending offensive or objectionable material is prohibited.
- Programs that harass users or damage systems are prohibited (e.g. hacking software).
- Respect others' rights; do not improperly access or misuse others' data.
- Keep accounts and passwords confidential.
- Do not install unauthorized software or files.
- Recording or sharing recorded sessions without authorization is prohibited.
- Do not use school systems to sell or purchase illegal items or substances.

The school reserves the right to review and remove stored material. School devices must be returned upon withdrawal. Violations may result in disciplinary action up to and including withdrawal from the school.

The school may require students to use online educational programs for educational purposes, such as Google Classroom. For students to access these programs, limited student information must be shared with the program providers, including the student's name, school name, and school identification number. The school abides by FERPA and exercises caution in selecting the online educational programs it will utilize.

In-Person Events
All in-person events are considered official school sites during participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (with the exception of service animals) are strictly prohibited at all in-person school events.

This Code of Conduct is adopted pursuant to Ed Code 35291 and 35291.5 and reviewed annually as part of the Comprehensive School Safety Plan.

Conduct Code Procedures
Consequences of Violations

The school uses progressive discipline to address misconduct. Any activity violating local, state, or federal law is also considered a Code of Conduct violation.
Disciplinary measures may include:

- First warning
- Certified letter notification
- Administrator phone conference
- Temporary removal of access to virtual tools
- Referral to law enforcement if required
- Withdrawal from the program

Students with disabilities have the same disciplinary standards as other students but receive additional legal protections under Section 504, IDEA, and ADA, with CAVA following special required procedures in discipline cases to protect their rights. If you have questions about disciplinary policies for students with disabilities, please contact our Special Education Department.

Violations of this policy may result in disciplinary action, including consequences outlined under the school's Suspension and Expulsion Policy (Ed Code 48900). The Suspension and Expulsion Policy is located on the Public Notices page of the school's website. https://cava.k12.com/

(K) Hate Crime Reporting Procedures and Policies

Hate-motivated behavior refers to conduct, speech, or expression that degrades, intimidates, or harms a person or group based on their actual or perceived race, ethnicity, nationality, religion, disability, gender, gender identity or expression, or sexual orientation, even when the behavior does not rise to the level of a criminal offense. Examples include slurs, name-calling, derogatory comments, exclusionary behavior, or harassment rooted in bias or prejudice. These actions are disruptive to the learning environment and contrary to the values of inclusion and equity, and they must be addressed through school-based interventions.1

A hate crime is defined under the California Penal Code 422.55 as a criminal act committed, in whole or in part, because of the actual or perceived disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these characteristics. Hate crimes may include, but are not limited to, threats, physical assault, vandalism, arson, or any criminal offense motivated by bias. These acts are distinct from non-criminal hate-motivated incidents or speech and must be reported to law enforcement for investigation and potential prosecution.

Promoting a Positive School Climate
Acts of bias, such as slurs, name-calling, sexual harassment, or casual remarks targeting race, gender, appearance, ability, or perceived identity, undermine a safe and inclusive learning environment. Under CA Ed Code 234 (Safe Place to Learn Act) and applicable federal civil rights laws, schools have a legal duty to address such behavior proactively.

To support a positive climate, staff are encouraged to:

- Set and uphold clear expectations for respectful communication, both in person and online, as protected by Title VI, Title IX, and CA Ed Code 200–220.
- Promote a "no-slur" culture by explicitly prohibiting insults based on ability, appearance, culture, gender, language, race, religion, sexual orientation, or social class, consistent with Title VI, Title IX, and ADA standards.
- Monitor for signs of distress, behavior changes, or academic decline, and engage families or school counselors appropriately, in line with student welfare requirements under Section 504 and CA Ed Code 49428.
- Model inclusive behavior and address bias among staff and students, as required by CA Ed Code 234.1 and federal equity guidelines.
- When hate-motivated incidents arise, staff must be prepared to respond with clear, supportive, and restorative actions that uphold every student's right to a safe and respectful school environment.

Reporting
Any student who believes they have been subjected to hate-motivated behavior, such as verbal abuse, harassment, or discrimination based on actual or perceived race, ethnicity, nationality, religion, disability, gender, gender identity or expression, or sexual orientation, should report the incident immediately to the school principal or any trusted staff member.

Reports may be made verbally or in writing and shall be accepted in any language or format accessible to the student. 2 Staff must assist students in submitting a report if support is needed due to age, language barriers, or disability.

All reports shall be promptly forwarded to a school administrator. If a student or family believes the situation has not been adequately resolved, they have the right to file a formal complaint under the Uniform Complaint Procedures (UCP). UCP forms and information shall be readily accessible on the school website and in the parent-student handbook. 3

Mandatory Reporting for Staff
All school personnel who witness, receive notice of, or suspect any form of hate-motivated behavior are required to report the incident to the school principal or director without delay. 4

Reports will be investigated promptly and equitably, and retaliation against any student or staff member who reports such behavior in good faith is strictly prohibited. 5

Grievance Procedures & Investigation
When hate-motivated behavior, hate speech, or bias-related conduct is observed or reported, school staff must take immediate and appropriate action. The response process includes both informal interventions and formal investigation procedures that uphold student rights and ensure legal compliance.

Initial Response by Staff
Upon hearing or observing hate speech or bias-based conduct, a staff member must:

- Immediately interrupt and address the behavior, admonishing the student(s) involved in alignment with school expectations. 6
- Conduct an initial inquiry with the affected student to assess:

o The nature and impact of the behavior
- o Frequency and persistence
- o Any prior history between the involved students
- Determine whether a full investigation is warranted. If so, the staff member shall report the incident to the principal.

Administrative Investigation Process
Once an administrator receives a report of hate-motivated behavior and determines that a full investigation is necessary, the investigation must begin without delay, ensuring it is thorough and equitable. All relevant details, interviews, and findings must be documented.

Consider the following principles during the investigation:
- Prioritize student safety
- Denounce the discriminatory act
- Involve others (e.g., counselors, law enforcement, or Title IX/Director of Special Education) as necessary
- Provide accurate information to dispel rumors or misinformation
- Offer emotional and academic support to affected students
- Address the harm through restorative or disciplinary actions, not blame
- Promote healing and inclusion

Outcome and Discipline
If a student is found to have engaged in hate-motivated behavior, appropriate disciplinary action shall be taken in accordance with school policy and due process rights. Disciplinary measures shall be developmentally appropriate and may include restorative practices, counseling, or suspension/expulsion, where warranted under CA Ed Code 48900–48915.

Post-Investigation and Follow-Up
After completing the investigation:
- The administrator shall submit the completed Investigation Form and supporting documentation to the school Director.
- A debriefing meeting should be held with the investigation team and relevant staff to reflect on the process and outcomes.
- Where appropriate, involve students, families, and community members in a broader conversation (while maintaining FERPA-mandated student confidentiality).
- Collect and document feedback and recommendations. and use them to inform future school climate improvements and response protocols.
- All investigations and outcomes shall be conducted and recorded in compliance with the Uniform Complaint Procedures and schools shall retain records as required by law.

Training, Education, and Support
A commitment is made to prevent hate-motivated behavior and foster an inclusive, respectful school climate through education, staff development, and student support.

The Head of School or designee shall ensure that all school personnel receive annual training on recognizing and responding to hate-motivated behavior and discrimination, consistent with Education Code 234.1(e). Training shall include the school's legal obligations under applicable state and federal laws and procedures for addressing complaints through the Uniform Complaint Procedures (UCP).

Students receive age-appropriate instruction throughout the year that promotes respect for diversity, understanding of protected characteristics, and strategies for managing bias and conflict. This supports a positive school culture in alignment with Education Code 233 and 32282.

Counseling, guidance, and support services are available to students affected by hate-motivated behavior, including both victims and students who engage in such conduct.

Footnotes

1 In alignment with CA Ed Code 234 – Safe Place to Learn Act; Title VI and Title IX of the Civil Rights Act; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act
2 CA Ed Code 48985, ADA accessibility requirements
3 CA Ed Code 234.1(b)
4 CA Ed Code 234.1(c)
5 CA Ed Code 234.1(d)
6 CA Ed Code 234.1(a)

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

Prevention
Before the start of each school year, staff will complete the following training.
* Bullying Prevention, Intervention, and Reporting Policy
* Hate-Motivated Behavior Policy
* Mandated Reporter
* Suicide Prevention
* Safety Risk Process (Threat Assessment)

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

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

Attachment: Active Shooter, Being Prepared

Procedures for Preventing Acts of Bullying and Cyber-bullying
The school believes that all students have a right to a safe and healthy school environment. The school and community must promote mutual respect, tolerance, and acceptance.

The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The school expects students and/or staff to report bullying incidents to the principal or designee immediately. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated.

To ensure bullying does not occur at school, the school will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
* Students are expected to report bullying incidents to the principal or designee immediately.
* Students can rely on staff to promptly investigate each complaint of bullying thoroughly and confidentially.
* If the complainant student or the parent of the student feels that an appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Director.
* The school prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:
* All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the Parent-Student Handbook.
* The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
* Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so.
* People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

The complete Bullying Prevention, Intervention, and Reporting Policy can be found in the Public Notices section of the school's website. https://cava.k12.com/

Opioid Prevention and Life-Saving Response Procedures
In accordance with Education Code 49414.3 and public health guidance, this plan includes measures to educate students, staff, and families about the dangers of opioid use and to promote awareness around prevention, recognition, and response to potential opioid-related emergencies in a virtual learning environment.

Education and Prevention
As part of health and wellness education efforts, age-appropriate, developmentally aligned information is provided to students, staff, and families. Topics include:
The risks associated with opioid use, including fentanyl and misuse of prescription medications;
How to recognize the signs and symptoms of opioid overdose;
The importance of seeking help and reducing stigma around substance use and mental health;
Prevention strategies and access to virtual or community-based support services.

Educational materials may be shared through the online learning platform, digital newsletters, virtual presentations, and the school's website.

Staff Awareness and Referral Procedures
While emergency medical intervention is not performed in a virtual setting, all staff are trained to identify warning signs of possible substance use or distress based on student behavior during online interactions or communication. Staff are instructed to:
Take seriously any report or indication of substance use, risk behaviors, or opioid-related concerns;
Follow internal protocols for documenting concerns and notifying designated student support personnel;
Connect students and families with appropriate virtual or local health services for further support and intervention.

Virtual Wellness Support
Students and families have access to virtual counseling and wellness services, including referrals to community health organizations that provide substance use prevention and treatment resources. Outreach and support efforts emphasize early intervention, confidentiality, and collaboration with families.

Ongoing Review
These procedures are reviewed annually as part of the Comprehensive School Safety Plan. Updates are based on current public health data, evolving best practices, and the needs of the school community in a virtual educational environment. When in-person events without parent involvement resume, the school will reconsider training on responding to a possible overdose in person.

Attachment: Dangers of Synthetic Drugs Notice

Response Procedures for Dangerous, Violent, or Unlawful Activities

As a virtual school, we are committed to the safety and well-being of all students and staff and work in partnership with families. Although our educational environment is primarily remote, the school maintains a clear and immediate response plan for addressing threats, violence, or unlawful activity that may occur during school-sponsored events, in online settings, or involving students off-campus.

Reasonable suspicion of a student's intent to harm him or herself or someone else includes the following.

- Staff eyewitness of a person or behavior
- Student's verbal statements
- Student's written statements to include things written in/on their assignments

Immediate Response to Threats of Harm or Violence

If any staff member becomes aware of a student who is at risk of harming themselves or others, or who has made a credible threat of school violence, the following steps shall be taken without delay:

- If a crisis occurs during a live virtual class session, the teacher must immediately pause or end the session for all other students.
- Confirm the student's current physical location.
- Ask if an adult is present and have them come to the phone or screen, then request that they remain with the student.
- If you are concerned about immediate danger, contact 911 or local emergency services.

Note: All threats involving firearms or credible threats of mass school violence must be reported to law enforcement immediately, in compliance with Senate Bill 906 (2022).

Response and Documentation to Dangerous or Unlawful Conduct

After the immediate response to a threat of harm or violence, the school shall:

- Complete the Safety Risk Referral Process

Confidential Student Note should be completed as part of the Safety Risk Referral Process

- Call your director
- After speaking with your director, send a follow-up email with the following details:

Subject line: SID 123456 M. Smith Student – Safety Risk Referral Submitted

Do not include any specific information about the incident in the body of the email, as the designated administrator will have access to the Confidential Student Note.

Only include the director in the email.

- If it is determined that there is a credible threat, the staff member will be asked to complete the Student Threat Report Survey.
- Apply appropriate discipline following the school's Code of Conduct.
- Provide counseling or referral to external support services, as appropriate.

During the investigation process and following SB 906 and best practices, the school shall utilize a Behavioral Threat Assessment Team, consisting of:

Director of SEL, Prevention & Intervention
Head of School or designee
Crisis Response Team Member
Legal or safety consultant (if needed)

Reporting

All acts of violence, credible threats, or unlawful activities will be reported to the appropriate local, state, or federal authorities as required by law, including compliance with mandatory reporting statutes.

Confidentiality and FERPA

Student confidentiality will be maintained in accordance with FERPA. However, staff may disclose personally identifiable information without consent when necessary to protect the health and safety of the student or others.

Training

All staff who support students receive annual training on these response procedures and mandatory reporting obligations under SB 906 and applicable law.

This section is included in the school's Comprehensive School Safety Plan (CSSP) as required by Education Code 32282(a)(2)(F) and SB 906. These procedures are reviewed annually and updated as needed to ensure alignment with applicable laws, local law enforcement guidelines, and school policies.

Instructional Continuity Plan

In compliance with California Education Code Section 32282, this Instructional Continuity Plan (ICP) is adopted to ensure that all students enrolled in our virtual school have equitable access to instruction during a natural disaster or emergency that results in partial or full disruption of school operations.

Instructional Delivery

Because this is a virtual school, instruction is already delivered online through a secure learning management system and virtual conferencing platforms. In the event of a natural disaster or emergency, the school will maintain continuity of instruction using its existing virtual infrastructure. Live instruction will continue through video conferencing platforms, while asynchronous learning materials, recorded lessons, assignments, and assessments will remain accessible. If necessary, the school may implement a modified instructional schedule to accommodate staff and student needs during an emergency.

Technology and Access

At enrollment, all students are provided with school-issued laptops to ensure consistent access to online instruction. If a family no longer has consistent access to the internet, a hotspot can be provided. The school's technical support team will be available during emergencies to address any connectivity or device-related issues. Multiple modes of communication, including phone calls, email, secure messaging, and platform announcements, will be used to maintain contact with students and families.

Equity and Student Support

The school is committed to ensuring instructional continuity for all students, including students with disabilities, English learners, foster and homeless youth, and others who may need additional support. Services and accommodations as outlined in students' IEPs or Section 504 Plans will continue to be provided during emergencies. If a student is unable to access digital tools during a disruption, the school will provide alternative instructional materials in printed or offline formats upon request. Student participation will be monitored through attendance logs, platform usage, and assignment completion. Staff will follow re-engagement protocols for any students who become unreachable or disengaged, including outreach to families and referrals to support services.

Staff Roles and Preparedness

Teachers and staff will receive annual training on implementing the ICP and supporting students during emergencies. Teachers will maintain contingency lesson plans and be prepared to adjust instruction to meet changing circumstances. A designated Instructional Continuity Coordinator will oversee the implementation of the ICP, ensure consistent communication, and coordinate support across departments.

Communication with Families and Staff

In the event of an emergency, the school will communicate with families and staff using all available channels. Timely updates will be posted on the school website and sent via email, and text messages. All emergency communications will be accessible in families' primary languages, in accordance with state language access requirements.

Ongoing Evaluation and Review

The ICP will be reviewed and updated annually in conjunction with the Comprehensive School Safety Plan. After any emergency that triggers this plan, the school will assess the effectiveness of its response and incorporate feedback from staff, students, and families. Modifications to improve instructional continuity will be made as needed.

Waiver Documentation

To qualify for a waiver of instructional time under the Form J-13A process, the school will document the implementation of this plan, including instructional schedules, attendance data, communication records, and any contingency arrangements. These records will be retained in accordance with state audit requirements.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is monitored by the administration with discussions at staff meetings and meetings with educational partners. All changes are brought to the governing board for review and approval.

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Engagement meetings with educational partners.	November 2021	Dress Code section was added.
Discussed with educational partners during fall meetings.	October/November 2022	Added Authorization for Medication at in-person events.
Discussed with educational partners during fall meetings.	October/November 2023	Rewrote the Disaster Plan section so it is more specific to our virtual setting and added the "Parent's Approval, Student Waiver, and Photo Release" form to the appendix. Rewrote the Procedures to Prepare for Active Shooters section. Revised the Bomb Threat section and added "Be Prepared for an Active Shooter" brochure to the appendix. Made clarifications to the following sections, Prevention of Sexual Misconduct and Abuse, Disorderly Conduct, Fire on School Grounds, and Motor Vehicle Crash. Updated the Pandemic section so it is more relevant to 2024. Updated Psychological Trauma: Safety Risk Process section because the referral has moved from a form to an online survey.
Added new requirement for Senate Bill 10, passed on October 13, 2023.	March 2024	Add a Procedure for Preventing Opioid and Fentanyl Use and Overdose.
Discussed with educational partners during fall meetings.	November 2024	Updated the following sections so they reflect the changes made to the Parent Student Handbook. School Suspension, Expulsion and Mandatory Expulsion Guidelines School Discipline Rules and Consequences Updated the Procedures for Preventing Acts of Bullying and Cyber-bullying section so it is consistent with the CDE. The Prohibiting Harassment and Bullying Policy was removed from the plan but is still active and included in the Parent Student

		Handbook. The Safe Storage of Firearms SB906 letter to families was added as an attachment.
Discussed with educational partners during fall meetings.	June 2025	Updated the following sections: (C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines (Description and link to Policy) (E) Sexual Harassment Policies (Aligns with Title IX) (F) School-wide Dress Code Relating to Gang-Related Apparel: Added required details regarding gang-related attire. (I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5) (K) Hate Crime Reporting Procedures and Policies: Changed to align to the CDE template updates. The following were added because of new Ed code requirements: * Components of the Comprehensive School Safety Plan (EC 32281): Assessment of School Safety * Adaptations for Students with Disabilities to the Disaster Procedures section (B) * Opioid Prevention and Life-Saving Response Procedures (Ed Code 49414.3) * Response Procedures for Dangerous, Violent, or Unlawful Activities * Instructional Continuity Plan (Ed Code 32282)

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Principal/Site Admin will decide which Emergency Actions to implement, based on the situation. The first response to an emergency is to determine the type of emergency that has occurred. Procedures for different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a minor earthquake, or a minor injury.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance, or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during emergencies are: Lockdown, Shelter in Place, Duck, Cover and Hold, and Evacuation.

LOCKDOWN is initiated to isolate students and staff from danger on or near the building when movement within the building and within rooms might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of the building, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside the building to a designated outside area of safety.

ALL CLEAR: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action
Principal/Site Admin should use any means available to them to communicate with staff and inform them which response action to take.

Types of Emergencies & Specific Procedures

Aircraft Crash
Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the building. If it is safe to remain inside the building, all students should be kept inside under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

STAFF ACTIONS:
Move students away from immediate vicinity of the crash.
Call 911
EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene.
Take class roster.
Check site to ensure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the Principal /Site Admin and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the site when emergency response officials have determined it is safe to return to the building.

SITE ADMINISTRATOR ACTIONS:
Call 911, if someone else hasn't already done so.
Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Do not re-enter building until the authorities provide clearance to do so.
Notify the Director

Animal Disturbance
If there is a rabid or uncontrollable animal at the location, implement this procedure when any wild animal threatens the safety of the students and staff

SITE ADMINISTRATOR ACTIONS:
Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
If the animal is outside, keep students inside and institute Lockdown.
If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal
Call 9-1-1
If the animal injures anyone, seek medical assistance.
Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
If the animal is inside, EVACUATE students to a sheltered area away from the animal.
Notify the site admin if there are any injuries.

Armed Assault on Campus
Active Shooter / Armed Assailant Situations

"Active shooter situations" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area."

Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons

(knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter / armed assailant situations; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
Act immediately if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students. Be decisive. Communicate your plan to your students and act quickly.
CALL 911 as soon as it is safe to do so.

2. Options: Run, Hide, or Fight

RUN: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you know with certainty, the exact location of the assailant (do not trust unofficial, second-hand accounts), and can visualize a route that will get your students and yourself safely off campus.
- Don't carry anything with you.

o Police may mistake an item in your hands as a weapon.
o Leave everything behind.

- If you encounter people along the way

o Adults: Warn them and take them with if you can but don't stop if they refuse to come.
o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you.

HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of sight from the room entrance;
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded, and the extent of the injuries;
- Call 911 as soon as it is safe to do so;
- Remain in place until evacuated by identifiable law enforcement officers.

FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

- Construct a strong barricade.
- If you have another way out (a window or back door) use it while the assailant is attempting to get in. If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
- Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

Provide as much information as possible (slow down – be calm):

- State the emergency: "I hear gunfire." "I saw..."
- Give information on people who are wounded.
- Location of the assailant (if known).
- Description of the assailant (if known).
- Your precise location: "room __"
- The number of children with you.
- Keep the line open, even if you can't talk unless instructed by the dispatcher to end the call.

4. Special Topics

Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide, or Fight) you are engaged in.

Run – If you encounter injured persons while you are trying to get out of danger and you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

Hide – If someone is injured where you are hiding, secure the room before tending to the wounded. As soon as it is safe to do so, apply first aid using any available supplies. If necessary, use articles of clothing as an improvised dressing for wounds and apply direct pressure to control bleeding.

Fight – This is always the option of last resort because the probability of injury is highest when you are near the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

- If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
- If you plan to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don't run up to officers or attempt to hug or talk to them.
- Don't talk unless they ask you a question.
- Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Attachment: Be Prepared for an Active Shooter (FEMA)

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:
Notify site admin
Move students away from immediate vicinity of danger (if outside, implement Take Cover).
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
Follow standard student assembly, accounting and reporting procedures.

SITE ADMINISTRATOR ACTIONS:
Initiate SHELTER IN PLACE.
Shut off HVAC units.
Move to central location where windows and doors can be sealed with duct tape.
Call 911. Provide location and nature of the emergency and school actions taken.
Notify Director of the situation.
Turn on a battery-powered commercial radio and listen for instructions.
Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:
Notify the site administrator.
Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
Implement EVACUATION as appropriate. Send affected individuals to a designated area for medical attention.
Follow standard student assembly, accounting and reporting procedures.
Prepare a list of those who are in the affected area to provide to emergency response personnel.

SITE ADMINISTRATOR ACTIONS:
Initiate EVACUATION to move students away from immediate vicinity of danger.
Move up-wind from the potential danger.
Call 911. Provide exact location and nature of emergency.
Designate security team to isolate and restrict access to potentially contaminated areas.
Wait for instructions from emergency responders-- Health or Fire Department.
Notify Director of the situation.
Arrange for immediate psychological counseling for students and staff.
Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:
Wash affected areas with soap and water.
Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins.
Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence
In the event that the site receives a bomb threat by telephone, follow the Bomb Threat Checklist (attachment) to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides.

PERSON RECEIVING THREAT BY TELEPHONE:
Listen. Do not interrupt caller.
Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
Notify site administrator immediately after completing the call.
Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:
Note the manner in which the threat was delivered, where it was found and who found it.
Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
Caution students against picking up or touching any strange objects or packages.
Notify site administrator.

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

STAFF ACTIONS:
DO NOT APPROACH SUSPICIOUS ITEMS
Evacuate students as quickly as possible, using primary or alternate routes.
Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.
Do not return to the building until emergency response officials determine it is safe.

Attachment: Bomb Threat Procedure and Checklist (CISA Office for Bombing Prevention)

Bus Disaster
N/A Virtual charter school with no buses.

Disorderly Conduct
A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include hallucinations, extreme paranoia, the impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech, and self-injurious behavior such as: hitting the head or cutting self.

Attempts should be made to use de-escalation strategies, and calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans, or strategies in IEP, if in place.

SITE ADMINISTRATOR ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until the parent/guardian has been notified.
Arrange appropriate support services for the necessary care of the individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professionals (psychologists, counselors, social workers, and nurses) should recommend the next steps to the principal. The next steps may include:
* Provide parents/guardians with the names and phone numbers of mental health resources
* Recommend that the parents make immediate contact with a therapist.
* Ask the parent/guardian if they would be willing to sign the release form that allows two-way communication between the school and the treating agency. Inform the parent/guardian that they have the right to not sign the form.
* Make a follow-up check with the treating agency, family, and student as appropriate, to ensure that appropriate care has been arranged.
* Provide follow-up collaborative support for the student and parents (as indicated)
* Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify the site administrator.
Protect individuals from injury.
Complete a Safety Risk Referral (attached)

Earthquake
Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SITE ADMINISTRATOR ACTIONS:
Direct inspection and assessment of buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
Send search and rescue team to look for trapped students and staff.
Post guards a safe distance away from building entrances to ensure no one re-enters.
Notify the Director of school and personnel status. Determine who will inform public information media as appropriate.
Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
Determine whether to close the site. If the site must be closed, notify staff members, students, and parents.

STAFF ACTIONS:
Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back-to windows.
Check for injuries and render First Aid.
After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring an attendance roster and emergency backpack.

Check attendance at the assembly area. Report any missing students to the site administrator.
Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
Stay alert for aftershocks
Do NOT re-enter the building until it is determined to be safe.

Outside Building
STAFF ACTIONS:
Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back-to windows. If not near any furniture, drop to your knees, clasp both hands behind your neck, bury your face in your arms, make your body as small as possible, close your eyes, and cover your ears with your forearms. If notebooks or jackets are handy, hold over the head for added protection. Maintain position until shaking stops.
After shaking stops, check for injuries, and render first aid.
Check attendance. Report any missing students to the site administrator.
Stay alert for aftershocks.
Keep a safe distance from any downed power lines
Do NOT re-enter the building until it is determined to be safe.
Follow instructions of principal/site administrator.

Explosion or Risk Of Explosion
Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the building. All students should be kept away from the explosion and under supervision.

SITE ADMINISTRATOR:
Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for

SHELTER IN PLACE.
Notify Fire Department (call 911). Provide building name, address, exact location within the building, your name and phone number and nature of the emergency.
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the Director of status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide building name, address, location within building, your name and phone.
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
Determine if Student Release should be implemented. If so, notify staff, students and parents.
If damage requires the site to be closed, notify parents and staff of status. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
Initiate DROP, COVER AND HOLD ON.
If an explosion occurred inside the building, EVACUATE to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
Check to be sure all students have left the site. Remain with students throughout the evacuation process.
Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
Render first aid as necessary.
Do not return to the building until the emergency response personnel determine it is safe to do so.
If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area
A fire in an adjoining area, such as a wild land fire, can threaten the building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the building and the likelihood that it may endanger the building.

SITE ADMINISTRATOR ACTIONS:
Determine if EVACUATION of site is necessary.
Contact local fire department (call 911) to determine the correct action for your site.
If necessary, begin evacuation of site to a safe site using site evacuation plan.
Direct inspection of premises to ensure that all students and personnel have left the building.
Notify the Director where the site has relocated and post a notice on the office door stating the temporary new location.
Monitor radio station for information.
Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance at the assembly area. Report any missing students to the site administrator and emergency response personnel.
Remain with students until the building has been inspected and it has been determined safe to return to.

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

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by staff, require a call to the Fire Department to indicate that the "fire is out".

Within Building

SITE ADMINISTRATOR ACTIONS:
Sound the fire alarm to implement EVACUATION of the building.
Immediately EVACUATE the site using the primary or alternate fire routes.
Notify the Fire Department (call 911).
Direct search and rescue team to be sure all students and personnel have left the building.
Ensure that access roads are kept open for emergency vehicles.
Notify the administration of the situation.
Notify the appropriate utility company of suspected breaks in utility lines or pipes.
If needed, notify bus dispatch for OFF-SITE EVACUATION.
Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:
EVACUATE students from the building using primary or alternate fire routes Take emergency backpacks and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance. Report missing students to the site admin and emergency response personnel.
Maintain supervision of students until the Fire Department determines it is safe to return to the building.

Near the Site

SITE ADMINISTRATOR ACTIONS:
Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
Determine the need to implement an EVACUATION. If the fire threatens the site, execute the actions above. If not, continue with the routine.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as the failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SITE ADMINISTRATOR ACTIONS:
Issue STAND BY instruction. Determine if evacuation is required.
Notify the local police department of the intent to EVACUATE, the location of the safe evacuation site, and the route to be taken to that site.
Delegate a search team to ensure that all students have been evacuated.
Monitor AM radio weather station for flood information.
Notify the Director of the site status and action taken.
Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:
If warranted, EVACUATE students using evacuation plan. Take the class roster and emergency backpack. Take attendance before leaving the campus.
Remain with students throughout the evacuation process.
Upon arrival at the safe side, take attendance. Report any missing students to the site administrator and emergency response personnel.
Do not return to the building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SITE ADMINISTRATOR:
Notify the site owner. Provide the following information:
Affected areas of the site
Type of problem or outage
Determine length of time service will be interrupted.
Determine desired action, which may include students going home and notification of parents.
If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
Use messengers with oral or written word as an alternate means of faculty notification.
Notify Director of loss of service.

Motor Vehicle Crash

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

A motor vehicle crash may result in a fuel or chemical spill at the site. If the crash results in a utility interruption, refer to the section on Utility Failure.

SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Notify Director.

STAFF ACTIONS:

Notify Site Admin
Move students away from immediate vicinity of the crash.
EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
Check site to ensure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the site admin and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the site when emergency response officials have determined it is safe to return to the building.

Pandemic
Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak that can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity.
Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

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

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

SITE ADMINISTRATOR ACTIONS:
Activate heightened surveillance of illness. If requested by a state agency, gather data on symptoms of students and staff who are sick at home.
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services.)
Keep staff informed of developing issues.
Respond to media inquiries regarding attendance status.
Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

In-person Events During a Pandemic
All CAVA teachers/staff leading or participating in any in-person activity should review and follow the Staying Healthy Guidelines. As mandates and guidelines change, often county-specific, please be aware of current policies and follow as outlined. The saying Healthy Guidelines will be updated to reflect the current guidelines.

Psychological Trauma
SUICIDE
Intervention, Screening, Referral

Action Plan for Suicide Attempts During-School Hours
If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented.
Follow the Safety Risk Process, and remember the following:
· Contact the parents/guardians/caregivers and offer support to the family.
· Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
· Call 911 and provide as much information about the student as possible, including the location/address of the student.
· Move all other students out of the immediate area (when in-person for an outing or testing) or remove them from the online classroom.
· Please follow the Safety Risk Process for documentation, communication processes, and follow-up.

Action Plan for After-Hours Suicide Attempts

If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintains a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:
· Contact the parents/guardians/caregivers and offer support to the family.
· Discuss with the family how they would like the school to respond to the attempt.
· Obtain permission from the parents/guardians to share information with staff.
Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Attached: Suicide Prevention and Postvention Policy

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

As a virtual school, we work in partnership with families.

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

Reasonable suspicion of a student's intent to harm him or herself or someone else includes the following.

- Staff eyewitness of person or behavior
- Student's verbal statements
- Student's written statements to include things written in/on their assignments

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

- Confirm the geographical location of the student.
- Ask the adult to remain with the student.
- Immediately call 911/emergency number for authorities.
- Complete the Safety Risk Referral Survey
- After talking with the local authorities, take the following steps:

1. Document all details of the incident using the Confidential Student Note survey. These may include student writing samples, chat comments, text messages, or details shared via email or conversation. Please do not send any personal student information or details about the situation through email.
2. After submitting the Confidential Student Note, also save a note in TVS that includes the following information, only:
· Select the Safety Risk Referral note template
· Body of Note: Include the date that Safety Risk Referral is being completed and the date the confidential student note was completed.
3. Reach out to your supervisor for additional guidance if you need help.

SAFETY RISK PROCESS LIVE CLASS CRISIS
If a student is in immediate harm or someone in their home is in immediate harm during a live class session, follow the steps as outlined to call the local authorities and clear all of the other students from the virtual class environment immediately.

These steps should be followed during a Live Class Crisis Event:

· Remain calm, remember the student is overwhelmed, confused, and emotionally distressed.
· Move all other students out of the immediate area (when in-person for an outing or testing) or remove them from the online classroom.
· Contact the parents/guardians/caregivers and ask them to remain with the student.

· If staff/teacher is concerned about immediate risk of harm to a student or someone else call 911/emergency number for authorities.
· Please follow the Safety Risk Process for documentation, communication processes, and follow-up.

Please review and follow the disciplinary code of conduct as outlined in the Parent Student Handbook as needed. Refer to FERPA policy for any implications to student records.

STUDENT DEATH

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student's family and the school community.

Crisis Response Team Actions:

Call 911 (If the death happened at the site)
Verify the death and obtain as much information about it as possible.
Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Meet with front-line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.
Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day, and discuss the notification of students, availability of support services, and the referral process for students and staff who want or need counseling support and assistance.

Develop a plan for notifying other students and sharing information about the availability of support services.
Prepare a parent/guardian information letter and distribute it to students at the end of the day.

Contact the parents of those students who are affected by the crisis to determine the appropriate support needed. Offer assistance to parents of impacted students.

Evaluate the response and determine what additional resources might be needed.

Staff Actions:

Allow students who wish to meet with a counselor.
Encourage students to report any other students who might need assistance.

STAFF MEMBER DEATH

A staff member's reported death or serious illness in the school community may have a profound effect on students and staff alike.

Crisis Response Team:

Verify the death and obtain as much information about it as possible.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Contact the decedent's family to offer condolence and support. Respect the wishes of the family.
Meet with front-line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.

Develop a plan for notifying students and sharing information about the availability of support services.
Review procedures for the day, and discuss the notification of students, availability of support services, and the referral process for staff who want or need support and assistance.
Prepare a parent/guardian information letter.
Continue to monitor staff and students for additional support needs.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SITE ADMINISTRATOR ACTIONS:
Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify Director of situation and number of students and staff affected.
Confer with Department of Health and Human Services before the resumption of normal activities.
Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:
Notify site administrator.
Call the Poison Center Hotline 1-800-222-1222 if food or water was ingested.
Administer first aid as directed by poison information center.
Seek additional medical attention as needed.

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout
When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

SITE ADMINISTRATOR ACTIONS:
Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
Contact local police department and advise them of the situation.
Notify staff of the planned demonstration.
Develop an information letter to parents.
Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
Designate a staff member to handle incoming calls during the demonstration.
Establish areas where demonstrators can set up without affecting the operation of the site

STAFF ACTIONS:
Do not allow students to be interviewed by the media or join in the demonstration

A civil disturbance is an unauthorized assemblage on the building grounds with the potential to:
disrupt school activities;
cause injury to staff and students; and/or
damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in rooms.

Inside Building

STAFF ACTIONS:
Report disruptive circumstances to site administrator.
Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.
Lock doors. Account for all students and remain in classroom unless instructed otherwise by the site admin or law enforcement.
Stay away from windows and exterior doors.

SITE ADMINISTRATOR ACTIONS:
If the students are engaging in civil disobedience, keep the students confined to one room in the building.
Set up a communication exchange with the students, staff and principal. Try to restore order.
If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of the Building

SITE ADMINISTRATOR ACTIONS:
Call 911.
Move any students who are outside into the building. If unable to do so, have students lie down and cover their heads.
Once students are in the building, lock and secure all exterior doors, including restrooms.
Maintain an accurate record of events, conversations and actions.

STAFF ACTIONS:
Close and lock room doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
Care for the injured, if any.
Remain with students within locked rooms until all clear is given.

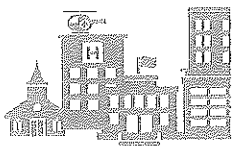
BE PREPARED FOR AN ACTIVE SHOOTER

FEMA

FEMA V-1000/March 2018

Recent national tragedies remind us that the risk is real. Taking a few steps now can help you react quickly when every second counts.

An active shooter is an individual engaged in attempting to kill people in a confined space or populated area. Active shooters typically use firearms and have no pattern to their selection of victims.



Can happen anywhere

Can happen anytime

IF YOU ARE INVOLVED IN AN ACTIVE SHOOTER INCIDENT

See something, say something.

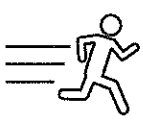
Learn first aid skills so you can help others.

Before you run, know the exits.

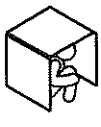
Help law enforcement.

Find a place to hide.

Seek help to cope with trauma.



Run



Hide

Fight

HOW TO STAY SAFE

WHEN AN ACTIVE SHOOTER THREATENS

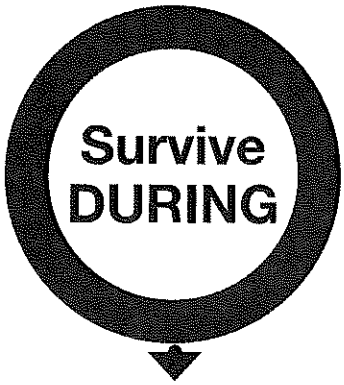
If you see suspicious activity, let an authority know right away.

Many places, such as houses of worship, workplaces, and schools, have plans in place to help you respond safely. Ask about these plans and get familiar with them. If you participate in an active shooter drill, talk with your family about what you learned and how to apply it to other locations.

When you visit a building such as a shopping mall or healthcare facility, take time to identify two nearby exits. Get in the habit of doing this.

Map out places to hide. In rooms without windows, behind solid doors with locks, under desks, or behind heavy furniture such as large filing cabinets can make good hiding places.

Sign up for active shooter, first aid, and tourniquet training. Learn how to help others by taking FEMA's You Are the Help Until Help Arrives course. Learn more at ready.gov/until-help-arrives.



RUN. Getting away from the shooter or shooters is the top priority. Leave your things behind and run away. If safe to do so, warn others nearby. Call 911 when you are safe. Describe each shooter, their locations, and weapons.

HIDE. If you cannot get away safely, find a place to hide. Get out of the shooter's view and stay very quiet. Silence your electronic devices and make sure they won't vibrate. Lock and block doors, close blinds, and turn off the lights. Do not hide in groups—spread out along walls or hide separately to make it more difficult for the shooter. Try to communicate with police silently—such as through text messages or by putting a sign in an exterior window. Stay in place until law enforcement gives you notice that all immediate danger is clear.

FIGHT. Your last resort when you are in immediate danger is to defend yourself. Commit to your actions and act aggressively to stop the shooter. Ambushing the shooter together with makeshift weapons such as chairs, fire extinguishers, scissors, and books can distract and disarm the shooter.

Keep hands visible and empty.

Know that law enforcement's first task is to end the incident. They may have to pass injured persons along the way.

Follow law enforcement's instructions and evacuate in the direction they tell you to.

Consider seeking professional help for you and your family to cope with the long-term effects of trauma.

Take an Active Role in Your Safety

Go to **ready.gov** and search for **active shooter**. Download the **FEMA app** to get more information about preparing for an **active shooter**. Find Emergency Safety Tips

FEMA

FEMA V-1000
Catalog No. 17233-1

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

Remain calm & do not hang up, keep the caller on the line for as long as possible
If possible, signal other staff members to listen & notify Site Decision Maker(s)
If the phone has a display, copy the number and/or letters on the display
Write down the exact wording of the threat
Record the call, if possible
Fill out the Bomb Threat Checklist immediately

If you receive a written threat:

Handle the document as little as possible
Note date, time, and location the document was found
Secure the document and do not alter the item in any way
Notify the organization Site Decision Maker(s)

If you receive a social media or email threat:

Do not turn off or log out of the account
Leave the message open on the device
Take a screenshot, or copy the message and subject line
Note the date and time
Notify the organization Site Decision Maker(s)

Refer to your local bomb threat management plan for evacuation criteria

DO NOT:

Use two-way radios or cellular phone in close proximity to a suspicious item
Touch or move a suspicious item

IF A SUSPICIOUS ITEM IS FOUND, CALL 911

For more information about this form contact the CISA Office for Bombing Prevention at: OBP@cisa.dhs.gov

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice

- ☐ **Female**
- ☐ **Male**
- ☐ Accent
- ☐ Angry
- ☐ Calm
- ☐ Clearing throat
- ☐ Coughing
- ☐ Cracking Voice
- ☐ Crying
- ☐ Deep
- ☐ Deep breathing
- ☐ Disguised
- ☐ Distinct
- ☐ Excited
- ☐ Laughter
- ☐ Lisp
- ☐ Loud
- ☐ Nasal
- ☐ Normal
- ☐ Ragged
- ☐ Rapid
- ☐ Raspy
- ☐ Slow
- ☐ Slurred
- ☐ Soft
- ☐ Stutter

Background Sounds

- ☐ Animal noises
- ☐ House noises
- ☐ Kitchen noises
- ☐ Street noises
- ☐ Booth
- ☐ PA system
- ☐ Conversation
- ☐ Music
- ☐ Motor
- ☐ Clear
- ☐ Static
- ☐ Office machinery
- ☐ Factory machinery
- ☐ Local
- ☐ Long distance

OTHER INFORMATION:

Threat Language

- ☐ Incoherent
- ☐ Message read
- ☐ Taped message
- ☐ Irrational
- ☐ Profane
- ☐ Well-spoken

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

50 Moreland Road
Simi Valley, CA 93065
Phone 805.581.0202
Fax 805.581.0330

Bullying and Harassment Incident Reporting Form

CAVA Families should complete this form

Date: _____ **Time:** _____ **Person Reporting Incident:** _____

Student Name (Target of the Bullying): _____ **SID#:** _____ **Grade:** _____

Name(s) of Instigator (Alleged of Bullying): _____ **SID#:** _____ **Grade:** _____

Date of the incident: _____ **Time of the incident:** _____

Location/platform of the incident: _____

Did the incident occur during a school-supported event? **Yes** ____ **No** ____

Please describe the incident: _____

_____

_____

_____

_____

_____

_____

Names of staff or students who witnessed the incident: _____

Additional comments or anything else you would like to share: _____

_____

_____

_____

Once the form is completed, email the scanned form to your child's CAVA Principal.

Allegations of sexual or gender-based harassment must also be reported to Title IX Coordinator titleix@caliva.org.

Please note that while we take all allegations of bullying seriously, we are also committed to maintaining the privacy and confidentiality of all students involved. In accordance with our school's policies and regulations, we will not disclose any personal information about other students. Our primary focus is to ensure a safe and supportive environment for all students.

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www.caliva.org

DANGERS OF SYNTHETIC DRUGS

AB 889 requires a school district, county office of education, and charter school to annually inform parents or guardians of the dangers associated with using synthetic drugs that are not prescribed by a physician, such as fentanyl. This notice aims to address the crisis and inform students and families of the deadly consequences of recreational drug use.

- Fentanyl, an opioid pain reliever that is 50 times as strong as heroin, is now being manufactured illegally by criminal organizations.
- This "illicit" fentanyl is mixed into street drugs like cocaine and heroin to make them more potent. It is also being pressed into counterfeit (fake) pills that look like prescription medications such as Percocet, Xanax, and Adderall.
- Advertising on social media is one-way drug sellers are marketing fentanyl and other drugs, with transactions facilitated by users' ability to remain anonymous.
- Youth and adults who purchase these drugs through social media or illegitimate online pharmacies may experience an opioid overdose, which can stop their breathing and lead to death.
- Fentanyl is synthetic, that is, it is formed from lab-made chemicals and not from naturally occurring ingredients. This makes the drug cheaper to manufacture and more profitable to sell illegally.
- Another synthetic drug, xylazine, is increasingly being added alongside illicit fentanyl. Xylazine is a strong veterinary tranquilizer. The combined effect of these two drugs on breathing and the heart can be extremely dangerous and further increases the risk of death.

The health risks associated with synthetic drugs include cardiovascular problems, respiratory failure, hallucinations, seizures, and, in extreme cases, death. Additionally, the unpredictable effects of these substances make them particularly dangerous. Individuals using synthetic drugs may develop a dependence, leading to addiction and a range of associated challenges.

SIGNS OF AN OPIOID OVERDOSE

Call 911 if you see someone who is:

- Unable to wake up or respond to you
- Breathing slowly or not at all
- Making gurgling, choking, or snoring sounds

California Virtual Academy

Parent's Approval, Student Waiver and Photo Release

Student First and Last Name: _____

The above said minor has my permission to participate in any CAVA-sanctioned activity for the school year 2025-26. This includes, but is not limited to, activities, outings, park days, testing and graduation ceremonies.

The undersigned parent and/or guardian assumes all risks in connection with the student's participation in any and all of the CAVA activities.

I, the undersigned, intending to be legally bound, do hereby for myself and heirs, executors, administrators and assigns, forever waive release and discharge the California Virtual Academy it's officers, employees and agents from all liability, claims or demands for any damage, loss or injury to the student, the student's property, or parent's property or to myself in connection with participation in these activities, unless caused by the negligence of the California Virtual Academy.

I do hereby certify that to the best of my knowledge and belief said minor is in good health. In case of illness or accident, permission is granted for emergency treatment to be administered. It is further understood and agreed that the undersigned will assume full responsibility for any such action, including payment of costs.

I attest and verify that said minor is physically fit and able to participate in school events and acknowledge that I am aware of the inherent risks in participating in any athletic event.

I hereby advise that the said minor has had the following allergies, medicine reactions or unusual physical condition which should be made known to a treating physician or which could limit participation:

_____

If none, please write "none" above.

_____ _____

Parent/Guardian/Participant Signature Date

_____ ( ) _____

Print Name Phone

_____

Address City State Zip Code

PHOTO RELEASE

☐ By initialing this box, I agree to allow California Virtual Academy the use of the said minor's picture. Pictures may be used on school or teacher websites, newsletters, Facebook page, blog, and/or Blackboard sessions. Full names will not be printed with pictures.

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www.caliva.org

The passage of SB 906 requires that schools provide the following notice.

Safe Storage of Firearms – EC 48986, 49391, 49392; Cal. Civ Code 29805, 1714.3

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in California Virtual Academy of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through grade 12 grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of Jan. 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #09

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Family Engagement Policy

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Fresno approve the Family Engagement Policy.

BACKGROUND: The Family Engagement Policy outlines how the school meets Title I, Part A family engagement requirements under the Every Student Succeeds Act, Section 1116. Developed with input from educational partners, the policy defines how the school and families will partner to support student success. It includes a school-parent compact that details shared responsibilities for helping students meet academic standards.

BUDGET IMPLICATIONS: There are no budget implications

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

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Leah Fellows
Director of Engagement and Community

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

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Simi Valley, CA 93065
Phone 805.581.0202
https://cava.k12.com

Parent and Family Engagement Policy, Title I, Part A[1]
June 2025

School administration with parents and family have jointly developed, mutually agreed upon, and distributed to the parents of children a written parent and family engagement district-level policy requirements (Every Student Succeeds Act [ESSA] Section 1116[a][2]) and school-level policy requirements (ESSA sections 1116[b] and [c]).

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Parents and family members are actively involved in the development of the Parent and Family Engagement Policy through a variety of ongoing opportunities for input and collaboration. The school is committed to ensuring that all information related to parental programs, meetings, and engagement opportunities is accessible to all families by providing it in formats and languages they can understand, including translated documents as needed.

The board-approved Parent and Family Engagement Policy is widely shared with families through ParentSquare, the school's communication platform. It is also presented during the annual Title I parent meeting and posted on the school's website, making it easily accessible to families and the broader school community.

The policy is reviewed and updated regularly with input during Educational Partner meetings, which include parents, community members, students, and staff. Throughout the year, additional input is gathered through surveys, school events (such as LC Coffee Chats and FTO meetings), and feedback mechanisms (e.g., info@caliva.org and direct emails to school leaders).

New input is collected consistently from students, families, staff, and community members through various channels, including meetings, surveys, and advisory groups. The leadership team then analyzes this feedback to identify key concerns, service gaps, and areas for improvement. This collaborative process ensures that the Parent and Family Engagement Policy remains responsive to the evolving needs and priorities of families and the school community.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

Parents, students and family members play an essential role in the development, review, and revision of the support and improvement plans. Their involvement is facilitated through structured, ongoing opportunities for engagement and input.

A Parent Advisory Committee, comprised of both parents and students, meets twice per year to review the Local Control and Accountability Plan (LCAP) and provide direct feedback to the Head of School. Additionally,

[1] Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA)

Educational Partner Engagement meetings are held throughout the school year, offering multiple forums for parents, families, students, teachers, staff, and community members to contribute to the planning process. A meeting is held in the spring to review the Parent and Family Engagement Policy and gather focused feedback. Families have the opportunity to share input, collaborate with staff, and suggest improvements. Feedback from this meeting helps guide updates to ensure the policy reflects the current needs and priorities of the school community.

To ensure broad representation, input is also collected through climate, community and LCAP surveys administered to students in grades 2, 5, 7, 9, and 11, as well as to families and community partners. Parents can also participate through school events like LC Coffee Chats and FTO meetings or submit feedback through designated email addresses such as info@caliva.org or by contacting school leadership directly.

Leadership teams review and analyze all feedback to identify key areas of need, service gaps, and opportunities for improvement. This information is used to revise goals and actions in the LCAP, such as implementing new mental health services, tutoring programs, or language supports. Resource allocation decisions are adjusted based on these priorities.

Throughout the year, student and parent input is also gathered through Student Government, ELAC, Parent and Family Engagement meetings, and the annual Title I meeting. These engagements ensure that the LEA Plan and improvement strategies reflect the real needs and priorities of the school community.

CAVA commits to closing the feedback loop by reporting back to families on how their input informed changes and by sharing progress through infographics, dashboards, and updates. This continuous improvement cycle ensures the plans remain responsive and effective in supporting all students, especially those requiring additional support.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

As a single-school LEA, all coordination, technical assistance, and capacity-building efforts related to parent and family engagement are centralized and specifically designed to meet the unique needs of the school community. Support staff are employed to develop meaningful goals, programs, and training opportunities aimed at enhancing student engagement and boosting student academic achievement and overall school performance.

Support staff serve as liaisons, reinforcing teacher efforts to strengthen the home-school connection and ensure consistent communication and collaboration with families. These staff ensure that parents have access to critical resources and services that directly support student success. A central figure in this effort is the Community Engagement Specialist, who builds strong connections with families by facilitating regular support sessions for parents, coordinating school events (both virtual and in-person), and providing families with timely updates and tools to stay involved in their student's education.

To further build family capacity in a virtual learning environment, the Onboarding Specialist offers targeted technical assistance. This includes training parents on how to effectively use the online school platform and navigate key educational tools, ensuring families are well-equipped to support their students.

The current LCAP, mid-year updates, and the School Accountability Report Card (SARC) are easily accessible on the school website. To support understanding, we provide visual resources, including infographics and the CA Dashboard, which clearly highlight key goals, actions, and outcomes throughout the LCAP development process.

In addition to live and in-person support, short, on-demand videos will be shared during the 25-26 SY that explain key topics such as the Local Control Funding Formula (LCFF), the LCAP process, how to give feedback, and how parent input shapes school planning. These videos are accessible anytime and serve as a flexible learning tool to ensure families can increase their understanding in meaningful ways on their own schedule.

Oversight of all parent and family engagement efforts is provided by the Director of Categorical Programs, who works with the Director, Engagement and Community to ensure the implementation of federally required activities, including:

Convening the annual Title I parent meeting to inform families about Title I programs and services.

Holding school meetings to discuss the school's Title I status and involve parents in the development and review of the Parent and Family Engagement Policy.

Collaborating with families to create and distribute the Parent and Family Engagement Policy and School-Parent Compact, which outline shared responsibilities for supporting student learning and outline the school's academic program.

While formal consultation with employers, business leaders, and philanthropic organizations is not yet a structured part of the process, the LEA remains open to building these partnerships and engaging external expertise to strengthen its parent and family engagement strategies.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

- Parent Surveys: Parents are invited to provide feedback regularly throughout the school year via surveys administered as part of the *Students First Check-In* program. These surveys gather insights on parent satisfaction, engagement opportunities, and perceptions of academic support.
- Individual Connections: Homeroom teachers engage in direct connections to students every 20 days. These individualized connections offer an opportunity for students to feel connected to their school, class, and teachers building a foundation for learning
- Parent conferences are held regularly across all grade levels.
- Graduation plans are shared each year beginning in 9th grade. HS counselors make sure that students review the grad plan once per year, but many counselors review them each semester to make sure they are on track.

- Policy Review by Educational Partners: The Parent and Family Engagement Policy is reviewed annually with educational partners, including parents, teachers, and staff. Feedback gathered from these reviews will inform updates to the policy, ensuring it remains responsive to the needs of students and families.

This multi-pronged approach ensures the LEA remains responsive to family feedback, continuously refines engagement practices, and upholds its commitment to improving academic outcomes for all students.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

In Spring 2025, input was gathered from families and community partners through the Family Engagement Survey, Community Feedback Survey, and Parent and Family Engagement Meetings. This feedback was vital in assessing the effectiveness of current practices and identifying opportunities to strengthen parent participation.

Analysis focused on key areas such as events and activities, desired programs and supports, and communication. Overall feedback was positive, with families expressing appreciation while also offering thoughtful suggestions for improvement.

As a result, several strategies have been implemented to enhance school-family connections:

- Continued multilingual communication and translated resources
- Alignment of school activities and events to include
    - More local events and educational field trips
    - Social events with classmates to build connections
    - Grade-specific activities like high school dances, prom, or Tk/Kindergarten specific activities
    - Scheduling to avoid class-time conflicts
    - Encouraging increased participation from students, families, and staff to foster a strong sense of connection.
- Visual resources to explain important processes like LCFF and LCAP
- Ongoing efforts to improve clarity, consistency, and timeliness of schoolwide and direct communication (emails, texts, and phone calls).
- Additional and targeted onboarding and training sessions to support families in navigating the online platform
- Additional attendance support
- Increase direct communication (phone calls, one-on-one meetings) on student progress).
- Clearer access to course materials with new online school platform
- Improved survey collection tool

CAVA remains committed to using feedback to ensure that the Parent and Family Engagement Policy is inclusive, responsive, and meaningful for all families.

Parents and family members who are economically disadvantaged identified the following barriers:

- Timely technology support.
- Reliable internet.
- Parent education and support workshops, especially for technology and curriculum.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence-based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E])

In addition to the changes outlined above,

- Adding Science Camp for rising 8th graders focusing on NGSS standards.
- Improve outreach to increase ISP reimbursement awareness and reduce verification delays.
- Increase staff to better support more MKV students.
- Increase attendance staff support due to enrollment growth.
- Compass team to enhance targeted family follow-up and onboarding support.
- Offer after-hours courses in Geometry, Literature, Grad support, and A-G credit recovery.
- Compass will offer additional parent workshops parent connections focused on technology.
- Increase family awareness of the individualized, student-specific interventions available.
    - All students in need of support can access research-based strategies targeted to their areas of struggle.
    - A variety of support levels and specialized staff are in place to provide effective interventions.

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, revising, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in (ESSA Section 1116[a][2][F]) ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

As a schoolwide Title I school, with more than 40% of students meeting the eligibility criteria, all parents and family members are included in the process of developing, reviewing, and revising the Parent and Family Engagement Policy by providing multiple avenues for meaningful engagement, including invitations for parents to participate in Educational Partner Engagement meetings. These meetings serve as collaborative forums where school policies, including the Parent and Family Engagement Policy, are discussed and reviewed. Additionally, parents are encouraged to share input through surveys, helping ensure that the policy reflects the needs and perspectives of our diverse school community.

To further support inclusive and accessible engagement, in the 25-26 SY a new survey collection system will be implemented that allows families, students, and staff to share anonymous feedback via text, audio, or video submissions in their preferred language. This system is easily accessible through QR codes and links embedded in communication platforms such as ParentSquare, our schoolwide communication platform. The system identifies key themes—such as barriers to attendance or engagement—helping the school respond with targeted solutions and track the effectiveness of those strategies over time. This multi-modal, responsive approach ensures that parent input meaningfully informs the development and revision of engagement policies in alignment with ESSA Section 1116.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

Parents and family members of students can help revise the school's Parent and Family Engagement Policy by attending an LCAP Parent Advisory Committee meeting, participating in an educational partner meeting, or providing feedback through a survey.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

The annual meeting is held online in Zoom by the Director of Engagement and Community or designee.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, childcare, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The annual meeting is offered multiple times online, and a recording is made available to parents afterward with follow-up documents and resources. A survey is also provided so parents can give feedback, even if they are unable to attend a live session. The meeting is translated into Spanish.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan (LCAP) under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

The school engages parents and family members of students through virtual meetings and surveys. In addition to the LCAP Parent Advisory Committee, the school organizes Educational Partner Engagement meetings. These inform families about funding and gather their feedback. For parents unable to attend, surveys are distributed. Parents can also submit feedback through the community in box info@caliva.org.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116[c][4][A-C]):

Parents and family members receive timely and comprehensive information about these programs and their child's academic progress. Communication includes details about Title I requirements, the curriculum in use, the

challenging State academic standards, and the State and local assessments used to measure student achievement.

Teachers conduct regular check-ins with parents to review student progress, including sharing Star 360 assessment results, instructional level assignments, and guidance on how to track academic performance through the online learning platform. Progress reports are provided at Quarter 1 and Quarter 3, and report cards are issued at the end of Semester 1 and Semester 2.

Leadership teams communicate updates on State standards, academic expectations, and testing requirements, helping to foster strong partnerships with families and maintain transparency.

Opportunities are provided for parents to attend regular meetings to offer input, share suggestions, and participate in decisions related to their child's education. Suggestions are addressed as promptly as possible to ensure meaningful engagement.

The Parent and Family Engagement Policy was developed jointly and agreed upon with parents and family members of participating students. This policy is distributed annually to ensure all families are informed of their rights and opportunities for involvement.

April Warren, Head of Schools

Name and Title of Authorized Official

Signature of Authorized Official

June 26, 2025

Date

California Virtual Academy
Home-School Compact

California Virtual Academy provides an individualized standards-based education for students in the state of California. Our team of hardworking, highly qualified staff works as partners with parents to provide an innovative and challenging education that focuses on traditional instructional models to promote mastery of the California Content Standards. California Virtual Academy believes parents are integral in the acquisition of knowledge, and works to strengthen family values, promote character, and provide skill mastery using technology and the Stride K12 curriculum.

SCHOOL COMMITMENTS

To support achievement goals, the school staff commits to the following:

- Inform parents of the instruction and interventions in place that will enable students to meet proficiency levels in reading, writing, and/or math.
- Provide a positive, safe, and effective online learning environment for all.
- Provide information for parents through weekly classroom newsletters and offer information on how they can support their child's learning at home.

To support effective, ongoing communication between the school and home, the school staff commits to the following actions:

- Provide learning coach with resources so is responsible to ensure the child is participating appropriately in the instructional program.
- Participate in communication activities, including, but not limited to, phone calls, email, and meetings.

PARENT COMMITMENTS

To support achievement goals, we ask that parents commit to the following:

- Ensure that my child gets enough sleep each night, provide nutritious meals, and encourage regular exercise.
- Set high expectations for his or her academic achievement.
- Attend school events, workshops, and meetings, when appropriate.

To encourage effective, ongoing communication, we ask parents to commit to the following actions:

- Respond to emails, phone calls, or be willing to participate in online meetings with school staff.
- Initiate communication with school staff when there is a concern or question.
- Communicate with teachers and school staff in a calm and respectful manner.
- Attend school events, meetings, and workshops and ask questions, share ideas with other parents and offer suggestions for how the school can improve opportunities for student success.

B.E.A.R. Behavior Expectations

B.E.A.R. behavior expectations help students succeed by showing them exactly what positive behaviors look like. These shared school-wide expectations create consistency across classrooms, allow teachers to focus on supportive guidance rather than just correction, and ensure that classroom rules connect to our school's core values. This approach helps your child understand how to thrive in our school community. Our expectations include: ***B****e Responsible,* ***E****ngage in Your Learning,* ***A****im for Success, and* ***R****espect All.*

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

APPROVED

BOARD REPORT #10

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: K-2 Universal Dyslexia Screener

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at Fresno approve the following proposal for a K-2 Universal Dyslexia Screener.

BACKGROUND:
Education Code Section 53008 requires schools to screen pupils for risk of reading difficulties, including dyslexia. The California Department of Education recently released the approved list of screening instruments for assessing students at risk of reading difficulties for grades Kindergarten through 2nd grade. A team consisting of our TK-2 Director, Director of Intervention and Special Program, Reading Specialist, and Curriculum Specialist evaluated the four approved screening instruments and determined that mClass with DIBELS by Amplify would best meet our students' needs in our setting.

BUDGET IMPLICATIONS:
The cost for this program would be $24,000 but the funding would be covered fully by the Literacy Screener Professional Development (PD) Block Grant for the 25-26 SY.

RECOMMENDATIONS:
It is recommended the Governing Board:

1. Approve the use of mClass with DIBELs to be used as our required Universal Dyslexia Screener.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Suzanne McCarty
Tk-2 Elementary Director

PRESENTED BY:

Victoria Nelson
Director SEL, Prevention & Intervention

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:** Casey Robinson **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #11

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

June 25, 2025

SUBJECT: Parent Student Handbook for 2025-2026 School Year

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Fresno approve the Parent Student Handbook for the 2025-2026 School Year.

BACKGROUND: The Parent Student Handbook has been updated to reflect revised processes and policies in a new format. This annual update ensures accurate dates and current information while providing clear guidance to students and families on school procedures, expectations, and policies. These revisions are essential for conveying necessary information to the school community and maintaining clarity on all school policies and procedures.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended the Governing Board:

Review and approve the Parent Student Handbook Updates.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Victoria Nelson
Director, SEL, Prevention and Intervention

PRESENTED BY:

Victoria Nelson
Director, SEL, Prevention and Intervention

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

Key Changes to PSHB 2025-2026

Here is an overview of the key changes implemented for the 2025–2026 school year.

Redesign
This year's handbook underwent a comprehensive redesign focused on three primary objectives:

- creating a streamlined structure by merging the separate elementary, middle, and high school sections into one unified document
- summarizing lengthy board-approved policies with concise overviews and links to full policies online
- establishing consistent language and formatting throughout all sections to improve usability for families.

Please note that due to the extensive nature of this redesign, this summary covers the most significant changes rather than every revision. Many updates involved formatting adjustments, minor wording clarifications, section reorganization, and language alignment across departments.

New and Updated Policies
Several policies were either newly added or significantly enhanced to ensure compliance and better serve our families:

Compliance-Driven Additions: We added a Safe Storage of Firearms Policy to meet California Ed Code 49390–49395 and SB 906 requirements, a comprehensive Prevention of Sexual Misconduct and Abuse policy detailing procedures and student protections, and a Response to Immigration Enforcement Policy to comply with AB 699 and protect student rights.

Enhanced Academic Policies: The Suspension and Expulsion Policy is now clearly articulated in the appendix as a board-approved policy. We expanded our Foster Youth Support Policy and included it in the formal policy appendix. The Concurrent Enrollment Policy, previously a brief mention, is now a comprehensive standalone policy detailing eligibility and process. Our new Promotion, Acceleration, and Retention Policy provides clear guidelines with added provisions for students with disabilities.

Operational Improvements: A new Grade Appeal Policy establishes formal procedures with timelines and a multi-level review process. The Enrollment and Attendance section now provides greater clarity on maintaining enrollment, including residency verification and expectations during out-of-state travel. Class Connect Expectations now include explicit live instruction requirements differentiated by grade level. Our Grading Policies section consolidates grading expectations and the grade appeal process for TK–12 in one cohesive policy.

Role Clarification: We've clearly defined the roles and responsibilities for parents, learning coaches, students, and administrators to ensure everyone understands their part in student success.

The redesigned handbook serves as a more accessible and comprehensive resource while maintaining the thoroughness our families need.

Parent Student Handbook

California Virtual Academy

2025 - 2026

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WELCOME

Welcome to California Virtual Academy (CAVA)

We're excited to welcome you to our school community. This handbook, created with input from students and families, serves as your guide to understanding the expectations and partnerships that make our school successful. CAVA represents a unique model of public charter education, where strong, two-way communication is essential. Since much of our collaboration occurs remotely, students, families, and teachers must actively engage together to ensure success. Through years of experience, we've learned that consistent interaction, clear expectations, and shared accountability create the foundation for both academic achievement and a thriving school community built on trust and respect. This handbook reflects those values and serves as your first step toward building meaningful connections, supporting learning, and becoming part of our welcoming community.

If you have any questions or need support during the school year, please don't hesitate to contact our school office. We'll be happy to direct your call to the appropriate member of our administrative team.

California Virtual Academy
50 Moreland Dr.
Simi Valley, California 93065
https://cava.k12.com/
Tel: (805) 581-0202
Fax: (805) 581-0330

California Virtual Academy does not discriminate based on age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, foster status, ancestry, or marital status, in any of its policies, procedures, or practices. Concerns or questions can be directed to April Warren, Head of School.

For the purposes of this handbook, the term 'parents' includes the legal guardians and individuals with educational decision-making rights.

The California Virtual Academy: An Overview

CAVA is a network of nine public charter schools serving students across California. Each school provides tuition-free education for students in grades TK–12, and serves students residing in the county in which its charter is authorized and students in neighboring counties. As of today, CAVA supports students in 45 of California's 58 counties, and we look forward to the day when we can serve families in every county across the state. All CAVA schools are public charter schools, funded by state tax dollars and governed by California charter school law, independent study regulations, and applicable federal education laws.

A Board of Directors oversees each school, and it is made up of parents and community members who are deeply committed to expanding educational opportunities for California students. The Board has entered into an agreement with K12, a Virginia-based educational services provider, to supply curriculum and related academic support services.

Parents can review our School Accountability Report Card by visiting the Public Notices section of our website: **https://cava.k12.com/about-our-school/public-notices/** Printed copies are available upon request through the CAVA office.

Our school office is located in Simi Valley, California. Some members of the administrative team work from this office, while others work remotely. Apart from our school office, we do not operate physical school sites. Teachers work from home and typically reside within driving distance of the students they serve, helping to foster a sense of local community and personal connection.

School Calendar for 2025 - 2026

First Day of School	**August 14, 2025**
Labor Day	**September 1, 2025**
Columbus Day	**October 13, 2025**
End of Quarter 1	**October 17, 2025**
Veteran's Day	**November 11, 2025**
Thanksgiving Break	**November 21 – 28, 2025**
Winter Break	**December 22, 2025 – January 2, 2026**
School Resumes	**January 5, 2026**
End of Quarter 2/Semester 1	**January 16, 2026**
Martin Luther King's Day	**January 19, 2026**
Teacher In-Service Days *(non student instruction)*	**January 20 – 23, 2026**
First Day of Semester 2	**January 26, 2026**
End of Quarter 3	**March 27, 2026**
Spring Break	**April 3 – 10, 2026**
CAASPP Testing (State Testing)	**April 27 – May 29, 2026**
Memorial Day	**May 25, 2026**
Last Day of School	**June 5, 2026**

SCHOOL MISSION AND VISION

Our Mission Statement

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Our Vision Statement

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

Our School Priorities

Our school-wide purpose centers on three interconnected priorities: Engage, Connect, and Grow. Engagement leads to meaningful connections among students, families, teachers, and staff. These relationships strengthen our community, create a positive learning environment, and establish the foundation for academic growth and achievement.

Our B.E.A.R. Behavior Expectations

Our B.E.A.R. behavior expectations help your child succeed by showing them exactly what positive behaviors look like. These shared school-wide expectations create consistency across classrooms, allow teachers to focus on supportive guidance rather than just correction, and ensure that classroom rules connect to our school's core values. At our school, we believe that clear behavior expectations and strong connections are the foundation for student success. Our expectations include: ***B**e Responsible, **E**ngage in Your Learning, **A**im for Success, and **R**espect All.*

Our Staff Collective Commitments

Our staff is collectively committed to:

- Facilitate meaningful connections & partnerships between students, parents, and all California Virtual Academies 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

CAVA School-Wide Learner Outcomes

California Virtual Academies are schools where we Engage, Connect, and Grow.
CAVA Students are Engaged Learners who:

- Grow academically in the areas of Mathematics, Reading, Language Arts, and Writing;
- Integrate effective technology and multimedia resources to expand their knowledge base and enhance their commitment to lifelong learning;
- Take an active role in their education and decision-making to increase self-sufficiency by developing lifelong learning skills.

CAVA Students are Critical Thinkers who:

- Are exposed to grade-level curriculum and master essential standards;
- Express concepts and ideas in a variety of forms, demonstrating a depth of knowledge and understanding;
- Graduate on time, are college/vocational ready, and prepared to be contributing members of society.

CAVA Students are Global Citizens who:

- Appreciate the value of diversity;
- Demonstrate an awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century.

EXPECTATIONS

Enrollment

Our student enrollment process is designed to help families fully understand our mission and the unique aspects of virtual learning. We encourage prospective families to attend an online parent information session to learn more about our program before enrolling. During the enrollment process, families also have the option to speak with a member of the enrollment team to gain a deeper understanding of our virtual learning environment, school programs, and student-teacher interactions. To connect with a staff member or to view a list of live online or on-demand parent information sessions, please visit https://cava.k12.com, call us at (805) 581-0202, or email us at

info@caliva.org.

California Virtual Academy does not discriminate based on a student's actual or perceived: race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity, gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other protected characteristic under federal or state law. We are committed to providing a free and appropriate public education (FAPE) to all enrolled students.

To enroll, students must meet the enrollment requirements. Additionally, all students under the age of 18 must have a designated adult, known as a "Learning Coach," who supports and supervises them throughout the school day. Learning Coaches play an essential role by partnering with teaching staff and ensuring the student meets all academic requirements. Fluency in English is not a requirement for Learning Coaches.

Questions regarding the status of your enrollment should be directed to the school office. Upon enrollment, the school will request IEP documentation from families with students who have received services under the Individuals with Disabilities in Education Improvement Act. However, enrollment will not be delayed or postponed if it is not provided. A member of the Special Education department will contact you to ensure the proper placement of your student in our program.

Concurrent and dual enrollment in another public or private school is prohibited and will result in withdrawal. This does not include school-approved college-level coursework. Please refer to the enrollment requirements and the Concurrent Enrollment Policy.

Fees

The Governing Board of California Virtual Academy recognizes its responsibility to ensure that all students have access to the materials, instructional equipment, and resources necessary to fully participate in the educational program. This includes items such as computer peripherals, assistive technologies, and course-related supplies, with the exception of commonly available household or home office items.

Students will not be required to pay any fees, deposits, or other charges for participating in educational activities that are essential to the instructional program. If a student or parent believes that an impermissible fee or charge is required, they may contact the school administration or file a complaint through the school's Uniform Complaint Procedures.

Enrollment Requirements

We are a full-time independent study program serving students in grades TK–12 who reside within the counties CAVA supports. We utilize the K12 curriculum to deliver a high-quality, standards-based education in a virtual environment.

Enrollment is completed online and is not finalized until the Independent Study Master Agreement (ISMA) is signed by the parent, teacher, and student. For support during the enrollment process, please visit https://cava.k12.com , call us at (805) 581-0202, or email info@caliva.org.

To enroll a child in CAVA the parent must:

- Complete the online application and provide the required documents to the office within 30 days.
- All information on the application must be true and correct. If misrepresentations are made, or incorrect information is provided, the application will be deemed as not meeting the requirements of the school and may result in the revocation or halting of enrollment.
- Ensure the student is only enrolled in CAVA and not concurrently enrolled in another school, public or private. College-level coursework requires pre-approval. Refer to the concurrent enrollment policy.
- Provide a responsible adult as the learning coach who agrees to continuously supervise and engage in the academic support of the student during regular school hours.
- Have a working phone number, email account, and internet access at all times while enrolled.
- Ensure that the student is in good standing with the previous school district.
- Understand and agree that students will be enrolled in their age-appropriate grade level unless the previous school has officially approved retention or double promotion.
- Understand and agree that the student's educational program will be at the direction of the assigned teacher(s), and lessons provided by the teacher(s) must be completed in the manner and within the timeframes assigned.

To maintain enrollment, the parent agrees to:

- Be responsible for ensuring that the child is attending school (actively engaged and completing assigned lessons) for 4-6 hours per day (varies by grade level) including attending required live instructional sessions and in-person assessments, as assigned, and abides by all enrollment requirements.
- Inform school of any changes in contact information within 48 hours (email, phone, and physical address)
- Attend all scheduled meetings (phone, in-person, and online) with teachers or staff; meeting requirements vary in manner, frequency, and duration based on the grade and student's needs.
- Ensure students participate in face-to-face conferences with teachers and school staff, via in-person meetings or two-way video conferencing, which requires a webcam.
- Be available during regular school hours 8:30-4:00 M-F, to meet with teachers and staff.
- When work is completed offline, maintain a learning log that will be provided to the teacher upon request, adhering to the attendance policy.
- Abide by the official school calendar.
- Ensure the student resides in California and request and receive approval for a travel plan from the teacher two (2) weeks before any extended family travel out of the state (more than one week/5 school days).
    - Voluntary travel will not be considered as a reasonable excuse to justify missed assignments and/or lack of satisfactory progress. If it is determined that a student is traveling outside of the state without informing the school, any synchronous instructional opportunities that are limited by credential, license, and/or certification will immediately cease and a meeting will be held to determine whether it is in the best interest of the pupil to remain enrolled.
    - CAVA reserves the right to investigate any student residency when it appears that a student is enrolled who is not a resident of the county that the charter school serves.
- Submit completed assignments and work samples to the teacher by the assigned due dates.
- Ensure the child is participating appropriately in the instructional program which may include:
    - Completing and submitting all assigned work.
    - Participating in live Class Connect sessions.
    - Attending and completing all assigned assessments (in-person and virtual).
- High school students must maintain a course load of at least 6 content courses and the Online Learning course per term. Students who will graduate in the current school year (not including summer) can be

approved to take a minimum of 4 content courses and the Online Learning course per term if additional courses are not needed to meet graduation requirements.

- Work in partnership with the assigned teacher(s) to identify and support the student when academic issues arise.
- Make the student available for federal and state testing as assigned.
- Respond to all calls and emails from the teacher or staff within 48 hours via phone or email and complete all documents as requested.
- Treat teachers and staff with respect. This includes but is not limited to:
    - Refrain from using rude language (including profanity, yelling, or badgering).
    - Refrain from threatening teachers and staff.

Failure to meet the requirements listed above may indicate that an independent study program is not the appropriate placement for your student and may result in your student's withdrawal. If a student is withdrawn for failing to meet the enrollment requirements, the student will not be able to re-enroll in the California Virtual Academy for the remainder of the current academic year and one academic year following.

Parents retain all rights under CA education code 60615: "Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to this chapter shall be granted." Questions regarding this or other California Assessment of Student Progress and Performance questions can be directed to testingquestions@caliva.org.

Admission

Age Requirements for Transitional Kindergarten (TK), Kindergarten, and First Grade

- Transitional Kindergarten (TK) Enrollment: Children who turn 4 years old before September 1 are eligible to enroll in Transitional Kindergarten.
- Kindergarten Enrollment: State law requires that children must be 5 years old on or before September 1 to enroll in Kindergarten.
- 1st Grade Enrollment: To enter 1st grade, a child must be 6 years old on or before September 1 or must have successfully completed one year of Kindergarten.

Grade-level Placement

Students will be admitted into the grade level based on their age or previous public school records. CAVA does not retroactively retain or double-promote students upon enrollment.

Admission of Students Who Qualify for Special Education Services

It is understood that no student who qualifies for special education services under the Individuals with Disabilities in Education (IDEA) shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan (IEP).

Attendance

Attending school is critical to student success. Attendance is documented by completing assigned lessons daily in the online school platform, attending required live Class Connect sessions, or submitting an offline work log for any work completed offline on each school day.

Each day, students are expected to log into the online school using their student account to complete lessons and attend live Class Connect sessions as assigned by the teacher. This activity is documented automatically in the

system and indicates engagement in school for that day. Days with zero (0) activity minutes recorded are the same as notifying us that your child was absent that day.

When the student completes work offline, the parent/learning coach must complete a school-supplied attendance log survey as specifically directed by their assigned teacher, for each day of pre-approved offline work without accompanying online work. Attendance Advocates will email a request for an attendance log survey for any date on which the system has recorded zero (0) minutes of activity. The assigned teacher may request that the offline work notated on the attendance log survey be submitted to him/her. If an attendance log survey is not submitted, the teacher will not credit the student with attendance for that school day.

At the end of each learning period, the teacher evaluates the work or work products completed by the student and determines how many attendance days can be credited for the learning period. If the student did not complete all the required lessons in a learning period, and/or attend their assigned live instruction sessions, the teacher may reduce the number of attendance days the student is credited. The teacher will notify the parents if attendance is removed. Parents and students should contact their teacher(s) with specific questions regarding which assignments are to be completed for each learning period.

The following are examples of acceptable reasons for not logging attendance in the online school:

- Student illness – no more than three consecutive days. A doctor's note is required if the student is absent for more than three consecutive days.
- Religious reasons
- Funeral – Attending funeral services for a member of a student's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.

Should the student not attend school for one of the above-noted reasons, the parent must submit written verification to his/her General Education teacher or guidance counselor for the absence to be excused. Unexcused absences may result in the student's non-compliance with the school's enrollment requirements. Refer to the non-compliance policy for details concerning actions related to non-compliance.

While attendance credit may not be earned retroactively, students with excused absences will not have their grade reduced or lose academic credit if assignments and tests that can reasonably be provided are completed within a reasonable period of time. Excused absences include, but are not limited to: illness, medical appointments, quarantine, funeral services for immediate family, court appearances, and other justifiable personal reasons approved in advance. (Education Code 48205) Students must work with their assigned teacher to complete and submit make-up work during the applicable learning period.

Absences from school interfere with the academic achievement of your child. Students who are absent three or more school days in an attendance period, or five or more cumulative days, or have missed two assignments (as defined in the non-compliance policy below) are subject to an evaluation to determine whether it is in their best interest to remain in independent study. In these cases, the administration may deem that enrollment is not in the best interest of the student, and the student may be subject to withdrawal.

Non-Compliance Policy

We partner with families to support the education of every student enrolled in our school. For this partnership to be effective, students and their families must actively participate and consistently meet our enrollment requirements.
Indications that a student is not actively participating in our program include non-attendance (three or more days), missing or refusing to schedule meetings, being unable to contact, missing daily assignments, not logging into the online school daily, not attending live sessions as assigned, not maintaining satisfactory educational progress and not meeting additional enrollment requirements. For purposes of this policy, a student missing the equivalent of

three or more school days' worth of work in an attendance period will be found to have "one missed assignment." Students who have two attendance periods with "one missed assignment" will be found to have "missed two assignments" and will be evaluated as to whether it is in the student's best interest to remain in independent study. Parents will be informed of this policy as part of the Independent Study Master Agreement signed annually. A student missing two school appointments will be considered to have "missed two assignments" and will be evaluated as to whether it is in the student's best interest to remain in independent study. Parents will be informed of this policy as part of the Independent Study Master Agreement signed annually.

For this policy, satisfactory educational progress is defined as attending live class sessions, completing assignments/assessments on time, passing courses, and progressing towards successfully completing courses or standards, as determined by the supervising teacher.

The evaluation shall occur during an evaluation conference, which the principal or designee shall conduct. The principal or designee shall notify the parent or adult student of the evaluation conference. A school appointment may include conferences, classes, tutoring, testing appointments, special education meetings, etc.

In these instances, the school will:

- Contact the family by phone and email, requesting a resolution within 48 hours.
- If there is no resolution, additional attempts will be made to contact the family again by phone, and an email will be sent requesting a resolution within 48 hours.
- If the issue is not resolved, the administration is notified, and a letter is emailed and sent to the student's address on file notifying the family that an evaluation conference, as outlined below, shall be held to determine whether or not independent study is in the best interest of the student.

Teachers are required to document each step of this process in detail and with accuracy. This includes the date and time of attempted contact, the phone number and email used, and the reason for contact.

Withdrawals

If a parent (or an 18-year-old student) chooses to withdraw from the school, they must notify the student's assigned teacher. The teacher may schedule a final conference to ensure that academic and attendance credits are properly recorded. During this meeting, the parent must submit all completed student work since the last conference.

An exit survey must also be completed to inform the school of the students' next educational placement. Return shipping labels for all loaned materials, including computer hardware, will be sent within 2–3 weeks of the withdrawal notice.

Independent Study Master Agreement (ISMA)

California independent study regulations require that any student enrolled have a signed Independent Study Master Agreement (ISMA) on file each year of enrollment. The student, parent, and assigned teacher(s) must sign the ISMA. If a learning coach other than the parent is responsible for instruction, they must also sign the ISMA. Please work with your teacher(s) to ensure the ISMA is signed promptly. Failure to submit a signed ISMA before the start of each school year will result in withdrawal from the program, in accordance with state requirements.

K12 Curriculum

Students use the K12 curriculum as their core academic program. Developed and maintained by K12, this curriculum has been selected for its high quality and alignment with, often exceeding, the Common Core State Standards. For grades TK–8, the curriculum includes six core subjects: Math, Language Arts, Science, History, Art, World Language (2nd - 8th), and Music, with over 600 lessons available per grade level. Additional subjects and a

broader range of course offerings are available at the high school level. Instruction combines online lessons with offline materials such as math textbooks, manipulatives, and workbooks. To learn more about the K12 curriculum, please visit www.k12.com.

Online School Platform

The online school platform is an essential part of our program. It serves as a portal for parents and students to:

- Access daily assignments and course materials
- Track student progress and grades
- Communicate with teachers via email
- Submit student work
- Participate in live and recorded instructional sessions
    - Teachers will assign sessions that are required, which will be noted on the student's quarterly assignment path.

Access Requirements:

- An internet connection via an Internet Service Provider (ISP) is needed
- New families create login credentials during enrollment
- Returning users continue with their existing username and password

Learning Coach/Observer Account Set-up

Our school refers to the trusted adult who works alongside students during the school day as their Learning Coach. However, you may see the term "observer" in the online school. Please be aware that those terms mean the same thing. Once a student is approved for enrollment, the Learning Coach (LC) will receive a registration email from registration@k12.com to complete the account set up process. This email is usually received within 48 hours after a student has been approved and includes all the information needed to complete the account set up process. For support please visit https://www.help.k12.com/

Student Account Set-up

Immediately after setting up the Learning Coach account, you will be prompted to create your student account. This step is extremely important, as schoolwork can only be completed in the student account. All students, regardless of grade level, are required to have an online student account. For support please visit https://www.help.k12.com/

Classroom Teacher Assignments

We make every effort to honor parent requests for classroom teacher assignments. If you have a special request or circumstance, please reach out to your principal.

- Parent-Teacher Assignments: Children will not be assigned to a classroom where their parent is the teacher unless no other qualified teacher is available.
- Teacher Assignments Across Schools: In some cases, a student may receive instruction from a teacher at a different CAVA school than their school of enrollment.

Virtual Classroom

Class Connect (CC) Sessions

The virtual classroom connects students and teachers in real time, creating an interactive learning environment that extends beyond the physical classroom. It engages students of all ability levels and supports collaboration and instruction aligned with K12 curriculum and Common Core standards.

Teachers lead a variety of instructional sessions and hold office hours to support students and learning coaches. Refer to the Code of Conduct and Digital Citizenship Guidelines for behavior expectations. Class Connect sessions are recorded for educational use, such as lesson review, test preparation, and teacher development.

Safety and Monitoring

In compliance with Children's Internet Protection Act (CIPA), the school will:

- Use internet filters to block inappropriate content (obscene material, child pornography, harmful content).
- Supervise online activities to prevent unauthorized access and unlawful online behavior.
- Prevent unauthorized disclosure of students' personal identification information.
- Technology protection measures may be disabled by authorized staff for bona fide educational purposes.

Special Education

A full continuum of special education supports and services in accordance with federal and state laws. Services are delivered based on each student's Individualized Education Program (IEP) and may include general education placement with added support, alternative curriculum, or specialized placements such as Special Day Classes, Non-Public Schools (NPS), or Residential Treatment Centers (RTC), as outlined in the IEP.

The school identifies and serves eligible students under the Individuals with Disabilities Education Improvement Act and the California Education Code. Parents who suspect their child may have a disability should speak with the child's general education teacher. For students already receiving special education services, concerns should be directed to the child's special education case manager.

Child Find

We diligently strive to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in the Individuals with Disabilities Disabilitiy Act (IDEA), includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury.

The process of identifying, locating, and evaluating these children is referred to as Child Find. As a public charter school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. To comply with the Child Find requirements, the school will implement procedures to help ensure that all students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated, including students with disabilities who are homeless or students who are wards of the state. (California Education Codes 56300-56304, 34 CFR 300.111, 20 U.S.C. 1412(a)(3))

Related Services Transportation

Every student's Individualized Education Program (IEP) team will determine the need for special education and related services. Transportation is considered a related service and is required to be provided if it is necessary to assist a child with a disability to benefit from special education. Also, as required for any special education program, the service must be provided to meet the criteria for a free, appropriate public education. If you have questions or concerns regarding your child's transportation needs as they relate to his or her IEP, please contact your special education case manager.

For further support, contact:
Director of Special Education
Cassandra Marietta
camarietta@caliva.org
50 Moreland Rd.
Simi Valley, CA 93065

State Testing

Students participate in the following state standardized tests:

CAASPP: Grades 3-8 and 11
PFT: Grades 5, 7, and 9
CAST: Grades 5, 8, and 11/12
ELPAC: Annual testing for English Learners

Students in grades 5, 8, and 11/12 complete the California Science Test. High school students must be in their second year of science for the test. The ELPAC assesses the English proficiency of non-English speaking students until they are reclassified as Fluent English Proficient.

Testing is conducted virtually (if allowed) for most students. For some students, where the testing accommodations do not allow virtual testing, it will be conducted in person. The testing schedule is shared in the school calendar, and parents must ensure students are available for testing. Travel plans during the testing window will not be approved. The state testing online platform cannot be accessed outside of California, thus it is critical that all students reside in California during the school year. Traveling outside of California for any length of time should be approved by your student's teacher, but will not be permitted during the state testing period.

Federal and state laws mandate a 95% participation rate in testing, and failure to meet this rate may result in penalties for our school. Test results are distributed promptly to parents and teachers.

For students with disabilities or English learners, accessibility resources such as universal tools, designated supports, and accommodations are provided as needed.

There are four different categories of student accessibility resources:

- Universal tools are available to *all* students based on student preference and selection.
- Designated supports are available to *all* students when determined for use by an educator or team of educators (with parent and student input, as appropriate) or specified in the student's individualized education program (IEP) or Section 504 plan.
- Accommodations must be permitted on CAASPP tests to all eligible students if specified in the student's IEP or Section 504 plan.
- Unlisted resources are non-embedded and shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

For further details, visit the California Department of Education (CDE) at **CDE Assessment Support.** For testing support, contact **testingquestions@caliva.org**

English Language Development

The English Language Development (ELD) Department supports English Learners (ELs) in gaining English proficiency and meeting academic standards through a high-quality instructional program. The school's ELD program is a Structured English Immersion (SEI) program - a language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for students who are learning English.

All ELs receive both Integrated and Designated ELD instruction.

- Integrated ELD is embedded throughout the school day and across all subjects, focusing on helping students access academic content while supporting language development.
- Designated ELD is provided during a dedicated time and targets English language skills, reading, writing, listening, and speaking, based on each student's proficiency level.

Designated ELD classes are small, goal-focused, offered online for K–12th grade, and aligned with California ELD standards. Attendance in these classes is required. English Learners are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches the board-approved Reclassification to Fluent English Proficient (RFEP) requirements.

Multi-Tiered System of Supports (MTSS)

The Multi-Tiered System of Supports (MTSS) is a school-wide, data-driven framework designed to support the whole child; academically, behaviorally, socially, and emotionally. It ensures all students have equitable access to learning by using a structured approach to identify needs and deliver the right support at the right time.
At its core, MTSS includes:

- Tier 1: High-quality instruction and support for all students.
- Tier 2: Targeted interventions for students needing additional support.
- Tier 3: Intensive, individualized interventions for students needing significant support.

Key components of MTSS include the use of universal screeners to identify students needing different levels of support, a multi-level intervention system, data-based decision-making, and regular progress monitoring to assess student growth and the effectiveness of interventions.

Each grade-level department has a dedicated MTSS team responsible for identifying students who need intensive support, diagnosing the causes of academic or behavioral struggles, selecting appropriate interventions, and tracking progress. These teams adjust support plans as needed to help students succeed.

Student Study Team

The Student Study Team (SST) is also available to families and staff to address academic or behavioral concerns. The SST brings together parents, teachers, and support staff in a collaborative meeting (via web or phone) to develop interventions, supports and strategies tailored to a student's individual needs. This process helps ensure students are supported in the general education setting whenever possible. Parents with concerns about their child's academic progress or behavior should contact their child's teacher to begin the process.

Code of Conduct

The Code of Conduct sets expectations for student behavior, digital citizenship, and appropriate use of school technology. It also outlines procedures for addressing misconduct in accordance with California law (Ed Code 32282, 35291, 35291.5, and 48980). Students are responsible for following these guidelines whenever participating in school activities or using school-issued resources.

The school prohibits discrimination, harassment, intimidation, and bullying in all school activities, including online interactions, in accordance with the Safe Place to Learn Act (Ed Code 234.1). As a diverse community of learners, students are expected to work together with civility, tolerance, and respect, creating an environment that fosters academic inquiry without distractions.

A "classroom" in the virtual school context includes, but is not limited to:

- Virtual classroom sessions
- Class Connect and other online meeting rooms
- Online discussion boards
- School outings or other in-person events
- Any school community spaces

Digital Citizenship and Virtual Classroom Guidelines

Students are expected to follow these guidelines:

- Use kind and respectful words at all times; profanity, vulgar language, and derogatory remarks are prohibited. See the Non-Discrimination and Bullying Prevention, Intervention, and Reporting Policies.
- Avoid sarcasm, jargon, slang, typing in ALL CAPS, or using language that could be misinterpreted as rude or unkind.
- Focus discussions on the issue, not the individual. Be constructive, not hurtful, in critiques.
- Review messages before sending to check for clarity, accuracy, and respectful tone.
- Respect others' privacy: never share personal contact information, email addresses, or broadcast/repost private discussions.
- Do not post anonymous messages unless authorized by a teacher.
- Follow all school and classroom rules during virtual sessions.
- When using webcams, follow the Dress Code Policy and ensure backgrounds are free from inappropriate content (e.g., offensive images, drug paraphernalia).

Student Computer Use Guidelines

Students are granted use of school-issued equipment and platforms solely for educational purposes while enrolled. The following rules apply:

- The network may not be used for private business, political, or religious purposes.
- Illegal activities are prohibited.
- Online games, unrelated chats, and non-school browsing are prohibited.
- Accessing obscene, pornographic, hateful, or inappropriate material is prohibited.
- Sending offensive or objectionable material is prohibited.
- Programs that harass users or damage systems are prohibited (e.g. hacking software).
- Respect others' rights; do not improperly access or misuse others' data.
- Keep accounts and passwords confidential.
- Do not install unauthorized software or files.
- Recording or sharing recorded sessions without authorization is prohibited.
- Do not use school systems to sell or purchase illegal items or substances.

The school reserves the right to review and remove stored material. Violations may result in disciplinary action up to and including withdrawal from the school. School devices must be returned upon withdrawal.

The school may require students to use online educational programs for educational purposes, such as Google Classroom. For students to access these programs, limited student information must be shared with the program providers, including the student's name, school name, and school identification number. The school abides by FERPA and exercises caution in selecting the online educational programs it will utilize.

In-Person Events

All in-person events are considered official school sites during participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (with the exception of service animals) are strictly prohibited at all in-person school events.

Consequences of Violations

The school uses progressive discipline to address misconduct. Any activity violating local, state, or federal law is also considered a Code of Conduct violation. Disciplinary measures may include:

- First warning
- Certified letter notification
- Administrator phone conference
- Temporary removal of access to virtual tools
- Referral to law enforcement if required

- Withdrawal from the program

Students with disabilities have the same disciplinary standards as other students but receive additional legal protections under Section 504, IDEA, and ADA, with CAVA following special required procedures in discipline cases to protect their rights. If you have questions about disciplinary policies for students with disabilities, please contact our Special Education Department.

Violations of this policy may result in disciplinary action, including consequences outlined under the school's Suspension and Expulsion Policy (Ed Code 48900). This Code of Conduct is adopted pursuant to Ed Code 35291 and 35291.5 and reviewed annually as part of the Comprehensive School Safety Plan.

Suspension and Expulsion

Students may be suspended or expelled only for serious violations, as defined by law. Suspension is used after other corrective measures have been tried, unless there is immediate danger. Expulsion requires Board approval. Parents are notified of all disciplinary actions, and due process is ensured.

For full details, refer to the Suspension and Expulsion Policy in the Appendix of this handbook.

Dress Code

Students must dress appropriately for all virtual and in-person school activities. Clothing and accessories should support a safe, respectful academic environment and must not include inappropriate, obscene, or disruptive content. Attire must not promote drugs, alcohol, hate speech, or gang affiliation. The school may take disciplinary action for dress code violations.

For full details, refer to the Dress Code Policy in the Appendix of this handbook.

Roles and Responsibilities

The following outlines key roles and responsibilities. This is not an exhaustive list, but rather a summary of essential expectations.

Parent/Legal Guardian
Parents and legal guardians hold educational rights and are responsible for academic oversight.
Key responsibilities include:

- Sign the Independent Study Master Agreement (ISMA) before school starts.
- Provide and update contact information within 48 hours of any changes.
- Ensure continued enrollment eligibility.
- Ensure student has constant internet and online school access.
- Complete the Back to School Packet (BTSP) each year.
- Attend all academic and IEP meetings.
- Act as or appoint a Learning Coach.
- Respond to school communication within 48 hours.
- Ensure student participation in state testing.

Learning Coach
A Learning Coach is a responsible adult (parent or designated) who supports the student's day-to-day academic progress. A learning coach should expect to spend an average of 4 to 6 hours per day supporting your student (depending on the student's grade level). This time commitment includes direct instruction in the TK-8 grade levels, with some additional time needed for daily or weekly lesson preparation. A student's

success in our program depends on the daily commitment and active involvement of a learning coach to maintain the discipline and organization needed to keep the student engaged, connected, and growing.

As a Learning Coach, you agree to the following responsibilities:

- I accept the responsibility to supervise the student in using K12 curriculum or as he/she participates in live instructional sessions.
- I understand that I am expected to become knowledgeable about online systems and the curriculum.
- I expect to have the guidance and support of a credentialed teacher in implementing the K12 curriculum with the student.
- I understand that adequate and continuing student progress (completing assignments) is an expected part of the program, in addition to attending live instructional sessions.
- I understand that I am to participate in regular phone, virtual (with the camera on), and in-person conferences with the student's teacher.
- I will submit student work regularly and as requested by the assigned teacher.
- I understand that the teacher will conduct academic assessments to evaluate the student's mastery of standards and to assist with instructional decisions. I agree to ensure the student is available and participates.
- I understand that the teacher will provide research-based instructional interventions and enrichment as deemed appropriate for my student's academic success, and I agree to ensure the student is available and participates.
- I understand that any related services for a student with an IEP shall be scheduled by the parent/adult student. Related services may not be listed on the student's schedule.
- I understand that if I am observing a class session that my children are participating in, I am to observe only and not interrupt the teacher or that class in any way (including sending messages in chat) nor violate any participant's privacy by recording the session on a personal device.

Students

Students are expected to be active participants in their education.
Responsibilities include:

- Attend all required live instructional sessions.
- Complete all assigned lessons and projects.
- Submit work on time.
- Follow the Code of Conduct and network guidelines.
- Show respect to all peers and staff.
- Be present by being on camera during live sessions, assessments, and conferences.
- Practice self-advocacy and seek help when needed.
- Contribute ideas and engage in the school community.

Administrators

Administrators ensure a supportive, standards-aligned educational environment for all stakeholders. Their responsibilities include:

- Communicate policies to staff, students, and families.
- Monitor student progress, attendance, and compliance.
- Collaborate on strategic planning with community and staff.
- Return communication within 24 hours.
- Support students and learning coaches in meeting academic goals.
- Ensure standards-based instruction and student engagement.
- Connect with families via calls, emails, and school events.

Change of Contact Information

If your contact information changes, please notify your teacher and provide proof of residence for any new address within 10 days. Your teacher will inform the school office, and records will be updated accordingly. Accurate contact information ensures that curriculum materials and important school notices are sent to the correct address. Additionally, parents should update their email address and phone number directly in the online school.

Internet Service Provider (ISP), Materials and Computer Policy

Students must have a reliable internet connection. It is the parents' responsibility to establish and maintain this connection, as it is essential for accessing lessons, submitting work, and communicating with teachers. Maintaining internet service is a required condition of enrollment. To help offset the cost of internet service, enrolled families receive a monthly stipend of $40. This reimbursement is distributed semi-annually via mailed checks. To qualify, families must complete the income section of the Reg-online Parent Portal and confirm their mailing address through a required survey. For families continuing into the next school year, reimbursement for the summer months will be included in the first-semester payment. Additionally, students who participate in Extended School Year (ESY) are eligible for summer reimbursement, even if they are not returning for the following academic year. Families with questions about ISP reimbursement should email btsp@caliva.org.

All enrolled students are provided access to a computer necessary for participating in the program. If additional technology is needed, requests must be initiated by the student's assigned teacher and will be reviewed by school administration on a case-by-case basis.

All instructional materials, including computers and hardware, are loaned and must be returned in good condition upon withdrawal. Free return shipping labels are provided, and families are encouraged to keep the original boxes for easier returns. Families are responsible for properly caring for school property and maintaining an accurate inventory of all items received.

School-issued computers are for educational use only and may not be used for entertainment or personal purposes. No funds or items may be provided to students or families that a public school district would be legally prohibited from offering to similarly situated students or their parents.

Support Matrix

Daily Work and Attendance	
Online School Login	Daily schedule and lessons - Log in using student's username and password for all schoolwork
Attendance Survey	Complete each day that your student does not work in the online school
Attendance Help	Contact your teacher, or email CMScompliance@caliva.org
Academic Calendar	Attendance and vacation days
School Information and Connections	
Parent Square	School announcements, events, and important information

K12 Phone App	Enrollment information, document submission, grades, overdue assignments, LC Community
CAVA Website	Public Notices, FAQ, School Calendar
Elementary Website	PE Log
Middle School Website	Helpful links and information for grades 6th-8th grades
HS Guidance Counselors Website	Calendars, course information, college planning, and helpful information for 9th-12th grades
Compass Website	Orientations, homeless/foster support information, SEL support
Enrollment Portal	School Enrollment, Re-Registration, Document Submission
Technical Support	
K12 Support	FAQs about the OLS, materials, returns, return labels, web & chat support, tech tickets
Tech Support	Call 866-512-2273
Tech Support Survey	Report missing, lost, or damaged materials; request technical help from K12
btsp@caliva.org	Request help to complete REG-Online/BTSP or access unofficial progress reports, report cards, and test scores
Frequently Requested Resources	
Address Changes	Email updated proof of residency to studentinfochanges@caliva.org
Care Solace	Mental health resources and community providers. You can also call 888-515-0595. For emergencies, call 911.
Internet Assistance	Low-cost internet resources
Internet Subsidy Flyer	Help Request: email btsp@caliva.org
Phone/Email Changes	You can update your phone or email address from the Learning Coach account
Student Records	Official transcripts and document requests Email recordsdepartment@caliva.org
Work Permits	Email questions to workpermit@caliva.org

School Information and Updates

There are many ways for families to stay informed and connected.

- Parent Square: This is the main communication platform. Parents are automatically enrolled upon student registration. Users can adjust their communication preferences by logging in at ParentSquare.
- LC Community: A social platform where Learning Coaches and parents can connect with peers for support, resources, and encouragement.
- Email: For general inquiries, parents can contact their student's teacher or send an email to info@caliva.org.
- Social Media: Families can follow @CaliforniaVirtualAcademies on Facebook and @CAVAk12 on Instagram for school news and updates.
- Family Teacher Organization (FTO): The Family Teacher Organization offers parents and Learning Coaches opportunities to get more involved in their student's education. The FTO operates through three key initiatives:
    - Get Connected

- Get Informed - School Advocacy
- Get Involved - Schoolwide & Community Initiatives

Engagement in School Policy: We value parent and family involvement not only in student learning but also in shaping school priorities and policies. Parents have a voice in school decision-making through a variety of engagement opportunities. A Parent Advisory Committee, made up of both parents and students, meets twice a year to review and provide feedback on the Local Control and Accountability Plan (LCAP) directly to the Head of School.

Educational Partner Engagement sessions are held throughout the school year, and surveys are distributed to gather input from teachers, staff, parents, and students. This collaborative and inclusive process ensures that all voices are considered in the development and annual update of the LCAP, reinforcing a shared commitment to continuous school improvement. These efforts aim to foster stronger collaboration between parents and school staff to better support student learning and growth.

School Communication

Regular communication with school staff is crucial for student success, especially in a virtual setting. If a student, parent, or learning coach will be unavailable (e.g., out of state or on vacation), it is the parent's responsibility to inform the student's teacher so appropriate arrangements can be made.

If the school is unable to contact the parent or learning coach for an extended period, the Non-Compliance Policy will be followed. If contact still cannot be made, the school will assume the student has enrolled elsewhere and proceed with withdrawal.

Migrant Education Program

A student is considered a Migrant if the parent is a migratory worker in the agricultural, lumber, or fishing industries and whose family has moved during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another to finding temporary or seasonal employment. A young adult may also qualify if he or she has moved on their own for the same reasons. The eligibility period is three years from the date of the last move.

For more information or support, please contact the Migrant Education Program Liaison:
Krista Mount, kmount@caliva.org

Parent and Family Engagement

We believe that strong partnerships between schools and families significantly enhance student success. In compliance with the Every Student Succeeds Act (ESSA), CAVA actively reaches out to parents and family members to involve them in meaningful ways through various programs, activities, and procedures. Families can access the "Parent and Family Engagement Policy" on the Public Notices section of the CAVA website.

Compass Program Overview

Compass Support Program

The Compass Program helps students and families by giving them support, information, and resources. The goal is to help students come to school every day, do well in their classes, and feel connected to the school community.

Compass provides direct support to:

- New students and families.

- Students and Learning Coaches who need help to develop school skills or healthy study habits.
- Students who have trouble coming to school every day.
- Students without stable homes or in foster care.
- Students who need help managing their emotions to help them focus on school.

Compass support is aligned with the CAVA Social-Emotional Learning Benchmarks and Learning Targets. To learn more about Compass programs, please visit **https://www.compass-connection.org/**.

Accessing Compass Support

Students who need help from the Compass Program will be invited to targeted class connect sessions in the online school system. If you think your student needs support from Compass, talk to their General Education or Homeroom Teacher. Each student gets the help that is right for them, based on their own needs.

*The support provided by the Compass Program does not supersede accommodations put into place under IDEA. If you feel your child needs additional support and/or accommodation, please reach out to your assigned Special Education case manager.

Notice of Language Assistance Services for Parents

Free language assistance services are provided to help families access information about school programs and activities. Parents may request translation services at any time. Families are entitled to receive information about school programs and activities in a language they understand.

Requesting an Interpreter

An over-the-phone interpreting service is available to support clear communication between staff and families in their preferred language. When interpretation or translation services are needed, staff will arrange these services promptly, ensuring parents can engage effectively in their child's education.

School Activities

A variety of student in-person and virtual student activities are offered throughout the year, including outings, clubs, assemblies, and other events. When possible, events are held in person and facilitated by teachers in local areas, giving students, parents, and teachers a chance to connect outside of academic sessions. Attendance is encouraged but not required, and families are responsible for any related costs such as transportation, entrance fees, or meals.

A parent must accompany their child to all in-person activities, and non-enrolled siblings may attend if supervised at all times. Students can earn attendance credit for participating in outings, and academic credit may be granted if the activity is educational. Event registration is required and families must complete a Release of Liability (ROL) form for each child each school year, which is included in the Back to School Packet (BTSP).

Students with disabilities are encouraged to attend events, and families should contact the organizing teacher or the special education department with any accessibility concerns. For events when a parent or learning coach (LC) is not present, medical conditions must be disclosed in advance. If a student requires medication, an Authorization for Medications form completed by a healthcare provider must be on file; otherwise, a parent must remain on-site to administer the medication. For support, please reach out to lfellows@caliva.org.

The K12 Zone is a safe, interactive virtual campus where students can connect with peers, join clubs, take part in activities, and access learning resources. Organized by grade level, it offers secure ways for students to socialize, collaborate, and build a sense of community beyond the virtual classroom. Access may vary by grade.

Student-led clubs are also available, with teacher advisors assigned to support and monitor the sessions. To join, students must be in good academic standing, attend required sessions, submit work on time, and follow school behavior guidelines.

All in-person events are considered official school sites during participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (with the exception of service animals) are strictly prohibited at all in-person school events.

SAFE LEARNING ENVIRONMENT

Confidentiality

Our school prioritizes the privacy and security of all student information, requiring parental permission before publicly displaying any student's name or image and using encryption technology for all confidential information transferred online. We protect your child's privacy by limiting access to student records to only relevant staff members. We recommend that you keep your K12® Online School username and password private, change them immediately if you suspect unauthorized access, and consider using just your child's first initial rather than their full name when communicating via email to maintain privacy.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of your child's education records while giving you specific rights to access and review those records. As a parent or eligible student (age 18 or older), you have the right to inspect your child's education records within (5) business days of requesting access, ask the school to correct records you believe are inaccurate, provide written permission before the school shares personally identifiable information, and file a complaint with the U.S. Department of Education if you believe your rights have been violated. California Virtual Academy may share directory information (such as your child's name, grade level, and contact information) for school-related purposes unless you specifically request in writing to admin@caliva.org that this information not be disclosed. If you have concerns about FERPA compliance, contact the Family Policy Compliance Office at the U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

For full details, refer to the Family Educational Rights and Privacy Act (FERPA) in the Appendix of this handbook.

Protection of Pupil Rights Amendment (PPRA)

As a parent, you have the right to know about and control certain types of information schools collect from your child. Schools must get your permission before giving your child a federally-funded survey about sensitive topics like family beliefs, mental health, sexual attitudes, illegal behaviors, or income. You can say no to other sensitive surveys, unnecessary physical exams, and activities that collect personal information for marketing. You can also ask to see these materials before your child participates. We'll notify you about these activities and give you the chance to opt out. When your child turns 18, these rights transfer to them. If you have concerns, you can contact the U.S. Department of Education's Family Policy Compliance Office.

For full details, refer to the Protection of Pupil Rights Amendment (PPRA) in the Appendix of this handbook.

Student Records

A student record is any item of information directly related to an identifiable student and maintained by the school or required by an employee in the performance of his/her duties. Your student's records may be viewed at any time pursuant to the Notification of Rights under the Federal Education Rights and Privacy Act (FERPA). Please

review the FERPA Notice in this handbook. Please provide our Registrar with five (5) days' notice so that the record may be pulled.

Students who transfer into the California Virtual Academy will complete the Release of Student Records form included in the student enrollment package. Our office will send this form to your student's previous school upon receipt to obtain your student's records. It is the responsibility of your previous school to mail the records to the CAVA office at that time. Should the parent decide to withdraw and transfer to a new school, the new school will contact the CAVA office to request the student's records. The school will mail the records to the requesting school.

Should the parent decide to withdraw and teach in the home, the parent should contact the CAVA office to request that a copy of the student's records be mailed to the parent and provide the proper paperwork as outlined by the California Department of Education.

Grievance Policy and Procedure

The California Virtual Academy is committed to achieving and fostering both employee and student/family satisfaction. The following procedure was developed to ensure that employee, student, and family grievances are addressed fairly and promptly. Discrimination, harassment, intimidation, or bullying is prohibited based on a student's actual or perceived: race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity, gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other protected characteristic under federal or state law.

- The parent/guardian will address in writing any concern or grievance initially with the student's teacher and Lead. The Lead will respond within ten (10) school days.
- If the concern or grievance is not resolved, the parent/guardian may, within ten (10) school days, request a meeting with a principal to discuss the concern or grievance. The principal will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the principal, the parent/guardian may, within ten (10) school days, request a meeting with the Director to discuss the concern or grievance. The Director will investigate and respond within ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond within ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

Uniform Complaint Procedures

The school has the primary responsibility to ensure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination and violations of laws governing educational programs. Complaints are investigated and resolved through the Uniform Complaint Procedures (UCP) adopted by the Board.

Complaints must be submitted in writing to the following Compliance Officer:
Director of Categorical Programs
Krista Mount
50 Moreland Dr.
Simi Valley, CA 93065

In accordance with Education Code 35186, complaints may also be filed regarding deficiencies related to instructional materials, facility conditions, or teacher vacancy or misassignment.

The Board-approved UCP Policy and complaint form can be found on the school's website.
https://cava.k12.com/about-our-school/public-notices/

For full details, refer to the Uniform Complaint Procedure (UCP) in the Appendix of this handbook.

Title IX - Gender Discrimination and Sexual Harassment

Title IX of the Civil Rights Act prohibits sex-based discrimination in federally funded educational programs, protecting all participants from sexual discrimination and harassment. California Education Code further reinforces these protections at the state level.

The Title IX Coordinator oversees nondiscrimination policies, provides training, and monitors responses to gender discrimination allegations. For complete information about complaint procedures, please review the Title IX Policy in the Public Notices section of the school website or contact the Title IX Coordinator directly:

Melisse Burns
TitleIX@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

For full details, refer to the Title IX Grievance Procedure in the Appendix of this handbook.

Nondiscrimination and Harassment Policy

Discrimination, harassment, intimidation, or bullying based on a student's actual or perceived race or ethnicity, color, national origin, citizenship status, immigration status, ancestry, religion, gender, gender identity or expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, or any other characteristic protected under federal or state law is strictly prohibited. This policy applies to all educational programs, activities, services, and school-sponsored events. Acts by students, staff, or third parties that violate this policy will not be tolerated and will be promptly addressed.

Complaints may be filed under the Uniform Complaint Procedures or Title IX Grievance Procedure, as appropriate.

For full details, refer to the UCP Annual Notice and Title IX Grievance Procedure in the Appendix of this handbook.

Bullying Prevention, Intervention, and Reporting

Bullying, harassment, intimidation, and cyberbullying are strictly prohibited. Students are encouraged to report any incidents, and staff are required to intervene when it is safe to do so. Complaints may be submitted verbally, in writing, or electronically and will be promptly investigated. Retaliation against anyone who reports or participates in an investigation is not allowed.

For full details, refer to the Bullying Prevention, Intervention, and Reporting Policy in the Appendix of this handbook.

Prevention of Sexual Misconduct and Abuse

Sexual misconduct and inappropriate staff-student interactions are strictly prohibited. All adults, including employees and volunteers, must maintain professional boundaries in both in-person and electronic communication. Annual training is provided to staff, and any suspected misconduct must be reported. The Prevention of Sexual Misconduct and Abuse Policy can be found on the school's website.

Seclusion and Behavioral Restraint

Physical restraint or seclusion is not to be used except in situations where the child's behavior poses imminent danger of serious physical harm to self or others and restraint and seclusion will be avoided to the greatest extent possible without endangering the safety of students and staff. Staff will never use mechanical restraints to restrict a child's freedom of movement. Teachers, administrators, and staff understand that students' social behavior can affect their academic learning.

Special Education administrators, and staff are offered Nonviolent Crisis Prevention Intervention (NCPI) training and certification. NCPI provides the school staff with the skills to safely recognize and respond to everyday crises. NCPI training complies with all current legislation and is evidence-based and fully accredited. California Ed Code 49005.2. Pupil's right to be free from the use of seclusion and behavioral restraints.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education. Section 504 provides: "No otherwise qualified individual with a disability in the United States...shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..."

The Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability who is in the school district's jurisdiction, regardless of the nature or severity of the disability. These regulations require identification, evaluation, provision of appropriate services, and procedural safeguards in every public school in the United States. Under Section 504, FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Students may be eligible for certain accommodations or services if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable laws. California Virtual Academy will ensure that qualified students with disabilities have equal opportunity to participate in the school program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, the school will provide students with disabilities the necessary educational services and supports they require to access and benefit from their educational program. This is to be done without discrimination or out-of-pocket cost to the student or family for the essential supplementary aids, services, or accommodations determined to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities and to the extent required by the laws. Click here for a link to federal Section 504 information related to Section 504 of the Rehabilitation Act of 1973.

Parents/guardians have the right to revoke consent for services after initial placement. Please note, a revocation of consent removes the student from ALL services and supports outlined on the 504 Plan. A revocation of services should be put in writing to the school, and the school will respond with a Prior Written Notice confirming receipt of the revocation request.

If you have questions about Section 504 or if you believe that the school is not in compliance with the regulations of Section 504, contact the Student Success Coordinator for the California Virtual Academies at (805) 581-0202.

Gender Identity and Expression

Our school provides a safe, supportive environment for all students, complying with California law prohibiting discrimination based on sex, sexual orientation, or gender identity. Students or parents can request gender-related support anytime, or school staff may identify when support is needed. Our Director of Social-Emotional Learning, Prevention, and Intervention will coordinate appropriate help, which may include developing a Gender Support Plan with the student and/or parent. No formal meeting or written plan is required for students to receive support.

For more information or support, please contact:
Director SEL, Prevention & Intervention
Victoria Nelson
vnelson@caliva.org
(949)354-3455

Homeless Students and the McKinney-Vento Act

Support is provided to students without stable housing through the McKinney-Vento Act, which defines homeless students as those lacking fixed, regular, and adequate nighttime residence. These students receive enrollment assistance, supplementary academic support, transportation help, case management, and community referrals. To learn more about available resources, see the https://www.compass-connection.org/ website.

For more information and support, please contact:
Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

For full details, refer to the McKinney-Vento Rights in the Appendix of this handbook.

Students in Foster Care

We recognize the importance of educational stability for children in foster care. Through close collaboration with child welfare agencies and educational rights holders, we ensure foster youth have equal opportunities to succeed. Foster students have the right to immediate enrollment, credit for completed coursework, and full access to school programs. These rights are protected by law and may be enforced through the school's Uniform Complaint Procedures (UCP).

To request support, please contact:
Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

The full Foster Youth Support Policy, which includes the rights and educational protections afforded to foster youth, can be found in the Appendix of this handbook.

Rights of Married, Pregnant, and Parenting Students

Pregnant and parenting students have equal access to all virtual educational programs, with pregnancy treated as any medical condition; accommodation includes flexible scheduling, extended deadlines, and excused absences for medical needs. Students can take necessary breaks during live sessions, receive appropriate curriculum modifications, and may enroll for a fifth year to complete graduation requirements if needed. All pregnancy/parenting information remains confidential except in cases of suspected abuse or danger. The Married, Pregnant, and Parenting Students Policy can be found on the school's website.

Title I School

In accordance with the Every Student Succeeds Act (ESSA), Title I is a federally funded program that supports all students in receiving a high-quality education and meeting state academic standards. As a schoolwide Title I program, funds are used to improve overall student performance through effective, evidence-based strategies. Families are encouraged to participate in school planning and decision-making through parent engagement opportunities. Parents have the right to request information about the professional qualifications of their child's teachers and paraprofessionals. For more information, see the "Rights to Know Your Teacher's Qualifications" in the Public Notices section of the CAVA website.

Immigration Enforcement and Student's Rights

All students are entitled to a safe and welcoming school environment, regardless of immigration status. In compliance with AB 699 and Education Code 234.7, the school does not collect or share immigration status information and will not assist immigration enforcement without legal obligation. Students are guaranteed equal rights and protection from discrimination, harassment, or bullying (Ed. Code 200, 220, 234.1).

For full details, refer to the Response to Immigration Enforcement Policy in the Appendix of this handbook.

Comprehensive School Safety Plan

Comprehensive School Safety Plans are maintained, reviewed annually, and updated as needed by the Board. It can be accessed upon request by emailing info@caliva.org .

Objectionable Materials

If you find any lesson, book, or material uncomfortable or inappropriate for your child, please contact your child's teacher immediately. Your teacher will work with you to find alternative lessons that meet the same educational objectives. You can also share feedback directly with K12 using the feedback button in the Online School if needed.

Immunizations

California law requires that an immunization record be provided before a child can be enrolled in school. We require written verification from a doctor or immunization clinic of the following immunizations:

- Diphtheria
- Measles
- Mumps, except for children who have reached the age of seven years
- Pertussis (whooping cough)
- Poliomyelitis
- Rubella
- Tetanus
- Hepatitis B
- Varicella (chickenpox)

- TDAP (pertussis) *The TDAP must be administered after a student's seventh birthday, but before entering 7th grade.*

We verify immunizations through written medical records from your doctor or immunization clinic. Exceptions are allowed under the following conditions:

- The parent provides a signed doctor's statement verifying that the child is to be exempt from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- Under current California law, students may enroll in CAVA even if they do not have complete immunizations. However, we are still required to collect and report immunization records for all newly enrolled students and those entering 7th grade. These records will be requested during the enrollment process and again when a student reaches 7th grade.

Any child leaving the United States for a short vacation to any country considered by the Center for Disease Control and Prevention (CDC) to have an increased risk of TB exposure (such as Mexico, the Philippines, India, or Southeast Asia) MUST call the County Tuberculosis Clinic, for a TB Screening upon return. Questions about immunizations can be directed to immunizations@caliva.org .

Physical Examinations

All students are required to complete a health screening examination—including hearing and vision screenings—on or before the 90th day after entering first grade, unless a waiver is obtained under Health and Safety Code Section 124085. This examination may be conducted by your family physician or, in some cases, through services offered by your County Health Department. Information and necessary forms are provided to students enrolled in Kindergarten. Failure to provide proof of this examination or an approved waiver will result in denial of enrollment. It is recommended that children receive annual speech, hearing, and vision examinations to support their overall health and academic success. Please submit your health screening to immunizations@caliva.org.

Safe Storage of Firearms

The school annually notifies families of students in grades 6–12 about California's safe firearm storage laws, as required by Education Code 48986. Parents and guardians are reminded to securely store firearms to prevent unauthorized access by minors, in compliance with state law. For the full notice required by SB 906 refer to the Annual Notices section of the school website.

Program Information

Course Level Placement

Students are offered the opportunity to participate in an independent study program individualized to meet their needs. All students are placed in their age-appropriate grade level and courses, with remediation or enrichment support provided as determined appropriate by the assigned teacher.

Elementary Courses

The courses listed below are the age-appropriate grade-level courses that students will be assigned upon enrollment and at the beginning of each school year. Additionally, all students are assigned to take Physical Education. Students in grades 2nd-5th may choose to participate in the World Language program in place of Music.

Offerings include Spanish and Chinese. Please note that the World Language courses are not teacher-supported and cannot be given academic credit.

K12 Skills Arcade is assigned in Math and ELA for grades K-5, along with Science for grades 3-5. TK utilizes Reading Seeds and Math Seeds.

Grade	Math	Language Arts	History	Science	Electives
Transitional Kindergarten	Embark Math	Embark Language Arts • Free Reading • Tools Exploration • Circle Time	Embark Social Studies	Embark Science	Embark Art Embark Music
Kindergarten	Math K E1	ELA K E1 Phonics K E1	Social Studies K Summit ED CA	Science K E1	Art K E1 Music K ED
1st Grade	Math 1 E1	ELA 1 E1 Phonics 1 E1	Social Studies 1 Summit ED CA	Science 1 E1	Art 1 E1 Music 1 ED
2nd Grade	Summit Math 2	Summit ELA 2	Social Studies 2 Summit ED CA	Science 2 E1	Art 2 E1 Music 2 ED
3rd Grade	Summit Math 3	Summit ELA 3	Social Studies 3 Summit ED CA	Science 3 E1	Art 3 E1 Music 3 ED
4th Grade	Summit Math 4	Summit ELA 4	Social Studies 4 Summit ED CA	Science 4 E1	Art 4 E1 Music 4 ED
5th Grade	Summit Math 5	Summit ELA 5 CA	Early American History 5 Summit ED CA	Science 5 E1	Early American Art E1 Music 5 ED

Middle School Courses

All middle school students are assigned math, language arts, science, history, physical education, art, and either careers, music (6th grade only), or world language[1].

	6th Grade	7th Grade	8th Grade
Math	**Sem 1:** MTH06AE4 Math 6 **Sem 2:** MTH06BE4 Math 6	**Sem 1:** MTH07AE4 Math 7 **Sem 2:** MTH07BE4 Math 7	**Sem 1:** MTH08AE4 Math 8 **Sem 2:** MTH08BE4 Math 8
English	**Sem 1:** ENG06AD Language Arts 6 **Sem 2:** ENG06BD Language Arts 6	**Sem 1:** ENG07AD Language Arts 7 **Sem 2:** ENG07BD Language Arts 7	**Sem 1:** ENG08AD Language Arts 8 **Sem 2:** ENG08BD Language Arts 8
History	**Sem 1:** HIST06A MS Summit World Hist I CA **Sem 2:** HIST06B MS Summit World Hist I CA	**Sem 1:** HIST07A MS Summit World Hist II CA **Sem 2:** HIST07B MS Summit World Hist II CA	**Sem 1:** HIST07A MS Summit World Hist III CA **Sem 2:** HIST07B MS Summit World Hist III CA
Science	**Sem 1:** SCI06ADE3 Summit Earth Science **Sem 2:** SCI06BDE3 Summit Earth Science	**Sem 1:** SCI07A Summit Integrated Sci 7 CA **Sem 2:** SCI07B Summit Integrated Sci 7 CA	**Sem 1:** SCI08A Summit Integrated Sci 8 CA **Sem 2:** SCI08B Summit Integrated Sci 8 CA
PE	OTH06 Summit Physical Fitness 6	OTH07 Summit Physical Fitness 7	OTH08 Summit Physical Fitness 8
Online Learning	ORN010E6 Online Learning: Middle & High School	ORN010E6 Online Learning: Middle & High School	ORN010E6 Online Learning: Middle & High School

[1] World Language (WLG) is a program that is offered to students; however, it is not a teacher-directed course, and students will **not earn** a letter grade or pass/fail. World Language parent letter

Electives	***Elective Options - Choice of One*** Option 1 **Sem 1:** ART07A Summit Intermediate World Art I **Sem 2:** MS Music Option 2 – **full year** CAR005-PBL Middle School Career Explorations 1 Option 3– **full year** WLG MS Spanish I	***Elective Options - Choice of One*** Option 1 – **full year** 2D Art Option 2 – **full year** CAR007-PBL Middle School Career Explorations 2 Option 3– **full year** WLG MS Spanish I or II *If completed CAR005 course in 6th grade, along with teacher recommendation, choice of 1:* Option 1.1 **Sem 1:** TCH220 Computer Science Principles **Sem 2:** TCH125 Computing Fundamentals (Cert Course)	***Elective Options - Choice of One*** Option 1 – **full year** TCHO83A Animation Option 2 – **full year** CAR007-PBL Middle School Career Explorations 2 Option 3– **full year** WLG MS Spanish I or II *If completed CAR007 course in 7th grade, choice of 1:* Option 1.1 **Sem 1:** TCH220 Computer Science Principles **Sem 2:** TCH125 Computing Fundamentals (Cert Course) Option 1.2 – **full year** CAR017 – Business and Marketing Option 1.3 – **full year HS Course** CAR015 - CAR 015 PBL AV, Art, Communications Explorations

Summit Integrated Science CA A or B will include the required comprehensive sexual health and HIV prevention curriculum. Please see the California Healthy Youth Act below.

Art courses are offered out of K12 grade-level order, to comply with California education standards.

Careers Technical Education (CTE) in Middle School

CTE courses are offered as an elective to middle school students who plan to transition into the Career and College Prep program at CAVA when they are high school students. 7th and 8th grade students who completed CAR005 or CAR007 – MS Careers Explorations 1 or 2 may choose to enroll in a high school Career Technical Education (CTE) course, such as AV, Art, Communications Explorations, or Business and Marketing, and earn 10 high school credits for one year of coursework.

High School Graduation Requirements

To prepare students for a rigorous post-secondary education, students will be prepared to meet entrance requirements for the University of California system by providing a course of study that aligns with the state's academic standards and meets local district and state requirements.
Students in grades 9-12 must enroll in at least 30 credits per semester, which includes six high school courses plus Online Learning2. Students must remain on track to graduate with their cohort and meet all subject-specific graduation requirements.

Students who will graduate in the current school year (not including summer) can be approved to take a minimum of 4 content courses and Online Learning as the 5th course per term if additional courses are not needed to meet graduation requirements. Students who have not yet completed the minimum graduation math requirements must be enrolled in a math course. If the student is not on track to graduate in their cohort year, all coursework must meet graduation requirements.

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[2] *Online Learning courses count toward overall graduation elective credits but is not applied toward the 30-credit minimum enrollment requirement each semester.*

Students must obtain 210 credits as detailed below to meet graduation requirements. (California State University and University of California A-G Requirement notes included)

A. History/Social Science (30 Credits)

- **Modern World Studies**
- **Modern US History**
- **US Government and Politics (1 semester)**
- **US and Global Economics (1 semester)**

B. English (40 Credits)

- **English 9**
- **English 10**
- **American Literature**
- **British and World Literature (A-G option) or Grammar and Composition**

C. Math (30 Credits) (3 years required/ 4 recommended for 4-year college entrance) (20 credits in Algebra 1 and Geometry are required)

- **Algebra 1[3]**
- **Geometry**
- **Algebra 2**
- **Pre–Calculus/ Trigonometry**
- **Statistics**
- **Calculus**
- **Consumer Math[4]**

D. Lab Science (20 Credits) (2 years required/ 3 recommended for 4-year college entrance) 2 of the following (1-year Life/1 year Physical)

- **Biology**
- **Astronomy, Physics, and/ or Chemistry**

E. World Language or

F. Visual and Performing Art (20 credits) – 2 years of a World Language or Visual and Performing Art or a combination of both or for 4-year college entrance, 1 year of a Visual and Performing Art and 2 years of a World Language (3 years recommended)

- **Spanish I, Spanish II, Spanish III, Spanish IV**
- **French I, French II, French III**
- **Modeling 1 (1 semester), Modeling 2 (1 semester)**
- **Animation**
- **Fine Art**
- **Art Appreciation (1 semester), Art in World Cultures (1 semester)**
- **Music Appreciation**
- **Digital Arts 1, Digital Arts 2**
- **Image Design and Editing**

G. Electives (40 credits) – must include the courses listed below, additional credits can include overages in any category listed above

- **Health (5 credits)**
- **PE (20 credits)**
- **Career Education (5 credits)**
  - **Career Planning Course**

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[3] *Students who complete the two-year Algebra 1 program will earn 10 credits in Algebra 1 and 10 math elective credits to count toward graduation requirements in math.*

[4] *Students who have completed Algebra I and Geometry are eligible to take Consumer Math. Exceptions will be reviewed by the administration on a case-by-case basis.*

- Career Pathway Introduction course
- Career Explorations course

Courses may vary from year to year depending on the offerings available. Please contact your Counselor for additional information on Honors, Advanced Placement, Credit Recovery, and Dual Enrollment courses.

Differential Graduation and Competency Standards for Individuals with Exceptional Needs

Students with disabilities are entitled to a free, appropriate public education (FAPE) and may require individualized modifications to meet graduation requirements. In accordance with the law, each student's individualized education program (IEP) team determines appropriate academic goals, accommodations, and the method for measuring performance on state and schoolwide assessments.

Certificate of Educational Achievement/Completion

In place of a high school diploma, a Certificate of Educational Achievement or Completion may be awarded if the student meets one of the following criteria: (Education Code 56390)

1. Successfully completed an alternative course of study outlined in their IEP and approved by the Governing Board;
2. Successfully met IEP goals and objectives during high school;
3. Satisfactorily attended high school, participated in instruction per their IEP, and met transition service objectives.

Students who meet the above criteria are eligible to participate in graduation ceremonies and related school activities alongside their peers without disabilities (Education Code 56391).

Transcript Policy for High School

The Transcript Policy outlines how high school courses are recorded on student transcripts, including procedures for early withdrawals, transfers, homeschool and international records, dual and concurrent enrollment, World Language placement, and repeated courses. It ensures accurate credit assignment and compliance with state graduation requirements.

For full details, refer to the Transcript Policy in the Appendix of this handbook.

Math Placement Policy for High School

In alignment with the California Mathematics Placement Act of 2015, a fair, objective, and transparent process is followed for placing incoming 9th-grade students in appropriate math courses. Placement decisions are based on multiple academic measures such as standardized assessments, report card grades, teacher recommendations, and in-class performance. Each student's placement is reviewed during the first month of the school year to ensure accuracy, and adjustments may be made as needed.

Parents/guardians may request information on their child's placement, ask for retesting, or request reconsideration of placement. If a parent disagrees with the final placement recommendation, they may sign a voluntary waiver requesting a different placement.

For full details, refer to the Mathematics Placement Policy in the Appendix of this handbook.

Career and College Prep in High School

The Career and College Prep program offers students a robust blend of traditional academic coursework and career-focused electives within recognized Career and Technical Education (CTE) pathways. Students progress through a structured program, Introductory, Concentration, and Capstone years, designed to build workforce readiness and college preparedness. All pathway courses are taught by CTE-credentialed teachers, and many incorporate project-based learning to give students hands-on, real-world experiences. Students also complete career exploration lessons, participate in small-group college and career readiness activities, and have the opportunity to earn college credit through dual enrollment, provided they meet all program and eligibility requirements.

Pathway options span several industry sectors, including Business and Finance, Information Technology, Arts and Media, Health Science, and Public Service. Students may pursue certification opportunities and participate in Work-Based Learning or internships if they complete the required program stages. Enrichment opportunities include industry-related outings and optional involvement in Career and Technical Student Organizations (CTSOs), some of which may require in-person participation. Students are expected to uphold professional conduct both in virtual and in-person settings as they represent the Career and College Prep program.

Concurrent Enrollment Policy and CAVA2College Dual Enrollment

Eligible middle school and high school students may take community college courses for academic enrichment through concurrent enrollment. Students must have a minimum 2.5 GPA, complete a concurrent enrollment form each semester, and receive approval from their guidance counselor. Up to two college courses may be taken per semester, and students must remain enrolled in at least four CAVA high school courses unless an exception is granted (such as through an IEP or administrative approval). Credit may be granted on the high school transcript if the course was pre-approved, and a final transcript is received. Students must adhere to all community college rules and are not supervised by CAVA or the college outside of the classroom.

The CAVA2College Dual Enrollment Program, offered in partnership with select California colleges, allows qualified students (10th grade or higher) to earn dual credit in approved virtual college courses that count toward both high school graduation and college transfer or degree requirements. Students must maintain a minimum GPA of 2.5 and comply with all attendance and communication expectations. While tuition, health, and enrollment fees are waived, families are responsible for textbooks and supplies. Students must continue to take at least four CAVA courses in addition to Online Learning, and time spent on college coursework does not count toward attendance. College course schedules may not align with the CAVA semester calendar.

For full details, refer to the Concurrent Enrollment Policy in the Appendix of this handbook.

Course Changes in High School

Students may request course changes within the first ten (10) school days of each semester for reasons such as course misplacement, repetition of a previously passed course, transcript delays, parent request, IEP team decision on placement, or a level change (standard, honors, AP). No new course change requests will be accepted after the tenth school day, with the exception of credit recovery courses (see Credit Recovery Courses process below). Exceptions may be reviewed on a case-by-case basis by the administration. Students are responsible for making up all missed work upon entry into a new course.

Students must maintain a full course load, including six courses plus Online Learning, and stay on track for graduation. Requests to change or drop a Math, English, Science, or History course must result in enrollment in another course that fulfills graduation requirements.

Mid-Year Enrollment Elementary & Middle School

Elementary and middle school students enrolling mid-year will begin all assigned courses based on the expected progress point according to his/her date of enrollment and the course pacing guide. Students will be provided with remediation and/or enrichment support to ensure mastery of all grade-level skills and concepts to promote a smooth and successful transition into our independent study program.

Physical Education

California law mandates physical education (PE) requirements (Education Code 51210 & 51222) for elementary and secondary students to promote lifelong fitness and well-being. Elementary students must complete a minimum of 200 minutes of physical education every ten school days. Middle school students must complete a minimum of 400 minutes of physical education every ten school days. Physical education is a required course for ninth and tenth-grade students or for those who have not yet met the physical education graduation requirement. Students enrolled in a PE course must complete a minimum of 400 minutes of physical education every ten school days.

California Healthy Youth Act

In compliance with California state law (EC 51930-51939), all eighth graders are enrolled in Health 8 for a portion of the fall or spring semester as a part of the 8th-grade science course. The law requires that both comprehensive sexual health and HIV prevention education are taught once in middle school and once in high school. "Comprehensive sexual health education" means education regarding human development and sexuality, including education on menstrual health, pregnancy, contraception, and sexually transmitted infections (EC 51931). "HIV prevention education" means instruction on the nature of human immunodeficiency virus (HIV) and AIDS, methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS (EC 51931). Information will be discussed about resources available to pupils related to adolescent relationship abuse and intimate partner violence (EC 51934).

Legal Guardians may choose to opt their child out of Health 8. Please get in touch with the Middle School Curriculum Specialist with any questions on how to opt out your student.

Online Learning Course in High School

High school students are enrolled in an Online Learning course each semester. This 2.5 credit course, taught by the assigned homeroom teacher, focuses on study skills, time management, and social interaction. Students use the course to track important school-related events and deadlines, such as required paperwork and CAASPP testing. Important updates will be communicated through the course, and weekly attendance is required. The course is graded on a Pass/Fail basis.

Class Connect

Students are provided with a variety of learning opportunities, including live instruction, which are called Class Connects sessions, led by credentialed teachers. Class Connects are assigned to students across all grade levels in addition to the support provided by their Learning Coach. Each student's schedule may vary based on grade level, assessment scores, and teacher assignments. Class Connects adhere to California's minimum daily instructional time requirements, though additional instructional time may be assigned to meet individual student needs. Per Ed Code Section 51747.5, students who fail to attend more than 50% of their required live instructional time within a school month will be required to attend a pupil-parent-educator conference to determine if independent study is the appropriate learning model.

If parents or students have concerns about their live instruction assignments, they should first contact their homeroom teacher. If concerns persist, they may request to speak with an administrator for further review. By maintaining consistent engagement in live instructional sessions, students can fully access the support and resources needed for academic success.

Elementary students are required to attend targeted instructional sessions weekly, which are determined based on multiple forms of data to support student growth and mastery of grade-level standards. At a minimum, students must participate in math and Language Arts sessions, social studies and Science as assigned, and daily homeroom sessions. Additional sessions may be required based on need to support remediation in Math and ELA.

Middle school students must attend live instructional sessions designed to ensure academic growth and mastery of core subjects. Required attendance includes **daily** core math and English/Language Arts sessions. two core science sessions per week, and daily homeroom sessions. Additional sessions such as student support, remediation, literary book clubs, and individual instruction as assigned. Participation in live instruction is mandatory and will be factored into each student's earned letter grade for core courses. Students are expected to have a working webcam and microphone to enhance engagement and build classroom community. All students and staff must adhere to the Dress Code and Code of Conduct when using webcams. Active engagement includes the use of a microphone, camera on, chat, exit tickets, and other interactive tools.

High school students are required to attend live instructional sessions, with the number and frequency determined by individual student data to ensure appropriate support in core subjects. Students must attend at least one live session per course per week, as well as a weekly homeroom session, and are expected to actively engage in discussions and activities with teachers and peers.

Participation in scheduled Class Connect sessions is critical for academic progress. Students are expected to have a working webcam and microphone to enhance engagement and build classroom community. All students and staff must adhere to the Dress Code and Code of Conduct when using webcams. If a student is unable to use a webcam during a session, they are expected to fully participate through other available tools such as chat, the whiteboard, and polling features.

Progress in Coursework

Students are supported in mastering grade-level standards through a flexible, standards-aligned curriculum that may include remediation, enrichment, and extension opportunities. Students in independent study are expected to engage daily with their assigned curriculum, complete and submit coursework on time, and participate in required instructional sessions. To stay on track, elementary students must complete all work within the quarter, middle school students must meet quarterly deadlines, and high school students are expected to make consistent progress in each course, participate actively in live sessions, and follow all submission guidelines. Students must remain academically engaged during any extended travel, with a travel plan in place if away for more than one week. Failure to meet participation and progress expectations may result in withdrawal from the program.

Assessments

Academic assessment is a vital component of every student's educational journey, providing valuable support to the learning coach, student, and teacher(s). Assessments help establish appropriate academic goals, track progress toward those goals, and measure student growth and achievement throughout each quarter, semester, and school year.

In elementary, assessments may be formal or informal in nature, they may be administered in- person, via a virtual classroom, and via other methods of communication, and include (but are not limited to): student coursework, benchmark assessments, standards-based assessments, diagnostic assessments, and other teacher-created assessments/assignments. At various points throughout the school year, learning coaches will work with the

teacher to appropriately evaluate student achievement levels, which will support the student's academic growth while enrolled in our program.

In middle school and high school, assessments can be formal or informal in nature and include (but are not limited to): beginning and middle of the year universal diagnostic and end of year growth assessment in reading and mathematics (BOY, MOY, EOY), Common Formative Assessments (CFAs) and Common Summative Assessments (CSAs) in English/Language Arts and Math, lesson quizzes, weekly standards-based mastery quizzes, teacher-created assessments, and CAASPP Summative Assessments, state testing. Assessments are proctored by teachers during live sessions, and students are required to use webcams.

Grading

Elementary Grading

In the Elementary Program, standards-based grading measures student proficiency in grade-level learning outcomes based on the California state standards. Student grade marks are determined by quarterly assignment plans and assessed using the following rubric.

Standard Mastery Indicator	Description
4	The student consistently demonstrates exceptional proficiency in the grade-level standard being measured, with in-depth inferences and applications.
3	The student consistently demonstrates proficiency in the grade-level standard being measured. This is the expected level of performance for all students.
2	The student is approaching proficiency in the grade-level standard being measured but has some errors/omissions.
1	The student demonstrates little or no understanding of the grade-level standard being measured.
Not Measured (X)	The standard was not assessed during the grading period.

Non-academic factors, including work and study habits, responsibility for learning, effort, and citizenship, will be evaluated upon the following rubric:

Indicator	Description
Exceeds Expectations (EE)	The student exceeds expectations in classroom and coursework requirements.

Meets Expectations (ME)	The student meets expectations in classroom and coursework requirements.
Approaching Expectations (AE)	The student is approaching expectations in classroom and coursework requirements.
Below Expectations (BE)	The student is below expectations in classroom and coursework requirements.

Middle School Grading

The Middle School Program ensures that each student has access to a grade-level guaranteed and viable curriculum and completes the school year with exposure to high-priority grade-level standards. As teachers assign work in each core course, they follow the Student Achievement Plans and course Curriculum Maps.

Middle school uses the traditional percentages earned for letter grades assigned for each subject: Math, English/Language Arts, History, and Science. Grade Point Average (GPA) is based on the letter grades earned in the core courses of English, Math, History, and Science. The minimum GPA for the Principal's Honor Roll and National Junior Honor Society is 3.0. Students who receive below 70% in Math and/or ELA on their final semester grade may be required to attend summer school for additional academic support.

Percentage Earned	Letter Grade Assigned
100 – 90%	A
89 – 80%	B
79 - 70%	C
69 – 60%	D
59% or below	F

To pass a course, a student must achieve a minimum score of 60%. If a student earns 59% or below, the course will be marked as "Failed".

World Language is not teacher-led and does not appear on the report card or receive a grade. Music, Art, Careers, Physical Education, and the Online Learning (OLL) course will receive a Pass or Fail grade and are not included in the total Grade Point Average (GPA) for report cards. Letter grades will be determined based on the following weighted components for Math, English Language Arts (ELA), History, and Science.

- Course and Live Session Work
- Teacher Graded Assignments

- Assessments
- Opportunities for Extra Credit

Grade Category	Math	ELA	History	Science
Course and Live Sessions (40%)	Quizzes Notes K12 Skills Arcade Live Session work	Quizzes Notes Stride Skills Arcade Live Session work	Quizzes Notes	Quizzes Notes Stride Skills Arcade Live Session work (including participation in Labs)
TGAs (30%)	Unit Test Part 2(s) Projects/presentations	Teacher Graded Assignments Writing Assignments	Unit Test Part 2(s) Writing Assignments	Teacher Graded Assignments Unit Tests Part 2(s) Lab Write-up
Assessments (20%)	Star360 Math Unit Test Part 1(s) Common Summative Assessments (CSAs)	Star360 Reading Unit Test Part 1(s) Unit Test Part 2(s) Common Summative Assessments (CSAs)	Unit Test Part 1(s)	Unit Test Part 1(s) Common Summative Assessments (CSAs)
Engagement (10%)	Live Session work (including participation) Exit Tickets Notes Common Formative Assessments (CFAs) Notes Star360 Math Participation (BOY, MOY, EOY) - 5 points	Live Session work (including participation) Exit Tickets Notes Common Formative Assessments (CFAs) Notes Star360 Math Participation (BOY, MOY, EOY) - 5 points	Notes	Live Session work (including participation) Exit Tickets Notes Lab Participation Common Formative Assessments (CFAs)
Extra Credit (5%)	Teachers have the discretion to offer up to 5% extra credit in each course.			

Mid-Semester Progress Reports will be finalized and distributed at the end of the 1st and 3rd quarters, while End-of-Semester Report Cards will be prepared and issued after the 1st and 2nd semesters.

Late Work in Middle School

The belief and expectation of our faculty and school board is that our students will work to exceed their goals and personal expectations. The faculty strives to support all students in this endeavor. The homeroom and partner teacher will work to support students with missing and/or late assignments. All missing assignments must be made up within the assigned quarter. Teachers will provide specified days for make-up work to be turned in before the end of each semester.

High School Grading

Student grades will be determined based on how the student performs on assignments within each course. Teacher-graded activities include:

- Practice Lessons
- Web Explorations
- Labs
- Journal Entries
- Class Discussions
- Quizzes
- Tests
- Research Papers
- Participation
- Project Based Learning (PBL)

Assignments will be teacher-graded or computer-graded, depending on the assignment. During the semester, students and parents can view grades in the grade book. Teachers, administrators, and parents also have access to grade information.

Grading scale:

A	**90 – 100%**
B	**80 – 89%**
C	**70 – 79%**
D	**60 – 69%**
F	**59% and below**

Late Work in High School

The belief and expectation of our faculty and school governance structure are that our students will work to exceed their goals and personal expectations. The faculty strives to support all students in this endeavor. Students are expected to complete all work as assigned by their classroom teacher on or before the due date. Make-up work for students in grades 9-12 shall be designated by the individual classroom teachers following the educational objectives of the class and/or course and provided according to the teacher's policies within that course. Grading and content penalties may apply to late assignments once submitted.

Grade Appeal Policy for Grades TK-12

Parents and students may request a grade change within 30 school days of report cards being emailed, but only under specific circumstances: mistake, fraud, bad faith, or incompetence. The appeal process begins with the teacher, then may escalate to the principal and, if unresolved, to the Director. Each level includes written documentation and a formal review process.

The full Grade Appeal Policy can be found in the Appendix of this handbook.

Student Work Portfolios

To meet California independent-study guidelines, student work must be submitted to your assigned teacher. In elementary school, student assignments are collected on a frequent and regular basis during each learning period. In middle school, teachers will assign and collect Teacher-Graded Assignments during each learning period. Teachers may request assignments to be submitted in various formats. It is imperative that you and your teacher work together to collect and evaluate the student's work on a regular, ongoing basis. A small sample of the collected coursework is stored as part of your student's file and is maintained at the school's office, as required by the state of California.

Below are the qualifications for acceptable student coursework:

- Original student work, in the student's handwriting
- Student work is neat and organized (age-appropriate)

- Includes student's name, date, unit, and lesson number or assignment description
- Is reflective of work as assigned on the quarterly assignment plan and completed within the appropriate learning period/quarter
- Student work is evaluated and scored by the parent/learning coach using the provided answer keys, which can be found within the Online School lesson content or as supplied by your student's teacher
- Is submitted according to the deadlines established by the teacher

Failure to provide the student's work regularly as requested by staff may indicate that independent study is not the appropriate placement for your student.

Academic Conferences

Throughout the school year, both you and your student(s) will regularly meet with their teacher(s) via phone, online video conferencing, and/or in person. Meetings provide a structured time for teachers to observe student progress, review completed work and assessment results, discuss academic strengths and areas for improvement, and assign upcoming coursework. Additionally, conferences help strengthen the partnership between the teacher, student, and parent/guardian through meaningful dialogue, observation, and feedback.

Scheduling & Attendance
Your teacher will coordinate with you to arrange the date, time, and location of all meetings. If an in-person conference is required, it will be held at a mutually agreed-upon location. Both parents/guardians and teachers are responsible for providing at least 24 hours' notice if they are unable to attend a scheduled meeting. If a conference is canceled, the teacher will reach out to reschedule within the same learning period.

- Elementary academic conferences will take place at least three times per school year: upon enrollment and during each semester.
- Middle school academic conferences may occur at least once every 20 days, but additional meetings may be required based on student needs.
- High school students have an Enduring Connection call with their Homeroom Teacher at least once every 20 school days and meet with their counselor at least once per quarter.
- Failure to attend scheduled meetings may indicate that independent study is not an appropriate placement for your student and could result in withdrawal from the program.

Academic Support

As part of our Multi-Tiered System of Support (MTSS), students identified through assessment data and teacher input may be required to participate in this supplemental program. This supplemental intervention targets foundational skills and provides ongoing, multi-day-per-week support, with continuous progress monitoring to ensure effectiveness.

Math and English Lab Courses: High School

The Math and English Lab Program provides targeted support for students with significant learning gaps, identified through state tests, benchmark assessments, and teacher recommendations. Math and Literacy Lab courses help students master content aligned with English 9 and the two-year Algebra 1 sequence. Instruction is primarily delivered through live sessions, and courses are content electives toward graduation. Students may exit the program based on demonstrated mastery and teacher recommendation in the spring semester.

Credit Recovery Courses: High School

The Credit Recovery Program helps high school students catch up and stay on track for graduation. Courses are

self-paced, individualized, and mastery-based, focusing on essential skills in core subjects (math, English, history, science, and PE). Courses do not meet A–G requirements but fulfill graduation credits.

Students begin each unit with an assessment. If they pass with 70% or higher, the unit is complete. If not, they complete the lessons and may retake the assessment. After two failed attempts, a teacher provides remediation before a final attempt. Grading is additive; students earn points for completed work, encouraging multiple attempts. All coursework must be finished by the end of the semester; no extensions allowed.

PE courses require at least 30 hours of physical activity over six weeks in addition to course assignments.

Courses are taught by credentialed teachers available via email, phone, and office hours. Students who are not making progress may be required to meet with their teacher.

To enroll in a credit recovery course, students must have previously attempted the course. Enrollment is available during the first quarter of each semester. Students who finish a course early may enroll in another, if eligible. Students enrolled in two credit recovery courses may reduce their standard course load. If a student completes a credit recovery course during the first half of a term, they may enroll in an additional course, pending eligibility.

Individualized Learning Plans (ILPs) Elementary and Middle School

Individualized Learning Plans (ILPs) are an integral component to ensure that each student is successful in their educational path. The ILPs for Elementary include quarterly assignments via the standards-based assignment paths, report card standards, and course overviews. Students are provided with their ILP within two weeks of enrollment and if any changes are needed throughout the year, updated ILPs are then required. The ILPs for Middle School students include course lessons assigned by their teacher through the Online Middle School (OLMS), required (and optional) live instructional sessions, progress towards individualized goals, and student participation expectations. Teachers provide updated ILPs within the first week of each quarter.

Academic Integrity Policy

Academic integrity is essential to a fair and effective learning environment. All students are expected to complete their work and cite sources properly. Acts of dishonesty, including plagiarism, cheating, or using AI-generated content without citation, are taken seriously and result in escalating consequences. These range from resubmission opportunities to course failure or withdrawal from the school. Students and parents are encouraged to seek support and guidance when unsure about proper academic practices.

For full details, refer to the Academic Integrity Policy (Grades TK-8) and the High School Academic Integrity Policy in the Appendix of this handbook.

Promotion, Acceleration, Retention

Student promotion in grades K-8 is based on multiple academic measures, including assessments, grades, and teacher evaluations, to ensure readiness for the next grade. Retention decisions are made when students are not meeting grade-level standards, with timely interventions and parent involvement. In rare cases, academically advanced students may qualify for mid-year promotion. All decisions consider the student's academic progress, social-emotional development, and, when applicable, special education needs as outlined in their IEP.

For full details, refer to the Promotion, Acceleration, Retention Policy in the Appendix of this handbook.

Accelerated Course Level Changes for Elementary and Middle School

A mastery-based curriculum supports student learning by building essential skills through lessons that are

differentiated, goal-driven, and informed by assessment data. Parents, Learning Coaches, and teachers collaborate to ensure students engage in rigorous academic work, including projects and individualized assignments.

Mid-year course-level changes are evaluated individually. If enrichment or honors options within the current grade level are insufficient, an advanced course placement may be considered.
Students must demonstrate:

- Proficiency in grade-level Common Core Standards
- Ability to solve complex, multi-step problems
- Initiative, imagination, and effective communication
- Constructive learning practices
- Responsiveness to feedback
- Accountability and reflection in coursework

Students meeting these expectations and demonstrating exceptional skill mastery through portfolios or assessments may be recommended for advanced placement within the year.

Advanced Learners Program (ALP) Elementary & Middle School

The Advanced Learners Program (ALP) is an opportunity to provide accelerated elementary and middle school learners with enrichment activities, including interest projects, etc., to deepen and extend their learning in a variety of areas. ALP students may develop inquiry-based projects around their passions, research more about a topic, or create a presentation.

To participate in the Advanced Learner Program, students must be identified and recommended by their general education teacher. Students will be evaluated for placement in the Advanced Learner Program based on the following criteria:

- Self-motivated and making adequate progress in all assigned courses
- Engagement level reported as high
- Meeting all enrollment requirements
- Submitting work that exhibits above-grade-level skills
- Completing all assignments as indicated on the quarterly assignment plan, including honors projects, other custom assignments, etc.
- Demonstrating mastery of most or all grade-level state standards through teacher-evaluated course assignments and assessments
- Has a genuine interest in, and shows a love for learning
- Attending and participating in all assigned live instructional sessions

Middle School Honors Program & High School Advanced Placement/Honors Courses

The Middle School Honors Program offers a rigorous, enriched curriculum designed to deepen students' understanding across all subjects. Through project-based and cross-curricular learning experiences, students engage in challenging content beyond grade-level standards.

Placement in the Middle School Honors Program prepares students for Advanced Placement (AP) courses and college-level work by fostering critical skills such as time management, organization, and analytical thinking. Honors courses emphasize in-depth projects and writing assignments. Successful students are typically self-motivated, strong readers, and supported at home. Eligibility is based on universal assessment scores (Star 360 Math and Reading), a minimum GPA of 3.0 from the previous term, and teacher and parent recommendations.

The High School offers several Advanced Placement (AP) and Honors-level courses. All honors and AP courses are weighted with an additional point on the student's GPA (A=5, B=4, etc.). These courses adhere to strict due dates and overdue policies. Students complete honors and AP contracts upon entering the course, which detail each

course's requirements. Honors and AP course offerings are provided in the course catalog, updated annually, and are offered at a minimum in math, English, history, and science each year.

For High School Honors and AP courses, students and Parents/ Guardians are required to examine the course syllabus and notify the teacher within the first five (5) days of school for potential conflicts with course materials. Reasonable alternative options will be considered on an individual basis, and students may be placed in an alternative course if necessary. Students and Learning Coaches are responsible for arranging in advance to make up alternative work or material in a timely manner.

School Achievements and Awards in High School

Student achievement is celebrated through a variety of awards and recognitions.

Valedictorian Achievement: The student with the highest overall GPA in the graduating class of each CAVA school as of the end of the fall term for that school year will be awarded a Valedictorian Medal. Students are notified of their valedictorian status prior to graduation ceremonies in the spring term.

Summa Cum Laude: A graduating student that receives a 4.0 or above overall GPA receives a summa cum laude honor at graduation.

National Technical Honors Society Achievement: Per National Technical Honors Society (NTHS) standards, NTHS students are given an NTHS achievement award at graduation if they have met eligibility requirements and participated in NTHS for two semesters before graduation.

National Honors Society Achievement: Per the National Honors Society (NHS) bylaws, an NHS student is given an NHS achievement award at graduation if they have participated in NHS for three semesters before graduation.

Honor List: At the end of each term, students who have earned a GPA of 3.0-3.49 for that term will receive notification of placement on the honor list via email and the opportunity to request a certificate via mail.

High Honor List: At the end of each term, students who have earned a GPA of 3.5 or higher for that term will receive notification of placement on the high honor list via email and the opportunity to request a certificate via mail.

Golden State Seal Merit Diploma: Students may be eligible to receive a seal on their high school diploma and have demonstrated mastery of the curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student.

State Seal of Biliteracy and Global Seal of Biliteracy: This program recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English.

English Learner Reclassification: English Learners who successfully meet reclassification criteria during high school will receive an honor at graduation.

CTE Pathway Completion: Students who have completed career technical education elective concentration and capstone courses in a specific pathway within an industry sector will receive an honor at graduation.

Link Crew Leaders: Students who serve as leaders of Link Crew to provide support to students as they enter high school as freshmen will receive an honor at graduation.

Student Government: Students who serve as an ASB (Associated Student Body) officer during their graduating year

will receive an honor at graduation.

Esports Participants: Students who participate on the Esports team during their graduating year will receive an honor at graduation.

College Admission Information

High school students are offered a variety of course options to meet the admission requirements for the California State University (CSU) and University of California (UC) systems.

Information about CSU and UC admission requirements is provided to parents and guardians of students in grades 9-12. Students receive access to a list of CSU and UC-approved courses via internal email. For assistance with selecting courses that meet college admission requirements, students are encouraged to contact their assigned high school guidance counselor. Additional information is available through external resources such as www.csumentor.edu and www.universityofcalifornia.edu/admissions/.

If a required A-G course is not available, students and parents will be provided with alternative options. Guidance counselors and the principal will assist families in selecting an appropriate course, and reimbursement for tuition, books, or testing fees will be available upon proof of satisfactory course completion.

Counselors annually review course selections with students in grades 9-12. In addition to the required quarterly conference, students may request a meeting with their counselor to receive support.

Free Application for Federal Student Aid (FAFSA)

Students are supported in accessing post-secondary opportunities by receiving assistance with the completion of state and federal financial aid applications. In accordance with Education Code 51225.7, all students are required to complete the Free Application for Federal Student Aid (FAFSA) or the California Dream Act application, as applicable.

Financial aid resources and support are provided through CaliforniaColleges.edu, a free platform offering interest inventories, college and career exploration tools, and financial aid completion assistance. All students will register for an account and work with the counseling staff to complete the financial aid process. Additional assistance and referrals to outreach programs are available from your Guidance Counselor.

Information provided by parents, legal guardians, and students will be protected in compliance with FERPA and applicable state laws, regardless of immigration status or personal information, to ensure full confidentiality. Legal guardians or adult students over age 18 may opt out of the financial aid completion requirement. Families who are unable to complete an application will be exempt, and opting out will not affect a student's ability to graduate.

To ensure compliance with AB469, every student receives information about the requirement to complete the Free Application for Federal Student Aid or the California Dream Act Application. Counselors organize workshops and informational sessions that simplify the application process, helping students gather the necessary documents and fill out forms accurately. By fostering a culture of college readiness and offering this critical support, students are empowered to pursue higher education without the burden of financial barriers.

High School In-Person Event Dress Standards

Clothing worn to Career Prep Academy @ CAVA events should promote the learning process, appropriate behavior, and a professional attitude suited to the specific CAREER AND COLLEGE PREP experience. It is expected that students will adhere to the school dress code and wear clothing that is appropriate for the event and

consistent with their health, safety, and welfare.

Specifically, shoes must be worn at all times, and special events will require closed-toed shoes for the safety of the student. CAREER AND COLLEGE PREP students participating in events or activities as school representatives must follow any additional dress code and public health and safety requirements put forth by the organizer or employer (i.e., professional dress that includes a blazer).

HS Graduation Attire Expectations:

- Attire must adhere to the school Dress Code Policy and be suitable for the occasion (business casual/ formal or professional).
- Graduates must wear a cap and fully zipped gown in the designated color.
- Medallions and cords earned through California Virtual Academies for board-approved honors and program participation may be worn with the graduation gown.
- Leis, stoles, and cap decorations are allowed if they do not distract, obstruct view, create a mess, or feature inappropriate content. In addition to the cap and gown, a maximum of 2 personal items may be worn (leis, stoles, stashes).

Work Permits

In the state of California, students under the age of 18 must have a work permit in order to be employed during the school year. The work permit verified that the minor meets school attendance requirements and academic standards. Work permits also help to ensure that employers are aware of restrictions on the type of tasks and hours minors are permitted to work.

Students and families may contact the CAVA College and Career Center to obtain information on workplace safety, workers rights, school issued work permits, and entertainment work permits.

Parent-Student Handbook Acknowledgement

The Parent-Student Handbook contains important information regarding school policies, student expectations, academic standards, and student/family rights and responsibilities. It is essential that all students and parents/guardians review the handbook together to understand the school's procedures and expectations.
As part of the Back to School Packet, you will sign your digital acknowledgment for the Parent-Student Handbook. With your digital signature, you acknowledge the following:

- You have received access to the Parent-Student Handbook.
- You understand it is your responsibility to read and review the contents of the handbook.
- You agree to abide by the policies, procedures, and expectations outlined in the handbook.
- You understand that questions about the handbook or school policies may be directed to school administration.

APPENDIX

Academic Integrity Policy: Grades TK-8

Academic Integrity Policy: High School

Bullying Prevention, Intervention, and Reporting Policy

Concurrent Enrollment Policy

Dress Code Policy

Family Educational Rights and Privacy Act (FERPA)

Foster Youth Support Policy

Grade Appeal Policy

Mathematics Placement Policy

McKinney-Vento Rights

Promotion, Acceleration, Retention Policy

Protection of Pupil Rights Amendment (PPRA)

Response To Immigration Enforcement Policy

Suspension and Expulsion Policy

Title IX Grievance Procedure

Transcript Policy

Uniform Complaint Procedure (UCP) Annual Notice

Academic Integrity Policy (Grades TK-8)

Academic integrity is the foundation of a fair and successful learning environment. All students are expected to complete their work, use sources appropriately, and uphold honesty in all academic matters. Cheating, plagiarism, any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means, and any form of misrepresentation or deception in academic work are considered serious offenses and are not tolerated at any grade level.

Examples of Academic Dishonesty Include (but are not limited to):

- Submitting the same assignment in more than one course without permission
- Copying from textbooks, websites, or answer keys without proper citation
- Using unauthorized materials, tools, or notes during assignments or exams
- Buying, commissioning, or hiring someone to complete a paper or project
- Sharing or distributing files that contain completed schoolwork
- Copying work from another student
- Submitting work completed by someone else, including a parent, tutor, or Learning Coach
- Requesting or sharing answers in chat rooms, forums, or threaded discussions
- Using online translators or dictionaries during language exams without approval
- Bypassing or manipulating online assessments to receive a passing score without learning the material
- Marking lessons as completed when they have not been completed by the student and reviewed by the Learning Coach, if required
- Posting schoolwork or assessments online to let others copy or complete them
- Taking credit for group work when you did not contribute equally
- Giving someone access to your online account or using someone else's account to complete work
- Submitting work created entirely or mostly by AI and presenting it as your own without citation

As students progress through grade levels, the expectations for independent and ethical work increase, but the standard remains consistent: all academic work must be your own. Plagiarism is the presentation of someone else's ideas or works as one's own. This constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If a teacher or administrator determines there is sufficient evidence of academic dishonesty or plagiarism on the part of a student, the instructor may exercise one or more of the following consequences, depending on the severity of the offense.

Consequences

1st Offense

- The teacher will remove credit for any assignment related to the offense.
- The teacher will confer with the parent and student regarding the offense and discuss the repercussions of additional offenses.
- The teacher will provide resources and support to help the student succeed while maintaining academic integrity.
- The student will be required to resubmit assignment(s) directly to the teacher within one week to receive credit.

2nd Offense

- The student will receive zero points for the assignment, and will not be able to resubmit it, which will result in a lower overall course grade on the grounds of academic dishonesty.
- The teacher will notify the student and parent via email and the school administration. Included in this mailing will be a copy of evidence of plagiarism or cheating.
- The parents and student will be required to meet with the principal to discuss the Academic Integrity Policy and the consequences of additional infractions. A letter will be placed in the student's file regarding the offense.
- The student may be required to have additional supervision (for example, complete assessments in the online classroom) to help the student become successful in the future.

3rd offense

- The student may be withdrawn and placed back in their school of residence. The incidents will be noted in the student's permanent file.

Avoiding Plagiarism

Students must always give credit when using information that is not their original work or is not considered common knowledge. For example, if a student uses someone else's opinion or explanation, such as an author's view on the importance of the Emancipation Proclamation during the Civil War, they must credit that source. On the other hand, widely known facts like the dates of the Civil War are considered common knowledge and do not need to be cited.

When using someone else's ideas, students must name the source in the body of their work and list it on a reference page. If a student uses the exact words from a source, those words must be placed in quotation marks and the source must be cited. If students are unsure whether a source needs to be cited, they are encouraged to cite it or ask their teacher for guidance. Learning how to use sources properly is an important academic skill.

For help with writing and citations, students may refer to trusted guides such as *The Essential Little Brown Handbook*, *The MLA Handbook* (for humanities), *The APA Manual* (for social sciences and business), or *The CBE Style Manual* (for science topics).

The student is also encouraged to ask instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook,* and for formatting, questions refer to manuals such as *The MLA Handbook* for the Humanities, *The Publication Manual of the APA* for social sciences and business, and *The CBE Style Manual* for natural and applied sciences.

Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to the course.

***Board Approved**: June 2025*
Annually reviewed as part of the Parent Student Handbook

High School Academic Integrity Policy

The Academic Integrity Policy includes all forms of academic dishonesty, including plagiarism and cheating. Academic dishonesty in any form is a grave offense and will not be tolerated. Examples of academic dishonesty include:

- Cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means.
- Using another's work and claiming it as one's own including work produced by generative AI
- Submitting the same assignment to more than one course
- Copying from text, web site, or other course material without crediting to the source
- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Hiring someone to write a paper, buying a paper or project, or using AI to generate assignments on your behalf
- Letting a partner do all of the work and putting your name on it
- Letting a parent or mentor complete your assignments
- Asking for answers in a chatroom or threaded discussion
- Using an online translator or foreign language dictionary during examinations Allowing someone else to log into your account to complete your work
- Logging into someone else's account to complete their work

***Please note**: All work submitted to the Online High School is automatically scanned by plagiarism software that cross-references with the internet and work submitted to other schools.*

Consequences
If an instructor or administrator determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor will exercise one or more of the following consequences, depending on the student's history of academic dishonesty:

1. **First Infraction**
   Students will receive an official warning and be required to watch a tutorial recording. Students will be allowed to resubmit the assignment after signing a behavior contract. The student will receive a zero on the assignment until the behavior contract and revised assignment are submitted.

2. **Second Infraction**
   Students will receive a zero on the assignment and will not be allowed to resubmit it. An administrator will contact the parent and student to discuss the Academic Integrity Policy and the consequences of additional infractions.

3. **Third Infraction**
   Students will be withdrawn from the course, and an "F" grade will be placed on the student's permanent transcript. The principal will contact the parent and student to discuss the Academic Integrity Policy, the consequences of another infraction, and options for credit recovery.

4. **Fourth Infraction**
   Students may be withdrawn and placed back in the school of residence. The incident will be noted in the student's permanent file.

Students with documented disabilities who require academic accommodations under Section 504 or IDEA will be provided with appropriate supports to ensure equitable access to assignments and assessments. The school will consider whether the integrity violation was connected to a disability-related need or misunderstanding and determine whether disciplinary actions should be modified accordingly.

Records of academic integrity violations will be retained in the student's file for the duration of their enrollment. The school will not report academic dishonesty to colleges or third parties unless required by law or unless it results in a formal disciplinary record under Ed Code 48918.

What is Academic Dishonesty?

Cheating: Students must complete their own work. Students who obtain answers to their work from an outside source are cheating. This includes translators (both online and in-person), websites that solve equations, websites that provide questions and answers, copies of other students' work, using unauthorized notes during tests, sharing answers with other students, searching for answers online, and submitting any work that is not the student's original and independent effort.

Plagiarism: Students must give credit for any information that is not either their own original work or common knowledge.

- **AI:** Students are expected to uphold academic honesty standards when using generative AI tools. Users must disclose when AI tools have been utilized in their work, including but not limited to assignments, research, and creative projects. Attribution must be given for any AI-generated content or ideas that significantly influence the final work. Just as plagiarism is unacceptable, using AI tools to generate content without proper attribution or passing off AI-generated work as one's own is equally considered a breach of academic honesty.

- **What is considered common knowledge?** Major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to an author. However, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War.

- **Acceptable Use Guidelines**: Students who borrow ideas or information from another author or produce work through generative AI must acknowledge the original creator in the body of the text and on the reference page. Students are encouraged to ask instructors for guidance if they are unsure whether to cite a source. Students might also consult formatting manuals such as The MLA Handbook for English, arts, and humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences. Failure to abide by these standards will be reported to the appropriate administrative authorities and may result in loss of credit and revoked access to the course(s).

Board Approved: June 2025
Annually reviewed as part of the Parent Student Handbook.

Bullying Prevention, Intervention, and Reporting Policy

The school recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process. This applies to all educational programs, activities, services, and school-sponsored events.

Records of all reported bullying incidents and related conduct will be maintained. Each year, bullying prevention efforts will be reviewed to evaluate effectiveness, enhance response protocols, and support ongoing school safety planning.

Examples of Prohibited Conduct

Bullying is aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

California Education Code § 48900(r):
(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act[1], and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

A. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
B. Causing a reasonable pupil to experience a substantially detrimental effect on their physical or mental health.
C. Causing a reasonable pupil to experience substantial interference with their academic performance.
D. Causing a reasonable pupil to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by a school.

[1] Education Code section 48900(r) defines "electronic act" as the creation and transmission originated on or off the school site, by means of electronic device, of an electronic communication.

Examples of the types of conduct that may constitute bullying and are prohibited include, but are not limited to:

Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.

Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.

Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.

Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, websites, or fake profiles. Cyberbullying also includes breaking into another person's electronic account or stealing a person's online identity to damage that person's reputation.

Typically, bullying is a pattern of conduct or is conduct which is repeated over a period of time, but may, in some instances, take the form of one severe or egregious act.

Bullying Prevention

To the extent possible, the school shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying. Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective responses.

Virtual-specific prevention strategies, such as:

- Digital citizenship and media literacy lessons
- Safe online communication practices
- Positive virtual school culture-building
- Parent workshops/webinars on cyberbullying

This policy will be posted on the school's website and included in the parent/guardian student handbook annually, in compliance with Education Code 234.3. This policy will be translated into primary languages spoken by 15% or more of the student body in compliance with Education Code 48985.

Intervention
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so (Education Code 234.1).

Reporting and Filing of Complaints
Any student, parent/guardian, or other individual who believes a student has been subjected to bullying or witnessed bullying may report the incident to any staff member either verbally, in writing, or through electronic communication, such as email. A report may also be made by completing the Bullying and Harassment Incident Reporting Form and submitting it to the principal or other staff members. Staff members must notify the principal of the complaint within one business day.

The student who is the alleged victim of the bullying shall be allowed to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

When the incident involves cyberbullying, individuals with information about the activity must save and print any electronic or digital messages that constitute cyberbullying.

If a report of bullying or cyberbullying is made to local law enforcement, the principal shall also notify the Head of School and the Director as required under Education Code § 48900.9.

Retaliation against any student or employee who reports or participates in the investigation of bullying is strictly prohibited and will result in disciplinary action.

Investigation and Resolution of Complaints
All reports of bullying, as defined by this policy, will be addressed using the procedures outlined below. Within fifteen (15) school days of receipt of the complaint, the principal shall complete the investigation and provide the complainant with notice of the decision.

If the investigation determines that the complaint involves bullying that is not based on a protected class, the principal must take appropriate steps to address and resolve the matter. Corrective measures for the student responsible may include counseling, behavioral intervention, and educational support. If the conduct is determined to be severe or pervasive, as defined in Education Code 48900, disciplinary action, up to and including suspension or expulsion, may be taken in accordance with school policies. Even if a reported incident does not meet the legal definition of bullying, any form of inappropriate or harmful behavior will be taken seriously and responded to promptly and appropriately.

If the principal determines the complaint involves alleged harassment, intimidation or bullying, based on a protected class[2], the appropriate compliance officer must be notified, and the Uniform Complaint Procedure will be followed.

Appeals Process

If a student or parent/guardian is dissatisfied with the resolution of a bullying complaint, they may file a grievance.

- The parent/guardian will address in writing any concern or grievance initially with the student's director. The director will respond within ten (10) school days.
- If the concern or grievance is not resolved by the Director the parent/guardian may, within ten (10) school days, request a meeting with the Head of Schools to discuss the concern or grievance. The Head of Schools will investigate and respond within ten (10) school days.
- A written letter will be sent to the family that will address the concern and outcome.

Assessment, Alternative Consequences, and Progressive Responses

The director shall develop strategies to assess the needs of students who engage in bullying behavior and attempt to utilize alternative consequences and progressive disciplinary responses to address this. Additionally, the director or principal may provide support to these students to address the underlying causes of bullying behavior. Follow-up by the principals or director, with both the individual who was bullied and the person who bullied, should be conducted promptly to ensure that the bullying or harassing behavior does not continue, and that student safety is maintained.

The director shall also consider, even when discipline is not called for under school policies or the Education Code, whether other forms of interventions are appropriate to address the needs of the alleged victim(s) and the conduct of the alleged perpetrator(s).

If any student involved in bullying exhibits warning signs of self-harm or suicide, follow the Safety Risk Referral process.

The school shall maintain records of reported bullying incidents and conduct an annual review of bullying prevention efforts to improve response protocols and school safety planning.

Board Approved
June 2025 (Policy was rewritten.)
Reviewed annually as part of the Comprehensive School Safety Plan.

[2] Nondiscrimination Policy

Concurrent Enrollment Policy

Concurrent enrollment allows high school students to enroll in courses at a local community college or, when applicable, at a high school site. Under Education Code sections 48800 and 76002, this program is intended to offer enrichment opportunities to a limited number of eligible students. Assembly Bill 30 (AB 30) permits concurrent enrollment to function as dual enrollment, enabling students to earn both high school and college credit simultaneously. It also allows community college courses to be taught on the high school campus when a formal agreement, such as a Memorandum of Understanding (MOU) or a College and Career Access Pathways (CCAP) agreement, is in place. The dual enrollment policy offered is through the CAVA2College program.

The Intent - The intent of the Education Code in allowing dual enrollment is to provide high school students the opportunity to complete college courses while still in high school, helping them prepare for post-secondary education. Dual enrollment also offers financial benefits, as students do not pay tuition or associated college fees.

The Profile - Students who may benefit from accelerating their academic or vocational pathways are eligible and encouraged to participate. Students seeking to complete remedial coursework or make up credits for previously failed high school or middle school classes may be considered for approval on an individual basis, provided they meet the general eligibility requirements.

Policies and Requirements for Concurrent Enrollment
High school students interested in enrolling in community college courses must complete all required forms in coordination with their guidance counselor, who will assist in selecting courses aligned with the student's educational goals. A minimum GPA of 2.5 is required, unless the student meets alternative eligibility criteria set by the community college. Students may enroll in any course except Physical Education, Math, or English, unless an exception is approved by the administrative team. It is also recommended that students consult with a community college counselor to ensure their selected courses align with their academic or career objectives and to verify any campus-specific restrictions.

Students under the age of 18 must obtain a parent or guardian's signature to authorize participation in the concurrent enrollment program. A completed Concurrent Enrollment application must be submitted to the student's guidance counselor prior to each semester of intended participation. Guidance counselors and the Dual Enrollment Specialist serve as the designated school officials authorized to review and approve the application and forward it to the appropriate community college. The Dual Enrollment Specialist will be copied on the communication and will retain a copy of the signed form for official records.

Students are limited to enrolling in no more than two courses per semester, regardless of unit value, provided their total enrollment does not exceed 11 units. Students seeking to take additional courses or exceed the 11-unit limit must obtain prior approval from both the Principal and the Dual Enrollment Specialist.

All completed coursework will appear on the student's community college transcript. If the course was pre-approved, high school credit will be added to their high school transcript upon receipt of an official college transcript verifying the grade and credits earned.

Concurrent Enrollment Policy

Community colleges are not responsible for supervising minor students outside of the classroom environment. The college faculty and staff are not expected to remain with students after class or ensure that transportation arrangements have been made. Additionally, students should be aware that classes may occasionally be dismissed early.

Students are required to follow all college policies, including those related to course requirements, attendance, deadlines, and the Code of Conduct. Specific policies can be found in the college's catalog or class schedule.

Please note: *Some community colleges impose additional restrictions on the types of courses available to high school students through concurrent enrollment. Guidance counselors must adhere to each college's specific policies and, as a result, may not be able to approve certain course requests.*

Steps for High School Concurrent Enrollment

1. Research the Community Colleges in your area to decide which college you would like to attend. Helpful link for finding a CC near you: https://www.cccco.edu/Students/Find-a-College
2. Review the community college class schedule and identify one or two courses that align with your academic or career goals.
3. Find the portion of the college website that covers Concurrent Enrollment. On most college websites, you can find this by typing in "high school enrollment" or just "high school" in the search box. (Colleges may also refer to concurrent enrollment as "special admission" or "dual enrollment.")
4. Complete an admissions application for the community college.
5. Follow the steps to fill out the High School Concurrent Enrollment Form (available on the college website). Be sure to include all student information and the name of the class you plan to take. Have your parents sign the form (if you are under 18).
6. Send the High School Concurrent Enrollment form to your guidance counselor via email to obtain a signature and discuss your course selection. Send it in PDF format if possible.
7. Follow the steps outlined by the college for submitting this form, completing the admissions process, and registering for courses.
8. To have credits from the community college course applied to your high school transcript, you must send an official college transcript to the main office showing completion of the course with grade and credits earned. The address for the main office is:

   California Virtual Academy
   Attn: Records Department- Transcript
   50 Moreland Road
   Simi Valley, CA 93065

Additional Notes

- Placement assessments may be required for enrollment in English, math, or ESL courses. Students must also meet any prerequisite requirements established by the community college.
- A separate high school concurrent enrollment form must be completed and submitted for each semester of participation.
- To receive dual credit, an official transcript from the community college must be mailed to the main office, showing the completed course, grade, and credits earned.

Concurrent Enrollment Policy

- Students who intend to apply community college courses toward high school graduation requirements must obtain prior approval from their guidance counselor.
- If you are using the community college course to meet a University of California (UC) or Cal State University (CSU) A-G freshman admission requirement, then the course must be listed on the community college's A-G Course List: https://hs-articulation.ucop.edu/agcourselist#/list/search/institution

College Credit Earned	High School Credits Awarded
1 unit/credit	3 credits
2 units/credits	6 credits
3 units/credits	10 credits
4 units/credits	13 credits
5 units/credits	***16 credits***

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Annually updated as part of the Parent Student Handbook

Dress Code Policy

In a virtual school environment, clothing worn during live class sessions, any time while using a webcam, or at an in-person event, should support a safe and respectful academic setting. The primary responsibility for student dress and appearance rests with the parent or legal guardian. The school expects that student attire will promote the learning process and appropriate behavior in all school-related settings.

Clothing must be appropriate for instruction. The following are not permitted in any school-related virtual or in-person activity:

- Clothing or accessories that display crude, vulgar, or obscene messages or images;
- Content that promotes or depicts drugs, alcohol, tobacco, or paraphernalia;
- Attire that includes hate speech, racial/ethnic slurs, sexually suggestive content, or profanity;
- Clothing that reveals undergarments, or attire that is inappropriately revealing;
- Unsafe or disruptive accessories.

In accordance with Education Code 35183, gang-related apparel that may cause disruption or safety concerns during virtual or in-person events is prohibited. The school will consult with law enforcement as needed, and no student will face disciplinary action unless the apparel has been specifically identified as gang-related by school administration.

Any violation of the dress code, including the wearing or display of prohibited or disruptive items during virtual sessions or school-sponsored events, may result in a referral for disciplinary action in accordance with school policy. Students and families will be informed of the dress code expectations annually.

Board Approved
Updated June 2025
Reviewed annually as part of the Comprehensive School Safety Plan.

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Notification of Rights under FERPA for Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Insight Schools receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask Insight Schools to amend their child's or their education record should write the school principal clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

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4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Insight Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education 400
   Maryland Avenue, SW Washington, DC
   20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of 99.34. (99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (99.31(a)(4))

- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were

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released, subject to 99.38. (99.31(a)(5))

- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (99.31(a)(6))

- To accrediting organizations to carry out their accrediting functions. (99.31(a)(7))

- To parents of an eligible student if the student is a dependent for IRS tax purposes. (99.31(a)(8))

- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (99.31(a)(9))

- To appropriate officials in connection with a health or safety emergency, subject to 99.36. (99.31(a)(10))

- Information the school has designated as "directory information" if applicable requirements under 99.37 are met. (99.31(a)(11))

- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. 1232g(b)(1)(L))

- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. 1232g(b)(1)(K))

- California College Guidance Initiative (CCGI) is written into California Education Code (EC) Section 60900.5 as an authorized provider of an institutional service to all California School Districts and as part of the state's efforts to make college-going a more streamlined experience for students (EC Section 60900.5(a)). One service that the CCGI will provide is a set of college and career planning tools, including the CaliforniaColleges.edu tool, designed to help students plan for and apply to California public colleges and universities. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education (CDE). Data-sharing with the CCGI, includes the use of California Pupil Achievement Data System (CALPADS) data as outlined in EC 60900.5, and the use of the CaliforniaColleges.edu tool. The data shared will be used to provide pupils and families with direct access to online tools and resources and will enable a pupil to transmit information shared with the CCGI to both of the following:

    1. Postsecondary educational institutions for purposes of admissions and academic placement.

    2. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Foster Youth Support Policy

Our school strives to provide educational stability for children in foster care. We emphasize close collaboration with child welfare agencies and the educational rights holder to ensure that foster students have the opportunity to achieve academic success and to participate in the school community at the same high levels as their peers.

Foster Youth means a child who is subject to at least one of the following conditions:

- Has been removed from their home pursuant to Welfare and Institutions Code 309.
- Is the subject of a petition filed under Welfare and Institutions Code 300 or 602, whether or not the child has been removed from the home.
- A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court pursuant to the tribal court's jurisdiction in accordance with the tribe's law.
- A child subject to a voluntary placement agreement, as defined in subdivision (p) of Section 11400 of the Welfare and Institutions Code.
- A student under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria of EC 42238.01. (Education Code 48853.5, 42238.01)

Foster youth are entitled to specific educational rights and services designed to promote stability, access, and academic success. These include:

- Enrollment in their school of residence and/or remain in their school of origin while under the jurisdiction of the court, even if their placement changes, so long as continued enrollment at the school of origin is determined to be in the student's best interest in a collaborative discussion with the student's educational rights holder, foster care team, and school administrators.
- Immediate enrollment even if a student lacks the typically required documents, such as academic records, immunization records, or proof of residency. To ensure a student's appropriate school placement, we encourage that all relevant documents be provided at the time of enrollment.
- When transferring schools, foster youth will receive credit for full or partial coursework that is satisfactorily completed at their previous school. They shall not be forced to retake courses they have already completed successfully.
- Foster youth who transfer schools after their second year of high school may be eligible to graduate under state minimum requirements, even if they do not meet the school's graduation requirements. They also have the right to stay in high school for a fifth year to complete graduation requirements.
- If a foster child is faced with disciplinary actions that could lead to an involuntary school transfer, including disenrollment, suspension, expulsion, or manifestation determination notice, the school will first provide written notice of the concerns and notification of the student's rights to the educational rights holder, attorney, and county or tribal social worker no less than 5 days before the date of effective action. This is in accordance with CA Education Code § 48911(d); 48911(g); 48918.1(a); 48915.5(d); 48432.5(b); 47605(c).
- Foster youth have access to the same academic resources, services, and extracurricular and enrichment activities available to all students.

Foster Youth School Records

- A caregiver or foster parent may have access to their foster youth's online school platform and current school records to ensure that the student has access to educational services, supports and activities (e.g., to enroll the student in school; assist with homework, class assignments or college applications; enroll in extracurricular activities, tutoring, after school or summer enrichment activities). (CA Education Code 49076(a)(1)(O); 49069.3 (a), (b); 34 CFR 99.31(a)(8), 34 CFR 99.3).
- Education records for foster youth can be disclosed to an agency case worker or other representative of a state, local, or tribal child welfare agency that has legal responsibility, in accordance with state law, for the care and protection of the student. Student records can be provided to the above without written parental consent or under judicial order. The records, or identifiable information contained in those records, shall not otherwise be disclosed by that agency, except as provided under FERPA. CA Education Code § 49076(a)(1)(N); 20 USC 1232g(b)(1)(L).

These educational rights are protected under state and federal law, including the Every Student Succeeds Act (ESSA), and may be enforced through the school's Uniform Complaint Procedures (UCP). If you believe that a foster youth's educational rights have not been upheld, you may file a complaint through the UCP. The policy and complaint process are available upon request or on the school website.

For more information and support, please contact:

Homeless & Foster Youth Liaison
Melisse Burns
meburns@caliva.org
(530) 421-8165
50 Moreland Rd.
Simi Valley, CA 93065

Board Approved: *March 2020*
Updated June 2025
Annually reviewed as part of the Parent Student Handbook.

Grade Appeal Policy

The role of an effective learning coach and engaged student includes monitoring academic progress consistently. Parents and students have constant access to view assignments and course progress through the Online School. If a concern arises about a specific grade on an assignment or progress report, the assigned teacher should be notified immediately via email.

The grade earned by each student shall be the grade determined by the teacher of the course when grades are earned for any course of instruction. In the absence of any of the grounds listed below, the grade shall be final. Within thirty (30) school days of the date that grades are mailed, the education rights holder for the student may request a change of a student's grade only on the following grounds:

1. Mistake
2. Fraud
3. Bad faith
4. Incompetency

1. **Notice of Process for Requesting a Grade Change**
   a. The grade appeal policy shall be included in the Parent-Student Handbook.
   b. The grade appeal procedures shall be made available upon request to any student or educational rights holder.

2. **Teacher Level**
   a. Any request for a grade change must first be made in writing to the teacher who assigned the grade. A parent must make the request to the teacher within thirty (30) school days (for purposes of this policy and procedure, "school days" are defined as days when the relevant student is or should be in school, excluding summer school, intersession) of the date the grade report was mailed. This request must reference the teacher's grading criteria and shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetency in assigning the final grade. The parent may present any relevant information, oral or written, in support of the request.
   b. If the teacher agrees to change the grade, the teacher shall notify the parents in writing of the new grade and the change shall be made in the student's official records within ten (10) school days following the date the teacher received the parent's written request.
   c. If the teacher does not agree to change the grade, the teacher shall notify the parent and the principal of the teacher's decision, in writing, within ten (10) school days following the date the teacher received the parent's written request. The teacher shall forward a copy of the written request and decision to the principal at the same time as the decision is provided to the parent.
   d. If the teacher is no longer employed at the school, the parent may proceed directly to the principal.

3. **Principal Level**
   a. In the event the teacher decides not to change the grade, the parent may appeal the teacher's decision to the principal. A parent must make the written request to the principal within ten (10) school days of the date of the teacher's written decision not to change the grade.
   b. The parent's written appeal shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetence in assigning the final grade. The parent, student, and teacher shall have the right to submit or present relevant documentation.

c. The principal shall schedule a meeting via phone with the parent and shall allow the teacher to be present and/or to otherwise provide input. This meeting must be scheduled within ten (10) school days of the date the principal received the parent's written appeal.
d. Following the meeting with the parent/guardian/student, the principal will discuss the appeal with the teacher. Within twenty (20) school days of the school's receipt of the parent's written appeal to the Principal, the Principal shall inform the parent of the teacher's decision regarding the grade. If it is decided that the grade will be changed, the grade change shall be corrected within thirty (30) business days of the date the principal received the parent's written request for review.

4. **Director Level**
   a. If the issue cannot be resolved at the school level, the parent may make a written request for review by the Director or designated administrator. This written request must be made within ten (10) school days of the date of the principal's written notification of the site-level response. Along with the request, the parent must forward copies of documents from previous levels and decisions from those levels. The Director may designate an appropriate administrator or panel of administrators to review the request.
   b. The written request for review shall specifically allege how the teacher's grading of the student reflects mistake, fraud, bad faith, or incompetence in assigning the final grade.
   c. The parent, student, and teacher shall have the right to submit relevant documentation.
   d. The Director or designated administrator or panel of administrators shall review the request. The review shall be conducted and written findings and recommendations developed within ten (10) school days of the receipt of the parent's written request for review. The Director or designated administrator, or panel shall allow the teacher to be present or to otherwise provide input.
   e. Within twenty (20) school days of the Director's receipt of the parent's written request for review, the Director shall inform, in writing, the parent, student, teacher, school, and the appropriate Principal of the determination regarding the grade. This determination shall be final. If the Director or designated administrator, as the delegate of the Board, determines that the grade must be changed, the grade change shall be effected through administrative channels within thirty (30) days of the date the Office received the parent's written request for review.

Board Approved
Annually reviewed as part of the Parent Student Handbook
Approved June 2025

Mathematics Placement Policy
16-17

This policy of the California Virtual Academy (the "Charter School") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

    a. School and statewide mathematics assessments, including interim and summative assessments;
    b. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    c. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    d. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    e. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.

2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

3. The Charter School Head of School, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.

4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Head of School, or his or her designee, that:
    i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.
    ii. Requests that the student retake the diagnostic test, in which case the Head of School or designee will attempt to facilitate the retest within two (2) weeks.
    iii. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within ten (10) school days of receipt, the Charter School Head of School or designee shall respond in writing to the parent/legal guardian's request. The Head of School or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Head of School or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Head of School shall specify the mathematics course or level recommended for the student. The Head of School's or designee's response must provide the determination as well as the objective academic measures that the Head of School or designee relied upon in making that determination.
b. Notwithstanding the foregoing, if the Head of School or designee requires additional time to respond to a parent/legal guardian's request, the Head of School or designee will provide a written response indicating that additional time is needed. In no event shall the Head of School's or designee's response time exceed one (1) month.
c. If, after reconsideration of the student's mathematics placement by the Head of School or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Head of School or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

CALIFORNIA VIRTUAL ACADEMIES™

MCKINNEY-VENTO RIGHTS

The school district shall provide an educational environment that treats all students with dignity and respect. Every student experiencing unstable housing shall have equal access to the same free and appropriate educational opportunities as students who are not experiencing homelessness. This commitment to the educational rights of homeless children, youth, and youth not living with a parent or guardian, applies to all services, programs, and activities provided or made available.

A student has unstable housing if he or she is presently living:

- **Temporarily Doubled Up**: A temporary residence where a student shares the housing of other persons due to the loss of housing, economic hardship, or other similar reasons.
- **Temporary Shelters**: A temporary residence provided for individuals who would otherwise sleep on the street, or one provided to individuals in emergency situations. This is also applicable to children who are in temporary residences awaiting permanent placement in foster care.
- **Temporarily Unsheltered**: A type of residence for individuals that is not meant for human habitation - such as cars, parks, sidewalks, abandoned buildings, campgrounds, trailer parks, bus and train stations, or persons abandoned in the hospital (on the street). A rule of thumb would be to see the dwelling as comparable to an automobile in that it shelters but is not adequate housing.
- **Hotels/motels**: A temporary residence for individuals usually requiring payment or vouchers for lodging and services on a daily, weekly, or monthly basis.

All McKinney-Vento Eligible Students Have Rights To:

- **Immediate school enrollment.** A school must immediately enroll students even if they lack health, immunization or school records, proof of guardianship, or proof of residency.
- **Enroll in:**
  - the school he/she attended when permanently housed (school of origin)
  - the school in which he/she was last enrolled (school of origin)
  - any school that a permanently housed student who lives in the same attendance area in which the homeless child or youth is living would be eligible to attend (school of residence or charter schools).
- **Remain** enrolled in his/her selected school for as long as he/she is experiencing unstable housing or, if the student becomes permanently housed, until the end of the academic year. **So long as he/she is attending school and complying with the enrollment requirements.*
- **Participate** in school support programs.
- **Obtain** information regarding local resources.

Homeless Liaison
Melisse Burns
Office (530) 421-8165
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Promotion, Acceleration, Retention Policy (Grade K-8)

The Governing Board is committed to ensuring students meet grade-level academic standards before being promoted. Pursuant to Education Code 48070.5, the Board shall establish and implement a policy that identifies students at risk of retention and outlines criteria for promotion and remediation. By establishing this policy, the Board seeks to maintain high expectations for academic performance while providing timely support and equitable learning opportunities for all students, to foster both academic growth and social-emotional development.

Promotion

For students in grades K–8, promotion decisions shall be based on a comprehensive evaluation of academic performance using multiple measures, as outlined in Education Code 48070.5(b). These indicators include, but are not limited to, performance on statewide assessments, report card grades, benchmark and diagnostic assessments, teacher evaluations of academic readiness, and demonstrated progress toward mastery of grade-level standards in English Language Arts and Mathematics. The use of multiple academic measures ensures that promotion decisions are fair, data-informed, and reflective of each student's overall achievement and preparedness for the next grade level.

Students shall progress through each grade level by demonstrating minimum levels of grade-level proficiency of expected student achievement in reading, English-Language Arts, and Mathematics pursuant to Education Code 48070.5(c).

Grade-Level Promotion Guidelines:

- Kindergarten to 1st Grade: A child who completes one year of kindergarten shall be promoted to first grade unless the parent/guardian and school mutually agree to continue in kindergarten for one additional year, with a Kindergarten Continuance Form on file.
- Grades 1 to 8: Students shall be promoted to the next grade upon completing one year of instruction and demonstrating the required minimum proficiency in English Language Arts and Mathematics, as determined by the multiple factors listed above.

Acceleration: Mid-Year Promotion

The Governing Board recognizes that, in exceptional cases, students may demonstrate academic achievement significantly above grade-level expectations. When appropriate academic placement is unavailable within the current grade, a student may be considered for mid-year grade-level acceleration, provided such a decision is in the student's academic best interest.

Mid-year promotions are reviewed and determined at the end of the first semester. A student promoted mid-year must demonstrate readiness to complete all coursework at the new grade level by the end of the school year. Kindergarten students, including transitional kindergarten, are not eligible for mid-year promotion unless they have completed one full year of kindergarten or will reach age six within the time frame established by Education Code 48000 for first-grade eligibility. No exceptions can be made.

To ensure sound decision-making, the following procedures apply:

1. Parent Request: Parents/guardians may request a mid-year promotion for students in grades 1-8 by submitting a written request to the teacher by the end of the first semester.
2. Teacher Evaluation: If the teacher supports the request, they will document the student's academic progress, including assessments and relevant work samples.
3. Submission to Curriculum Specialist: The teacher forwards the request to the Curriculum Specialist for further review. Requests must be received or postmarked by the stated deadline.

Evaluation Criteria, aligned with Education Code 48070.5(b), may include but are not limited to:

- Diagnostic and benchmark assessments showing advanced proficiency;
- Evidence of mastery at or above current grade level in all core subjects;
- Standardized test scores indicating proficient or advanced performance;
- Reading fluency and comprehension levels at least 1.5–2 grades above current placement;
- Teacher observation and recommendation;
- Consideration of age, social-emotional readiness, and prior retention history.

Note: Parents or Learning Coaches shall not assist students during assessments used for promotion evaluation.

If the student's performance does not meet the above criteria but promotion is still requested, a written justification must accompany the recommendation. The final decision rests with the Director, who may approve or return the request for further consideration. Parents may appeal the decision using the grievance process outlined in the Parent-Student Handbook.

Retention

Students, grades K-8[1], at risk of retention must be identified as early as possible during the school year through ongoing academic monitoring.

Indicators include, but are not limited to:

- Diagnostic, universal, and/or summative assessments (e.g., CAASPP, Star360) showing the student is two or more years below grade level;
- Below-standard course grades in core subjects;
- Lack of mastery in foundational math and reading concepts;
- Teacher observations and recommendations;
- Documentation of student progress within the Multi-Tiered System of Supports (MTSS) process;
- Insufficient academic performance to succeed in grade-level content or subsequent coursework.

The student's academic team, which may consist of one or more of the student's teachers, Curriculum Specialists, School Administrators, and the parent/guardian, shall review all data and determine whether retention is appropriate. Parent/guardian requests for retention must be submitted to the student's general education teacher in writing before the end of the third quarter.

[1] Transitional kindergarten (TK) students are not eligible for retention.

Upon identification of a student at risk of retention, the parent/guardian will be notified in writing. Intervention strategies will be implemented and documented in the student's academic record. Following review of all relevant data, the academic team will submit its recommendation along with supporting evidence to the Director or designee for final review. The Director may approve the retention, request additional information, or return the case to the team for reconsideration.

Retention in 8th grade shall also consider the student's readiness for high school coursework. If it is determined that the student is unlikely to succeed in the entry-level high school English or mathematics courses (e.g., Summit ELA 9 or Developmental Algebra), retention may be recommended.

Retention decisions shall not be made retroactively. Upon enrollment, all students are enrolled in their age-appropriate grade level unless an official retention has been documented by a prior school. Approved retentions become effective on the last day of the current school year. Course level is not equivalent to official grade level and shall not be used alone to determine retention or promotion eligibility.

Parents will be notified in writing of the final decision. If they disagree, they may appeal through the grievance procedure outlined in the Parent-Student Handbook. All retention determinations will be made promptly to ensure adequate planning and support for the following school year.

Considerations for Students with Disabilities

For students with disabilities, promotion, retention, and acceleration decisions shall be made in accordance with the provisions of the Individuals with Disabilities Education Act (IDEA) and Education Code 48070.5(g). Such decisions must be aligned with the student's Individualized Education Program (IEP) and developed in collaboration with the IEP team. A student shall not be retained or accelerated solely based on their disability. Any academic support, modifications, or accommodations outlined in the IEP shall be fully considered in the determination of whether the student has demonstrated sufficient progress toward grade-level standards. The IEP team shall play a central role in reviewing relevant assessment data, academic performance, and the appropriateness of any proposed changes in grade placement.

***Board Approved**: June 2025*
Annually reviewed as part of the Parent Student Handbook

CALIFORNIA VIRTUAL ACADEMIES℠
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https://cava.k12.com

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of:*
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act; and
  3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use:
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Insight Schools will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The school will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an

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opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The school will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education 400
Maryland Avenue, SW Washington,
D.C. 20202

Response To Immigration Enforcement Policy

The Governing Board is committed to the success of all students and believes that California Virtual Academy should be a safe and welcoming place for all students and their families, irrespective of their citizenship or immigration status.

School staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement, except as may be required by state and federal law. (Education Code section 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the school's programs and activities on the basis of his/her immigration status. (Education Code sections 200, 220, 234.1)

The head of school or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code section 234.7)

Consistent with requirements of the California Office of the Attorney General, the head of school or designee shall develop procedures for addressing any requests by a law enforcement officer for access to school records, school sites, or students for the purpose of immigration enforcement.

The head of school or designee shall report to the board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code section 234.7)

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act ("FERPA") pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The head of school or designee shall annually notify parents/guardians that the school will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, school staff shall:

1. Notify the head of school or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the school or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the school shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code section 8310.3)

Responding to Requests for Access to Students or School Grounds

School staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code sections 627.2, 627.3)

School staff shall report the presence of any immigration enforcement officers to the Safe Schools office and other appropriate administrators.

As early as possible, school staff shall notify the head of school or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

The following are in place for schools that have a school site. If staff is at an in-person event with a student, school staff shall make every effort to adhere to take the following actions in response to an officer present, specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the head of school or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for at the event and document the response
4. Request that the officer produce any documentation that authorizes his/her access to the student
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the student, comply with the officer's orders and immediately contact the head of school or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
    a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, school staff shall inform the agent that they cannot consent to any request without first consulting with the school's legal counsel or other designated school official.

   b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, school staff shall promptly comply with the warrant. If feasible, school staff shall consult with the school's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
   c. If the officer has a subpoena for production of documents or other evidence, school staff shall inform the school's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the event without consent, school staff shall document the officer's actions.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
   a. A list or copy of the officer's credentials and contact information
   b. The identity of all school personnel who communicated with the officer
   c. Details of the officer's request
   d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
   e. School staff's response to the officer's request
   f. Any further action taken by the officer
   g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the school's legal counsel or other designated school official

The school's legal counsel or other designated official shall submit a timely report to the governing board regarding the officer's requests and actions and the school's responses. (Education Code section 234.7)

The head of school or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The head of school or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The head of school or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The head of school or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

Response to Immigration Enforcement

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the head of school or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The head of school or designee shall only contact child protective services if school personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The head of school or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code section 48204.4)

The head of school or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

***Board Approved**: June 2025*
Reviewed annually as part of the Parent Student Handbook.

Suspension And Expulsion Policy

The school desires to provide district students with access to educational opportunities in an orderly environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law and in this policy. Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance. School staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the school's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12", or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6) A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to suspension. No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910.

Definitions

Suspension means the removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910, so long as removal from a particular class does not occur more than once every five school days

Expulsion means the removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925)

Grounds for Suspension and Expulsion (Education Code 48900): Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows and in "Additional Grounds for Suspension and Expulsion: Grades 4-12," below:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))

2. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled

substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

3. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11059, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the same as a controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
4. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
5. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
6. Stole or attempted to steal school property or private property (Education Code 48900(g))
7. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing prescription products (Education Code 48900(h))
8. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
9. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
10. Knowingly received stolen school property or private property (Education Code 48900(l))
11. Possessed an imitation firearm (Education Code 48900(m)) *Imitation firearm* means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
12. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, 289, or former 288a, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
13. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
15. Engaged in, or attempted to engage in, hazing (Education Code 48900(q)) *Hazing* means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
16. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student(s) in fear of harm to self or property; cause the student to experience a substantially detrimental effect on physical or mental health; or cause the student to experience substantial interferences with academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image
b. A post on a social network Internet website, including, but not limited to, posting to or creating a credible impersonation for the purpose of causing a reasonable student any of the effects of bullying described above

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of the student's age, or for a person of the student's age and disability. (Education Code 48900(r))

Credible impersonation means knowingly and without consent impersonating a student for the purpose of bullying the student, such that the student would reasonably believe, or has reasonably believed, that the student being impersonated was or is the student who was impersonated. (Education Code 48900(r))

An electronic act is not considered pervasive conduct solely on the basis that it has been transmitted to the internet or is currently posted on the internet. (Education Code 48900(r))

1. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
2. Made terrorist threats against school officials and/or school property (Education Code 48900.7)
   A *terrorist threat* includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying out the crime. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12
A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that the student:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)
   Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)
   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Suspension from Virtual Class by a Teacher

In a virtual instructional setting where students are required to attend live online classes, a teacher may suspend a student from their virtual class session for behavior that violates the standards listed in Education Code section 48900. The suspension may apply for the remainder of the current session and the following scheduled session.

When such a suspension occurs, the teacher shall immediately report the incident to the principal or principal's designee and document the behavior. The student shall be removed from the virtual classroom environment by being logged out, placed in a waiting room, muted, or otherwise restricted from participation as appropriate to the platform used. The teacher shall promptly notify the parent or guardian of the reason for the removal.

The principal or designee shall make a reasonable effort to arrange a conference with the student, parent or guardian, and teacher as soon as possible, which may occur by phone, video conference, or other means.

During the period of removal, the student may be assigned to an alternative online learning space, asynchronous activities, or another form of instruction. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

In cases of repeated removals from virtual classes, the school will consider the development of a behavior intervention plan or other supportive strategies to address the behavior and support the student's successful participation in the virtual classroom environment.

Mandatory Immediate Suspension for Expellable Offenses (Ed Code 48915(c))
Any student who is found to have committed an act under Education Code section 48915(c) shall be immediately suspended by the Head of School, Director, or designee.

Education Code section 48915(c) includes:

- Possession of a firearm (Education Code 48900(b))
- Brandishing a knife at another person (Education Code 48900(b))
- Unlawful sale of a controlled substance (Education Code 48900(d))
- Committing or attempting to commit sexual assault or battery (Grades 4-12, Education Code 48900.2)
- Possession of an explosive (Education Code 48900(b))

This applies to violations occurring:

- During participation in a live virtual class or school-supervised online activity,
- While using school-issued devices or platforms,
- Or at any in-person school-related activity.

The suspension shall take effect upon confirmation of the offense and shall remain in place pending further investigation and a determination regarding a formal recommendation for expulsion, in accordance with applicable procedures and due process rights.

For all other offenses, a student may be suspended only when the Head of School or director has determined that other means of correction have failed to bring about proper conduct. (Education Code 48900.5) When other means of correction are implemented prior to imposing suspension upon a student, the Head of School, director, or designee shall document the other means of correction used and retain the documentation in the student's record. (Education Code 48900.5)

Length of Suspension
The Head of School, or director, or designee may suspend a student from school for not more than five consecutive school days and not more than 20 school days in any school year. (Education Code 48911) These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion. (Education Code 48911)

Due Process Procedures for Suspension
Suspensions shall be imposed in accordance with the following procedures:

Informal Conference: Suspension shall be preceded by an informal conference conducted by the Head of School, or director, or designee with the student and, whenever practicable, the teacher, lead, or principal who referred the student. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against the student, and shall be given the opportunity to present the student's version and evidence in the student's defense. (Education Code 48911)

This conference may be omitted if the Head of School, or director, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, the student, the student's parent/guardian, or if the student is a foster youth, the foster youth's educational rights holder, attorney, and county social worker, or if the student is an Indian child, the Indian child's tribal social worker and, if applicable, county social worker, shall be notified of the student's right to a conference and the right to return to school for the purpose of the conference. The conference shall be held within two school days, unless the student waives the right to it or is physically unable to attend for any reason. In such a case, the conference shall be held as soon as the student is physically able to return to school for the conference. (Education Code 48911)

1. Administrative Actions: All requests for student suspension are to be processed by the principal or designee. A school employee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee. (Education Code 48911)
2. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian, or the student's representative in person, by email, or by telephone. Whenever a student is suspended, they shall also be notified in writing of the suspension. (Education Code 48911) This notice shall state the specific offense committed by the student. (Education Code 48900.8) In addition, the notice shall state the date and time when the student may return to school.
3. Parent/Guardian Conference: Whenever a student is suspended, school officials may conduct a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension, the school policy involved, and any other pertinent matter. (Education Code 48914) The student shall not be penalized for the failure of the parent/guardian, or representative, to attend such a conference. The student may not be denied reinstatement solely because such individuals failed to attend the conference. (Education Code 48911)
4. Extension of Suspension: If the Board is considering the expulsion of a suspended student, the Head of School, or director may, in writing, extend the suspension until such time as the Board has made a decision, provided the following requirements are followed: (Education Code 48911)
    a. The extension of the original period of suspension is preceded by notice of such extension with an offer to hold a conference concerning the extension, giving the student an opportunity to be heard
    This conference may be held in conjunction with a meeting requested by the student or parent/guardian to challenge the original suspension.
    b. The Head of School or designee determines, following a meeting in which the student and the student's parent/guardian were invited to participate, that the student's presence at the school would endanger persons or property or threaten to disrupt the instructional process
    c. If the student involved is a foster youth or Indian child, the Head of School or designee shall notify the district's educational liaison of the need to invite the foster youth's educational rights holder, attorney and county social worker, or the Indian child's tribal social worker or, if applicable, the county social worker, to attend the meeting (Education Code 48853.5, 48911, 48918.1)
    d. If the student involved is a child or youth experiencing homelessness, the Head of School or designee shall notify the district liaison for homeless students (Education Code 48918.1)

e. In lieu of or in addition to suspending a student, the Head of School, director, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct the behavior and keep the student in school.

Authority to Expel
A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Head of School or director shall recommend expulsion, and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student has obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed, the Head of School or director shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code 48918(j))

The Board may vote to suspend the enforcement of the expulsion order for up to one calendar year. This allows the student to attend under specific conditions, such as behavior contracts, counseling, or academic goals. The student must meet conditions set by the board. If the student meets the conditions, the expulsion may be revoked and the record cleared. If the student violates the terms, the board may enforce the original expulsion order without holding a new hearing. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Due Process
The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Head of School or designee shall comply with procedures for notices, hearings, and appeals as specified in law. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Head of School or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required. The data is presented to the board as part of the School Accountability Report Card. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

***Board Approved**: June 2025*
Reviewed annually as part of the Parent Student Handbook

TITLE IX GRIEVANCE PROCEDURES:

California Virtual Academies

California Virtual Academies (CAVA) are committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment and sexual violence, as regulated by Title IX, and to insuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. CAVA reserves the authority to address sex discrimination and sexual harassment whenever becoming aware of their potential existence, regardless of whether a complaint has been lodged in accordance with the grievance procedure set forth below. CAVA reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of CAVA or another entity. Furthermore, CAVA reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on CAVA's judgment that the alleged actions are contrary to any part of its code of conduct.

INFORMATION AND ASSISTANCE

Sex Discrimination and Sexual Harassment means conduct of a sexual nature that meets any of the following:

- Sex discrimination occurs when a person, because of their sex, is denied participation in or the benefits of any education program or activity that receives federal financial assistance.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1) A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo); or

2) Unwelcome conduct that a *reasonable person* would determine is so **severe, pervasive, and objectively offensive** that it effectively denies a person equal access to the school's education program or activity; or

3) Sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA). Sexual harassment can be verbal, nonverbal or physical.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment, or who believes that they have observed such actions taking place, may receive information and assistance regarding the School's policies and reporting procedures from any of the following:

1. **Title IX Coordinator**:

Melisse Burns
50 Moreland Rd.
Simi Valley, CA 93065
(530) 421-8165
Email: TitleIX@caliva.org

2. **GRIEVANCE PROCEDURE** Any student, parent/guardian, current or prospective employee or other individual within the school community who believes they have experienced and/or observed and/or is aware of sex discrimination or sexual harassment ("grievant") should promptly report the matter to the school's Title IX Coordinator, a school counselor, principal or other school administrator.

   A "**formal complaint**" is a document filed by a complainant ***or*** signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment. A **"nonformal complaint"** is any notification regardless if by mail, telephone, or email, not utilizing the formal complaint form or not signed by a complainant ***or*** by the Title IX Coordinator.

   Response to a Formal Complaint

   In response to a formal complaint, the school will follow the defined grievance process within this procedure. With or without a formal complaint, the school, if it has actual knowledge of sexual harassment against a person in an education program or activity, will take certain steps such as offering supportive measures to the complainant to address student safety and provide equal access to the education program or activity while preserving the recipient's discretion to address facts or circumstances present by a particular situation.

   Complaints of alleged sex discrimination, including sexual harassment, brought forth by students, parents/guardians, current or prospective employees, and other members of the school community will be promptly investigated in an impartial and in as confidential a manner as reasonably possible, so that corrective action can be taken if necessary.

   Privacy Protections

   The school will never use or attempt to use questions or evidence that is protected by a legally recognized privilege, unless the person holding the privilege waives the privilege.

   The school cannot unilaterally access or consider a party's records, if those records are made or maintained by a physician, psychiatrist, or other recognized professional and made for the purpose of providing treatment to the party. These records can only be accessed with a party's voluntary written consent.

   During the grievance process, questions or evidence about the Complainant's prior sexual behavior – even with the respondent accused of sexual harassment, and even in the cases where the respondent already possesses evidence about sexual history – are never deemed relevant, with only two narrow and limited exceptions.

   The grievance procedures will be as follows:

   1. It is the express policy of California Virtual Academy to encourage the prompt reporting of claims of sex discrimination and/or sexual harassment. Once the school has "actual knowledge" of

sexual harassment, or allegations of sexual harassment, the school will respond within 24 hours. "Actual knowledge" means notice or allegations received by Title IX coordinator, school official with authority to institute corrective measures on behalf of the school, or any school employee. The school must treat a person as a complainant any time the school has notice that the person is alleged to be the victim of conduct that could constitute sexual harassment (regardless of whether the person themselves reported, or a third party reported the sexual harassment), and irrespective of whether the complainant ever chooses to file a formal complaint. Further, it should be noted, there is no time limit or statute of limitations on a complainant's decision to file a formal complaint.

2. At the time the complaint is filed, the grievant shall promptly be given a copy of these grievance procedures and a description of the supportive measures offered by the school. A formal complaint form for such purpose can be found on our website and will also be provided to the grievant upon notification of such complaint. It is the responsibility of the Title IX Coordinator or designee to explain these procedures and measures and answer any questions anyone has. As it pertains to students, in appropriate circumstances, due to the age of the student making the complaint, a parent/guardian or school administrator may be permitted to fill out the form on the student's behalf. In addition, if the grievant is a minor student, the Title IX Coordinator should consider whether a child abuse report should be completed in accordance with CAVA's policy on the Reports of Suspected Child Abuse or Neglect of Children.

3. The Title IX Coordinator or designee shall investigate the complaint as promptly as practicable but in no case more than ten (10) working days from the date the complaint was received. The Title IX Coordinator or designee shall have the complete cooperation of all persons during the investigation.

4. The Title IX Coordinator will provide written notice to the parties identified in the complaint. The written notice will include, the allegations and facts that may constitute sexual harassment, the presumption of that the accused did not engage in prohibited conduct, notice that parties are entitled to an advisor of their choice, parties can request to inspect and review certain evidence, a copy of the code of conduct, false statements (if any), the opportunity to engage in informal resolution, the right to appeal, the range of possible remedies and disciplinary sanctions following determination of responsibility, and which standard of evidence will be used to reach a determination.

5. The Title IX Coordinator or designee shall meet with all individuals reasonably believed to have relevant information, including the grievant and the individual(s) against whom the complaint was lodged, and any witnesses to the conduct. The investigation shall be carried on by the school discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation. The investigator will objectively evaluate all relevant evidence regardless of who it favors or disfavors. Where facts are in conflict, credibility determinations can be made. However, credibility determinations will not be based on a person's status as a complainant,

respondent, or witness. Following the evaluation, the investigator will prepare an investigative report and will share the report with all parties before a determination regarding responsibility is reached.

6. Prior to sharing the investigation report, the Title IX Coordinator must provide all parties a copy of the evidence used to form the basis of the report, and allow all parties 10 days to submit a written response. All written responses received will be objectively reviewed and considered by the school's investigator before issuing the report. Further, the Title IX Coordinator must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

7. Finally, the school's identified decision-maker, not the Title IX Coordinator or investigator, will make a determination and provide written determination of responsibility to both parties simultaneously. The written determination will include:

    - Identification of the allegations potentially constituting sexual harassment as defined in §106.30; 2027
    - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
    - Findings of fact supporting the determination;
    - Conclusions regarding the application of the recipient's code of conduct to the facts;
    - A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant; and
    - The recipient's procedures and permissible bases for the complainant and respondent to appeal.

8. If after an investigation, the decision-maker determines that there is reasonable cause to believe that sex discrimination or sexual harassment in violation of the school's policy has occurred, California Virtual Academies shall take appropriate corrective action in an effort to ensure that the conduct ceases and will not recur. The Title IX Coordinator or designee shall also provide and or arrange for support services that are individualized, non-disciplinary, non-punitive, protect the safety of all parties and educational environment, deter harassment, and are not unreasonably burdensome. Such support services may include, no contact orders,

academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate.

Determination

California Virtual Academy will consistently apply the same "standard of evidence" in all formal complaints, in making a determination of responsibility. Per Title IX regulations, there are two "standard of evidence" options,

- **Preponderance of evidence** – a majority of the evidence proves a fact. Mathematically, it would be more than 50% of the evidence.
- **Clear and convincing evidence** – a heightened standard which requires more than a *preponderance of evidence* to prove a fact. One definition of *clear and convincing* evidence is something that is highly and substantially more probable than not.

CAVA will apply the following "standard of evidence" – Preponderance of evidence. The same standard of evidence for formal complaints will be applied for formal complaints against all parties, including but not limited to students, employees, and teachers.

Disciplinary Sanctions and Remedies

A range of different disciplinary sanctions or remedies may be implemented by the school following a determination of responsibility. Due to the unique nature of the situation and individual needs, the following is a non-exhaustive list of possible actions,

- support services may be warranted and may include, no contact orders, academic accommodations, health and mental health services, disability services, confidential counseling or training where appropriate
- verbal or written warning
- altered schedules to eliminate interaction opportunities
- exclusions from certain school activities
- access to recorded class sessions in lieu of live participation
- suspension or expulsion

Appeal Process

Under § 106.45(b)(1)(viii), all parties have the right to appeal for specified reasons. Appeals must be submitted within 30 school days following the initial determination. This equal right amongst the accuser and accuse will promote a fair process that will benefit everyone and ensure parity between the parties. Thus, when a complainant or a respondent disagrees with a decision of responsibility, they have the right to appeal on the basis of the following conditions:

(1) procedural irregularity that affected the outcome;
(2) new evidence that was not reasonably available when the determination of responsibility was made that could affect the outcome; or
(3) the Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias that affected the outcome

Upon receipt of a written appeal request with evidence of one or more of the above conditions, the Title IX Coordinator will

- notify the parties in writing and implement appeal procedures equally,
- provide both parties the equal opportunity to submit a written statement of support or disagreement to the appeal,
- identify a new and impartial decision-maker to review the original and newly submitted evidence, and
- after reviewing the new written statements, the new decision-maker will issue a decision to the parties simultaneously within 20 school days.

The determination regarding responsibility becomes final either on the date that the investigator provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Where deadlines are set forth in the grievance process, a temporary delay of the grievance process or the limited extension of time frames for good cause are permitted with written notice by the Title IX Coordinator to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include, but are not limited to, considerations such as the absence of a party or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

Record Retention

The Title IX Coordinator shall make all records of Title IX complaints and their disposition for a period of seven years.

Retaliation

Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and CAVA will take actions necessary to prevent such retaliation.

DISSEMINATION OF INFORMATION

CAVA must provide name, title, contact information of the identified Title IX Coordinator on the school's website. Further, the school shall notify applicants for admission and employment, students, parents/guardians of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or other professional organizations with a collective bargaining agreement with the institution that it does not discriminate on the basis of sex in

the educational programs or activities which it operates, and that it is required by Title IX and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Transcript Policy

The Transcript Policy outlines how high school coursework is recorded and evaluated for graduation credit. It includes procedures for students who withdraw early, transfer from other schools, or submit homeschool or international transcripts. The policy also addresses credit for dual and concurrent enrollment, validated World Language placement, and repeated courses. All entries are subject to review to ensure accuracy, academic integrity, and compliance with state standards.

Transcripts for Courses

All high school coursework completed during enrollment is recorded on the student's official transcript. The following procedures govern the issuance of final grades and transcript entries, including for students who withdraw before the end of a term. High school courses are added to the transcript at the end of each term. Students who withdraw before the term concludes should work with campus leadership to ensure transfer grades are documented through a withdrawal progress report. If the student is near the end of the term, they may arrange an early finish plan to allow final grades to be issued. If a student withdraws without an early finish plan (Semester 1: after December 15; Semester 2: after May 25), any remaining assignments and applicable final exams will be marked as zero, and the final grade will reflect those scores.

Transfer Transcripts

To ensure accurate placement and timely credit recognition, students transferring from another school must submit prior academic records during the enrollment process. Official transcripts should be received no later than 10 school days after the start of the term. While an unofficial transcript or report card may be used temporarily to assist with course placement, an official transcript is required to finalize credit. If transcripts are received after the 10-day window, course adjustments may not be possible.

Homeschool Transcripts

Students who have completed coursework through a homeschool program may receive credit toward high school graduation if the submitted transcript and supporting documentation meet the school's requirements. Transcripts will be reviewed to ensure academic integrity, alignment with state standards, and compliance with school policy. Homeschool records may be accepted if they meet the following criteria:

- Submission Timeline: Transcripts should be submitted before the start of the school year, when possible, but no later than 10 school days after the start date.
- Curriculum Documentation: Families must provide contact information for the curriculum provider and at least one of the following:
    - Documentation showing the use of an accredited curriculum and a filed homeschool affidavit
    - Course descriptions, sequencing, rubrics, grading scales, and credit equivalencies
    - Parent verification that the courses meet California state standards
- Transcript Format: An official transcript must be submitted using a typed or digital template. Handwritten transcripts will not be accepted, and the school will not provide a template. The transcript must include:
    - Course name
    - Grade received
    - Credits earned
    - Term (semester, quarter, trimester, or full year)
    - Grade level per term
    - School year per term

- Indication of any courses that are A-G compliant
- Student DOB and full name
- Name for homeschool program
- Signature from program coordinator

International Transcript Translation Process
Students who have completed coursework outside of the United States may receive credit upon review and evaluation of their academic records. All international transcripts are submitted to a contracted evaluation service for translation and credit equivalency review, even if the documents are in English. This process helps determine appropriate credit and course category placement. Translation and evaluation may take one week or longer to complete. Students or families with questions regarding the interpretation of their transcript should contact their assigned guidance counselor for clarification.

Dual and Concurrent Enrollments
Students may earn high school credit for approved college coursework through dual or concurrent enrollment. To be eligible, the course must be pre-approved by a school guidance counselor or administrator. High school credit will be granted once an official college transcript is received and verified by the school. All college coursework completed through dual or concurrent enrollment will also appear on the student's permanent college transcript.

For concurrent enrollment, the student is responsible for requesting an official transcript from the college and ensuring it is sent to the school's main office:

Attn: Records Department – Transcript
50 Moreland Road, Simi Valley, CA 93065

For dual enrollment, the partner college will send final grades directly to the school. These must also be received at the main office for transcript credit to be awarded.

World Language Placement
Students may earn high school graduation credit for lower-level World Language courses through placement validation. If a student takes and passes the World Language Placement Test and subsequently earns a grade of C or higher in a higher-level World Language course, credit will be granted for the lower-level course(s). These validated courses will be listed on the transcript with a grade of "P" (Pass). The lower-level course(s) will be considered complete and will meet A-G requirements through validation.

Repeated Courses
Students have the opportunity to improve their academic performance by repeating courses in which they earned a grade of D or F. Repeated courses include the same content and standards as the original course. Both attempts will appear on the student's transcript, with an "r" modifier indicating that the course was repeated. The original course grade will be excluded from the grade point average (GPA) calculation, though the credits from the initial attempt will remain and count toward the elective credit category.

***Board** Approved: June 2025*
Annually reviewed as part of the Parent Student Handbook

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

50 Moreland Road
Simi Valley, CA 93065
Phone (805) 581-0202

Uniform Complaint Procedures (UCP) Annual Notice

California Virtual Academy schools annually notify our students, employees, parents or guardians of its students, the advisory committees, and other interested parties of our Uniform Complaint Procedures (UCP) process.

The UCP Annual Notice is available on our website.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation, or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

- Accommodations for Pregnant and Parenting Pupils
- Adult Education
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Career Technical and Technical Training Programs
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs
- Course Periods without Educational Content
- Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
- Every Student Succeeds Act
- Local Control and Accountability Plans (LCAP)
- Migrant Education
- Physical Education Instructional Minutes
- Pupil Fees
- Reasonable Accommodations to a Lactating Pupil
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plans
- Schoolsite Councils
- State Preschool
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in any of our public schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with the principal of a school or our superintendent or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of California Virtual Academy

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families, and pupils formerly in Juvenile Court now enrolled in a school district.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable.

Copies of our UCP procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints:

Krista Mount
Director of Categorical Programs
California Virtual Academy
50 Moreland Road
Simi Valley, CA 93065
(805) 581-0202
kmount@caliva.org

The above contact is knowledgeable about the laws and programs that they are assigned to investigate at California Virtual Academy.

TO: CALIFORNIA VIRTUAL ACADEMY AT FRESNO GOVERNING BOARD

BOARD REPORT #12

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 25, 2025

SUBJECT: Instructional Action Plan

PROPOSAL:
It is proposed that the Governing Board of the California Virtual Academy at Fresno approve the attached action plan designed to improve student outcomes.

BACKGROUND:
Education Code Section 47607.2 requires governing boards of low-performing charter schools that have been granted a two-year charter renewal to adopt a plan to improve student outcomes. The academic directors created the attached plan. It was previously shared with Orange Center during the renewal process.

BUDGET IMPLICATIONS:
The costs associated with the programs and personnel identified are included in the school's LCAP and budget.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the attached Action Plan

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
April Warren
Head of School

PRESENTED BY:

Amy Chadez
Academic Director

Ayes: 2 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:**_____ **Date:** __6/25/2025___

Name	Aye	No	Abstain	Absent	Moved	Second
Anastasia Alavezos	X				X	
Ruby Marquez				X		
Adrienne Estes	X					X

CAVA @ Fresno Action Plan

Current number of students in CAVA @ Fresno (April 22, 2025)

SCHOOL	California Virtual Academies @ Fresno
Row Labels	**Count of STUDENTID**
10th Grade	151
11th Grade	168
12th Grade	95
1st Grade	133
2nd Grade	109
3rd Grade	114
4th Grade	112
5th Grade	119
6th Grade	143
7th Grade	184
8th Grade	211
9th Grade	146
Kindergarten	123
Transitional Kindergarten	42
Grand Total	**1850**

CAVA @ Fresno Proficiency Rates STAR 360

All	**Math State Proficiency- Met**	**EOY 23-24**	**23.07%**	**BOY 9/9/25**	**22.83%**	**MOY 2/7/25**	**26.31%**
TK-2	Math School Proficiency- Prof/ Adv	EOY 23-24	53.13%	BOY 9/13/25	50%	MOY 2/7/25	55.10%
3-5	Math State Proficiency- Met	EOY 23-24	21.30%	BOY 9/9/25	27.70%	MOY 2/7/25	25.32%
MS	Math State Proficiency- Met	EOY 23-24	24.77%	BOY 9/9/25	21.65%	MOY 2/7/25	26.92%
HS	Math State Proficiency- Met	EOY 23-24	21.52%	BOY 9/9/25	23.41%	MOY 2/7/25	24.12%
SPED	Math State Proficiency- Met	EOY 23-24	9.68%	BOY 9/13/25	15.28%	MOY 2/7/25	13.51%
ELD	Math State Proficiency- Met	EOY 23-24	8.43%	BOY 9/9/25	14.63%	MOY 2/7/25	22.09%
All	**ELA State Proficiency- Met**	**EOY 23-24**	**35.95%**	**BOY 9/9**	**41.34%**	**MOY 2/7/25**	**37.47%**
TK-2	ELA School Proficiency- Prof/ Adv	EOY 23-24	51.39%	BOY 9/13/25	50.69%	MOY 2/7/25	47.77%
3-5	ELA State Proficiency- Met	EOY 23-24	36.20%	BOY 9/9/25	37.90%	MOY 2/7/25	38.95%
MS	ELA State Proficiency- Met	EOY 23-24	39.70%	BOY 9/9/25	37%	MOY 2/7/25	37.89%
HS	ELA State Proficiency- Met	EOY 23-24	53.80%	BOY 9/9/25	55.21%	MOY 2/7/25	56.42%
SPED	ELA State Proficiency- Met	EOY 23-24	19.35%	BOY 9/13/25	21.83%	MOY 2/7/25	23.17%
ELD	ELA State Proficiency- Met	EOY 23-24	12.36%	BOY 9/9/25	23.58%	MOY 2/7/25	24.42%

CAVA @ Fresno 2023-2024 Growth

Across all grade levels, students demonstrated strong gains in both Math and ELA proficiency. In Math, overall proficiency growth for grades 3–12 reached 45.11%, with notable progress at the high school level (56.60%) and in TK–2 (36.47%). Growth in ELA proficiency also showed promising results, with overall grades 3–12 at 43.48% and the highest gains seen in TK–2 (58.28%). Subgroups including SPED and ELD also made important strides, with Math growth at 31.69% (SPED) and 39.58% (ELD), and ELA growth at 37.70% (SPED) and 45.83% (ELD). These results reflect meaningful progress in closing achievement gaps and supporting student success across the board.

Grow	**3-12**	**Math State Proficiency- Growth**	**EOY 23-24**	45.11%
Grow	TK-2	Math State Proficiency- Growth	EOY 23-24	36.47%
Grow	3-5	Math State Proficiency- Growth	EOY 23-24	39.50%
Grow	MS	Math State Proficiency- Growth	EOY 23-24	24.77%
Grow	HS	Math State Proficiency- Growth	EOY 23-24	56.60%
Grow	SPED	Math State Proficiency- Growth	EOY 23-24	31.69%
Grow	ELD	Math State Proficiency- Growth	EOY 23-24	39.58%
Grow	**3-12**	**ELA State Proficiency- Growth**	**EOY 23-24**	43.48%
Grow	TK-2	ELA State Proficiency- Growth	EOY 23-24	58.28%
Grow	3-5	ELA State Proficiency- Growth	EOY 23-24	39.90%
Grow	MS	ELA State Proficiency- Growth	EOY 23-24	36.70%
Grow	HS	ELA State Proficiency- Growth	EOY 23-24	43.54%
Grow	SPED	ELA State Proficiency- Growth	EOY 23-24	37.70%
Grow	ELD	ELA State Proficiency- Growth	EOY 23-24	45.83%

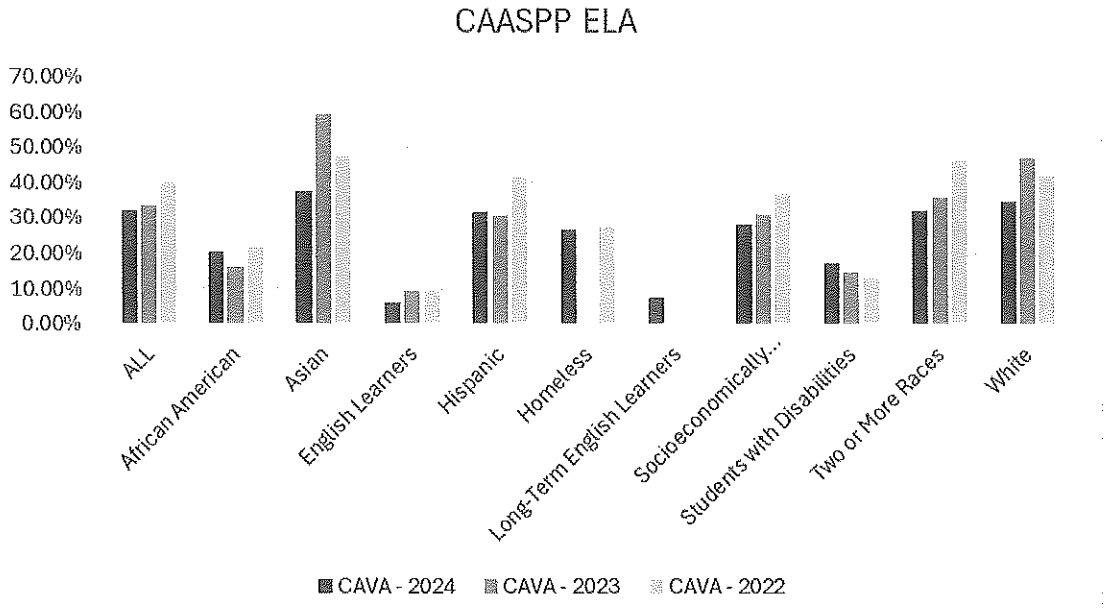
CAVA @ Fresno On Track for Growth in 2024-2025

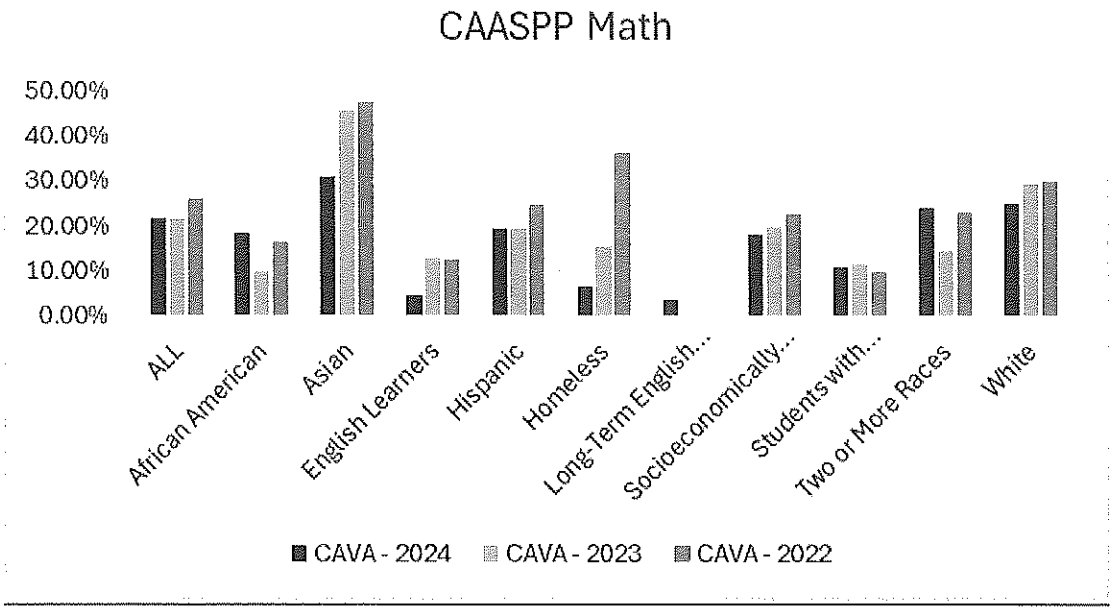
As of February 2024, student data indicates strong momentum toward end-of-year growth targets in both Math and ELA. In Math, 47.18% of students in grades 3–12 were on track to make proficiency gains, with particularly strong performance in middle school (50.24%) and among ELD students (55.19%). Early grades (TK–2) showed a 40.35% gain, demonstrating steady foundational skill development.

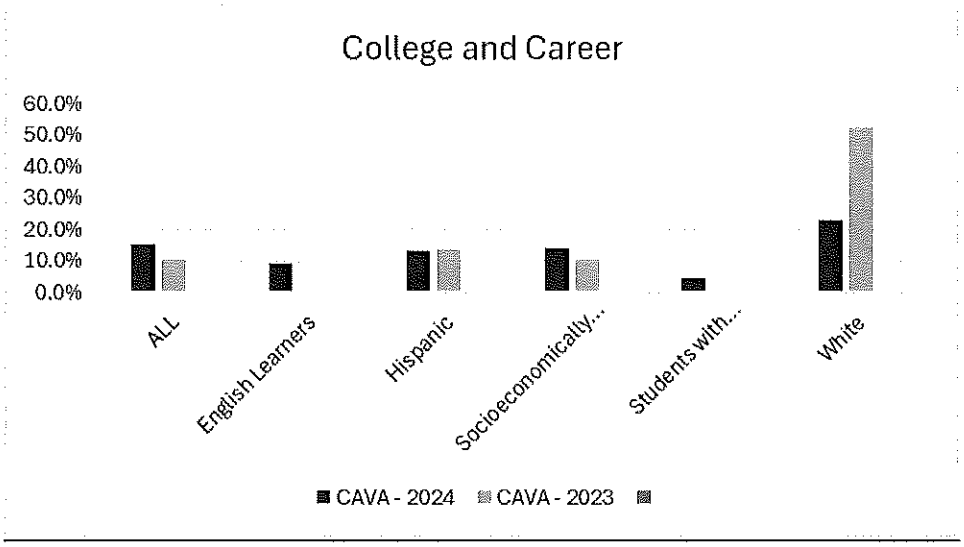
In ELA, 46.56% of students in grades 3–12 were on track to meet growth goals, with middle school (49.06%) and ELD students (53.25%) leading the way. SPED students showed encouraging progress in both subjects, with 43.29% on track in Math and 45.02% in ELA. These mid-year indicators reflect strong instructional impact and suggest students are well-positioned to meet or exceed year-end proficiency expectations.

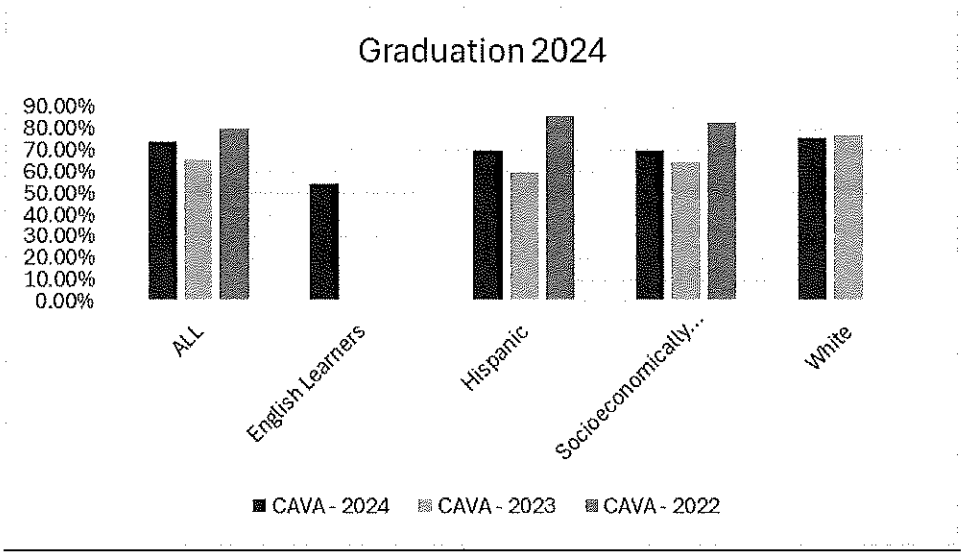
Grow	**3-12**	**Math State Proficiency- Gain**	MOY 2/7	47.18%
Grow	TK-2	Math School Proficiency- Gain	MOY 2/7	40.35%
Grow	3-5	Math State Proficiency- Gain	MOY 2/7	47.52%
Grow	MS	Math State Proficiency- Gain	MOY 2/7	50.24%
Grow	HS	Math State Proficiency- Gain	MOY 2/7	48.48%
Grow	SPED	Math State Proficiency- Gain	MOY 2/7	43.29%
Grow	ELD	Math State Proficiency- Gain	MOY 2/7	55.19%
Grow	**3-12**	**ELA State Proficiency- Gain**	MOY 2/7	46.56%
Grow	TK-2	ELA State Proficiency- Gain	MOY 2/7	42.31%
Grow	3-5	ELA State Proficiency- Gain	MOY 2/7	46.45%
Grow	MS	ELA State Proficiency- Gain	MOY 2/7	49.06%
Grow	HS	ELA State Proficiency- Gain	MOY 2/7	46.97%
Grow	SPED	ELA State Proficiency- Gain	MOY 2/7	45.02%
Grow	ELD	ELA State Proficiency- Gain	MOY 2/7	53.25%

State and Local Indicators









Increase Student Proficiency Action Plan

Elementary TK-2

Increasing English Language Arts Proficiency Plan for SY25-26 and SY26-27

Identified Issue: Fresno ELA proficiency levels in TK-2 are lower than those of other CAVA groups • MOY Fresno ELA Proficiency: 48% • MOY CAVA TK-2 ELA Proficiency: 58% • MOY Fresno ELA Growth Met: 42% • MOY CAVA Tk-2 ELA Growth Met: 49%
Root Cause: • 220 students in TK-2 are new this year (68%), with 128 being late starters out of 350 (37%) • Students in primary grades tend to receive support from parents on STAR 360, thus giving us skewed data.

New Action Plan:

- We will enhance our use of a 1:1 universe skills screener, utilizing DIBELS, which will provide us with real-time data to implement Tier 3 support in Math. We will also be adding an additional quarterly screener, rather than completing the screener upon enrollment and the end of Quarter 1 and Quarter 2, we will also be adding the end of Quarter 2/ Semester 1 to catch more students who need foundational support. We have found this data to be invaluable in supporting students with foundational needs.
- We will ensure that new and late-starting students are screened early.
- We will continue with our implementation of Orton Gillingham strategies during Reading Warm-Ups daily in Tiered 1 instruction, along with adding a phonics course to our 2nd-grade ELA program for the 25-26 SY that will help ensure our students are receiving daily instruction in reading foundational skills.
- We will be requiring students in Tier 3 to attend a minimum of one live small group session per week for support in ELA.
- For students identified as not mastering guaranteed and viable ELA standards at the end of the school year, we will invite them to attend summer school focusing on those standards and monitoring for mastery.
- We will enhance parent communication regarding the purpose of STAR for parents and not helping students, along with teacher training on how to re-administer to collect accurate data.

Outcome Data to show our Success so far:

Through our universal skills screener:

- In Quarter 1, we identified 58 students who needed Tier 3 Math support. 38 of those students graduated from needing Tier 3 support at the start of Quarter 2.
- In Quarter 2, we identified 40 students who needed Tier 3 support. 20 of those students graduated out of needing Tier 3 support at the start of Quarter 3.

Elementary TK-2

Increasing Math Proficiency Plan for SY25-26 and SY26-27

Identified Issue: Fresno Math proficiency levels in TK-2 are lower than those of other CAVA groups

- MOY Fresno Math Proficiency: 55%
- MOY CAVA TK-2 Math Proficiency: 62%
- MOY Fresno Math Growth Met: 40%
- MOY CAVA Tk-2 Math Growth Met: 45%

Root Cause:

- Our proficiency from BOY to MOY for Fresno TK-2 students this school year has decreased by 2.92%
- 220 students in TK-2 are new this year (68%), with 128 being late starters out of 350 (37%)
- Students in primary grades tend to receive support from parents on STAR 360, thus giving us skewed data.

New Action Plan:

- We will enhance our use of a 1:1 universe skills screener, utilizing DIBELS, which will provide us with real-time data to implement Tier 3 support in ELA. We will also be adding an additional quarterly screener, rather than completing the screener upon enrollment and the end of Quarter 1 and Quarter 2, we will also be adding the end of Quarter 2/ Semester 1 to catch more students who need foundational support. We have found this data to be invaluable in supporting students with foundational needs.
- We will ensure that new and late-starting students are screened early.
- We will be requiring students in Tier 3 to attend a minimum of one live small group session per week for support in Math.
- For students identified as not mastering guaranteed and viable ELA standards at the end of the school year, we will invite them to attend summer school focusing on those standards and monitoring for mastery.
- We will enhance parent communication regarding the purpose of STAR for parents and not helping students, along with teacher training on how to re-administer to collect accurate data.

Outcome Data to show our Success so far:

Through our universal skills screener:

- In Quarter 1, we identified 107 students who needed Tier 3 ELA support. 51 of those students graduated from needing Tier 3 support at the start of Quarter 2.
- In Quarter 2, we identified 97 students who needed Tier 3 support. 47 of those students graduated from needing Tier 3 support at the start of Quarter 3.

Elementary 3-5

Increasing 3-5 Math and ELA Proficiency Action Plan for SY25-26 and SY26-27

Our current 3rd–5th graders were in Kindergarten, 1st, and 2nd grade during critical years for building mathematical foundations, when schools were closed or shifted to remote learning due to COVID-19. We aim to close the proficiency gap in Math and ELA for students in grades 3–5 by strengthening foundational literacy and numeracy skills, ensuring consistent, high-quality instruction, and providing targeted interventions.

Identified Issue: Fresno Math and ELA proficiency levels are lower than those of other CAVA groups and state averages. 345 total students in grades 3-5 in CAVA @ Fresno.

MOY Fresno 3-5 Math Proficiency: 25.32%
MOY CAVA 3-5 Math Proficiency: 35.01%
MOY Fresno 3-5 Math Gains Met: 47.52%
MOY CAVA 3-5 Math Gains Met: 52.07%
Students in grades 3–5 are falling below grade-level expectations in mathematics, with noticeable gaps in essential skills such as number sense, basic operations, and problem-solving. These learning gaps make it more difficult for students to keep up with increasingly complex math concepts and contribute to widening achievement gaps, particularly among those needing additional academic support.

MOY Fresno 3-5 ELA Proficiency: 38.95%
MOY CAVA 3-5 ELA Proficiency: 44.20%
MOY Fresno 3-5 ELA Gains Met: 46.45%
MOY CAVA 3-5 ELA Gains Met: 49.27%
Students in grades 3-5 demonstrate below-grade-level performance in English Language Arts (ELA), indicating gaps in foundational reading and literacy/comprehension skills. These deficiencies not only impact ELA performance but also limit students' ability to succeed across content areas, deepening existing achievement gaps among students.

Root Cause Math: The low proficiency in math among students in grades 3–5 stems from gaps in early foundational numeracy skills, including number sense, operations, place value, and problem-solving strategies. These foundational gaps result from disrupted instruction, reduced opportunities for hands-on learning, and limited access to targeted interventions.

Root Cause ELA: The low proficiency in ELA among students in grades 3–5 stems from gaps in early foundational literacy skills, including phonemic awareness, decoding, vocabulary development, and reading fluency. These foundational gaps result from inconsistent early instruction, limited exposure to high-quality texts, and insufficient targeted support for struggling readers.

Action Plan:

Data-Driven Instructional Framework

Our instructional model will remain grounded in data-driven practices.

New for 25-26, teachers will participate in regular data analysis cycles. We are currently using tools such as common summative assessments and universal skills screeners to track student progress. However, we are adding the data analysis component. We will ensure that teachers utilize our data to inform real-time instructional adjustments and targeted lesson planning. MTSS teams, instructional coaches, and grade-level administrators will closely support this work to ensure classroom alignment and consistency.

Multi-Tiered System of Support (MTSS)

To address learning gaps, we will continue to strengthen our multi-tiered system of support by maintaining daily Tier 2 and Tier 3 intervention blocks within the instructional schedule. These blocks will leverage evidence-based programs led by highly qualified staff to provide small-group instruction in literacy, writing, and math. We will continue to work with our MTSS teams, which meet after each instructional cycle, to review student data, identify students needing Tier 3 targeted support, and create individualized action plans to support student growth and close learning gaps. We will review student progress towards goals during each meeting and modify support plans, as needed.

New for 2025 - we will level our MTSS model by leveling up the monitoring of intervention effectiveness, with monthly reviews by our leadership and guiding coalition teams, and quarterly evaluations by the administrative team to ensure responsiveness to student needs.

High-Impact Professional Development (PD)

Professional development will be a central driver of instructional improvement.

New for 2025 - Our PD calendar will include quarterly sessions focused on four key areas: understanding essential Math and ELA standards and learning targets, using data to drive instruction, differentiating for diverse learners, and collaborative instructional reflection. Staff who have not yet met success criteria will receive monthly differentiated PD, and all teachers will benefit from weekly tiered coaching delivered by MTSS Coaches, Instructional Coaches, Instructional Leads, Curriculum Specialists, and grade-level leaders. Continued weekly collaboration will further support alignment and implementation.

Instructional Coaching and Educator Support

New for 2025 - Instructional coaching cycles will be embedded throughout the year, providing teachers with actionable feedback to support growth and refine instructional practice. Coaching efforts will be tightly integrated with PD priorities and MTSS structures to ensure strategic, ongoing support.

Family Engagement for Academic Success

New for 2025 - We recognize the importance of families as partners in student achievement. To build parent capacity and support struggling students, we will host academic workshops that clarify grade-level standards at the start of the year and provide guidance on supporting learning at home. In addition, families will receive monthly communications with updates and practical strategies for academic support.

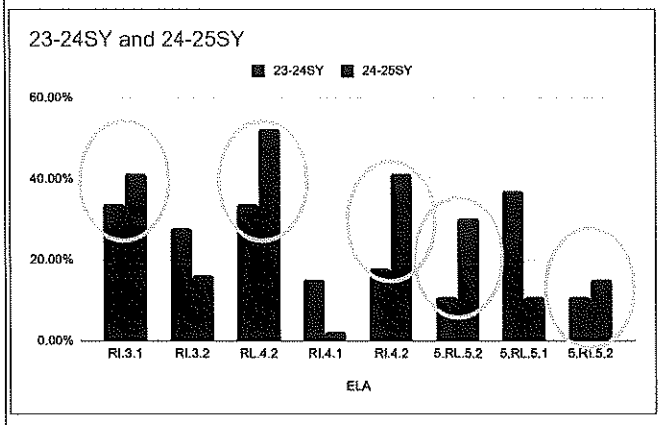
Monitoring, Accountability & Continuous Improvement

To ensure consistent instructional quality, school leaders will conduct regular classroom walkthroughs and formal observations using a shared rubric to monitor academic rigor and student engagement. Observation data will inform monthly reflection and coaching conversations.

New for 2025 - We will also establish grade-level and subject-specific proficiency benchmarks, tracked monthly through a visible data scoreboard. This progress data will be shared transparently with staff and leadership to maintain focus and collective accountability toward meeting our student achievement goals.

Outcome Data to show our Success so far:

We are nearing the end of the 1st year of implementing the MTSS Pilot. The pilot included working with an MTSS Coordinator and MTSS Coaches to create high-performing teams who can successfully create SMART Goals, study and deconstruct the standard, and learn how to differentiate instruction to ensure high levels of learning for all students. I've included the Mid-Year Assessment data from 23-24 compared to 24-25 below. Our proficiency rates for our guaranteed and viable curriculum have increased with the implementation of the pilot.



Proficiency Data:

Math

23-24 EOY Benchmark: 30%

24-25 BOY Benchmark: 37%

24-25 MOY Benchmark: 35%

ELA

23-24 EOY Benchmark: 35%

24-25 BOY Benchmark: 50%
24-25 MOY Benchmark: 44%

Growth Data:
Math
23-24 EOY Benchmark: 38% of students made growth (1 year or more)
24-25 MOY Benchmark: 52% of students made gains from BOY to MOY

ELA
23-24 EOY Benchmark: 40% of students made growth (1 year or more)
24-25 MOY Benchmark: 49% of students made gains from BOY to MOY

Middle School:

The middle school department provides daily Math and English Language Arts (ELA) instruction and weekly Science instruction to all students. The Middle School department will partner with our Intervention and Special Programs Team to implement our Multi-tiered System of Support, ensuring all staff have a shared understanding of the deconstruction of each of the standards in their grade level, guaranteed and viable curriculum. Additionally, teachers are provided individualized coaching that supports implementing and teaching the standards during live targeted interventions, differentiated instruction, and continuous progress monitoring to ensure student success. Our MTSS coaches will provide teacher team and individual performance-based coaching to increase teacher efficacy and student mastery.

Increasing English Language Arts Proficiency Plan
SY25-26 and SY26-27

Identified Issue:

Fresno ELA proficiency levels are lower than those of other CAVA groups and state averages.

- MOY Fresno ELA Proficiency: 37.89%
- MOY CAVA MS ELA Proficiency: 45.58 %
- MOY Fresno ELA Gains Met: 49.06% **
- MOY CAVA MS ELA Gains Met: 47.51%

** higher than the CAVA Middle School department gains.

Root Cause:

Our middle school students lack mastery of foundational ELA standards and basic reading and writing skills.

Action Plan:
Maintain daily intervention blocks for Tier 2 and 3 using an evidence-based program to provide deeper instruction in foundational skills to move the students to grade-level proficiency in ELA.

Progress monitoring weekly through teacher team data meetings, monthly via leadership and guiding coalition teams, and quarterly reviews by the senior admin team.
The 8th-grade academy for our Fresno students will continue. It is designed to improve students' state proficiency and individual student yearly academic growth of one or more years in Math, English Language Arts (ELA), History, and Science through a cross-curricular approach. Teachers work in partnership with content area teachers to ensure alignment in curriculum and instructional strategies to provide students with a cohesive and supportive learning environment.
The Academy students' MOY Math Assessment Data:

- ELA Gains 50.49% (all 8th grade MOY ELA Gains 45.93%)
- ELA State Proficiency 39.62% (all 8th grade MOY ELA State Proficiency 35.98%)

New Actions:
Based on initial universal assessments in ELA, new students enrolling later in the semester will be provided individual and small group instruction that focuses on the high-priority standards that students are not proficient in.

Implement regular data analysis cycles using common assessments and universal screeners; involve MTSS and instructional coaches to support real-time instructional planning and pre-requisite skill instructional methods.

Weekly PD for teachers in four key areas:

- Essential ELA standards instruction includes scaffolds, prerequisite skills, and writing process skills.
- Assessment data analysis to appropriately group students by standard and skill to provide the appropriate levels of differentiated instruction.
- Provide monthly and weekly differentiated coaching and support cycles, using the MTSS "methods of support."
- Provide the research-based data and resources that support the four critical questions of the PLC process, delivered by experts from an outside PD source.

Increasing Math Proficiency Plan
for SY25-26 and SY26-27

Identified Issue:
Fresno math proficiency levels are lower than those of other CAVA groups and state averages.

- MOY Fresno Math Proficiency: 26.92%
- MOY CAVA MS Math Proficiency: 35.54%

- MOY Fresno Math Gains Met: 50.24%
- MOY CAVA MS Math Gains Met: 53.23%

Root Cause: Our middle school students lack mastery of foundational math standards and basic math skills.

Action Plan:

Maintain daily intervention blocks for Tier 2 and 3 using an evidence-based program to provide deeper instruction in foundational skills to move students to grade-level proficiency in Math.

Progress monitoring weekly through teacher team data meetings, monthly via leadership and guiding coalition teams, and quarterly reviews by the senior admin team.

The 8th-grade academy for our Fresno students will continue as it is designed to improve students' state proficiency and individual student yearly academic growth of one or more years in Math, English Language Arts (ELA), History, and Science through a cross-curricular approach. Teachers work in partnership with content area teachers to ensure alignment in curriculum and instructional strategies to provide students with a cohesive and supportive learning environment.

The Academy students' MOY Math Assessment Data:

- Math Gains 56.31% (all 8th grade MOY Math Gains 50%)
- Math State Proficiency 30.19% (all 8th grade MOY Math State Proficiency 28.57%)

New Actions:

New students enrolling later in the semester will be provided individual and small group instruction that focuses on the high-priority standards that students are not proficient in, based on initial universal assessments in Math.

Implement regular data analysis cycles using common assessments and universal screeners; involve MTSS and instructional coaches to support real-time instructional planning and pre-requisite skill instructional methods.

Weekly PD for teachers in four key areas:

- Essential Math standards instruction that includes scaffolds and prerequisite skills
- Assessment data analysis to appropriately group students by standard and by skill, to provide the appropriate levels of differentiated instruction.
- Provide monthly and weekly differentiated coaching and support cycles, using the MTSS "methods of support."
- Provide the research-based data and resources that support the 4 critical questions of the PLC process, delivered by experts from an outside PD source.

High School:

Increasing English Language Arts Proficiency Plan for SY25-26 and SY26-27

Identified Issue: Fresno ELA proficiency levels are lower than those of other CAVA groups and state averages. MOY Fresno ELA Proficiency: 57% MOY CAVA HS ELA Proficiency: 59% MOY Fresno ELA Growth Met: 47% MOY CAVA HS ELA Growth Met: 50%
Root Cause: Our 9th-grade students are arriving at high school lacking foundational ELA standards mastery, and even basic reading and writing skills
Action Plan: Continued Lit Lab - Tier 3 Support: • Tier 3 support is assigned to 9th graders who demonstrate need on the baseline Star360 assessment • 27 CAVA Fresno students have been enrolled in the Literature Lab since semester 1 • 23 CAVA Fresno students are currently engaged in Lit Lab with a grade of 70% or above; 79% are engaged
Outcome Data to Support the Efficiency of the Lit Lab: • Enrollment and Engagement: A high percentage (79%) of enrolled CAVA Fresno students are actively engaged in the program with satisfactory grades. • Academic Performance: Nearly half (47.8%) of the engaged students are passing their English courses, indicating a positive correlation between Literature Lab engagement and academic success. • Assessment Growth: More than half (56%) of the students who took both assessments showed improvement from the beginning to the middle of the year. • Significant Growth: A notable portion (27.7%) of students demonstrated substantial improvement, increasing their scores by 5% or more. • Non-engaged students: The data also reveals opportunities for enhancement, particularly in engaging 21% of students who are inactive in the program. 11.1% of these students passed English, and only 11.1% showed growth on Star

Identified Issue: Fresno ELA proficiency levels are lower than those of other CAVA groups and state averages. MOY Fresno ELA Proficiency: 57% MOY CAVA HS ELA Proficiency: 59% MOY Fresno ELA Growth Met: 47% MOY CAVA HS ELA Growth Met: 50%

Root Cause:

1. Students who found success in our 9th-grade Lit Lab program are requesting continued support in 10th and 11th grade
2. New students coming to CAVA in 10th and 11th grade are arriving lacking foundational ELA standards mastery, and even basic reading and writing skills

New Action Plan: After-Hours ELA Tier 3 Support Course:

- Fresno students will be targeted for this tier 3 ELA intervention, based on performance on the BOY 360 assessment
- The program will support students performing at a 7th-grade level and below
- Participation-based, for-credit, after-hours course, targeting 10th and 11th grade students who are not eligible for Lit Lab
- The structure and function of the course will follow the model developed in Lit Lab over the last 2 years.
- The program will be supported by the Read 180 program, which is tailored for Tier 2 and Tier 3 students who are reading below grade level, offering personalized instruction from phonics to fluency and comprehension.
- Teachers in the program and our Instructional Lead will monitor data from classroom CFAs (PEAR) and Star 360 assessments (quarterly at minimum) to determine the program's effectiveness.

Increasing Math Proficiency Plan for SY25-26 and SY26-27

Identified Issue: Fresno math proficiency levels are lower than those of other CAVA groups and state averages.
MOY Fresno Math Proficiency: 24%
MOY CAVA HS Math Proficiency: 32%
MOY Fresno Math Growth Met: 48%
MOY CAVA HS Math Growth Met: 56%

Root Cause: Our 9th-grade students are arriving at high school lacking foundational math standards mastery, and even basic math skills

Action Plan: Continued Math Lab - Tier 3 Support:

- Tier 3 support is assigned to 9th graders and 10th graders, enrolled in the two-year algebra sequence, who demonstrate need on the baseline Star360 assessment.
- 53 CAVA Fresno students are enrolled in Math Lab I
- 15 CAVA Fresno students are enrolled in Math Lab II

Outcome Data to Support Efficiency of Math Lab 1:

- Enrollment and Engagement: 57% of enrolled CAVA Fresno students are actively engaged in the program with satisfactory grades.
- Academic Performance: 36% of the engaged students pass their math courses.
- Assessment Growth: 84% of the students who took both assessments showed improvement from the beginning to the middle of the year. Important to note that of the 60% of the students identified below benchmark, 41% showed growth on the middle of the year assessment.
- Significant Growth: 49% of students demonstrated substantial improvement, increasing their scores by 5% or more.
- Non-engaged students: The data also reveals opportunities for enhancement, particularly in engaging the 43% of students who are not currently active in the program. 2% of these students passed Math, and 30% grew on Star 360.

Outcome Data to Support Efficiency of Math Lab 2:

- Enrollment and Engagement: 57% of enrolled CAVA Fresno students are actively engaged in the program with satisfactory grades.
- Academic Performance: 60% of the engaged students pass their math courses.
- Assessment Growth: 53% of the students who took both assessments showed improvement from the beginning to the middle of the year. Important to note of the students identified below the benchmark, 53% showed growth on the middle of the year assessment.
- Significant Growth: 49% of students demonstrated substantial improvement, increasing their scores by 5% or more.
- Non-engaged students: The data also reveals opportunities for enhancement, particularly in engaging the 13% of students who are not currently active in the program. 13% of these students passed English, and 33% grew on Star 360.

Identified Issue: Fresno math proficiency levels are lower than those of other CAVA groups and state averages.

MOY Fresno Math Proficiency: 24%

MOY CAVA HS Math Proficiency: 32%

MOY Fresno Math Growth Met: 48%

MOY CAVA HS Math Growth Met: 56%

Root Cause:

1. Students who found success in our Algebra (Math Lab 1) program are requesting continued support in Geometry
2. New students coming to CAVA in 10th and 11th grade are arriving lacking foundational math standards mastery, and even basic Geometry skills

New Action Plan: After-Hours Geometry Tier 3 Support Course:

- While our Algebra support structure is robust, Geometry students currently lack a parallel system
- Targeted at students enrolled in Geometry who previously took Algebra Math Lab
- Voluntary participation, with strong encouragement from teachers and counselors, and high school credits awarded
- Focus on engagement with grade-level standards through interactive lessons, collaborative problem-solving, and varied instructional methods—not one-on-one or small group tutoring.
- Sessions offered after regular school hours
- Instruction led by credentialed math teachers familiar with the MTH208 curriculum
- Intentional, structured, and standards-aligned instructional opportunity for our most vulnerable Geometry students
- Teachers in the program and our Instructional Lead will monitor data from classroom CFAs (PEAR) and Star 360 assessments (quarterly at minimum) to determine the program's effectiveness.
- Teachers in the program and our Instructional Lead will monitor data from classroom CFAs (PEAR) and Star 360 assessments (quarterly at minimum) to determine the effectiveness of the program.

Increasing Graduation Rate Action Plan for SY25-26 and SY26-27

Identified Issue: Fresno graduation rates are lower than those of other CAVA groups and state averages.
Fresno Grad Rate: 73.6%
CAVA Grad Rate: 73.7%

Root Cause:

5. Students who are coming to CAVA are already credit-deficient or have missed their cohort graduation deadline
6. Students failing courses are falling behind on credits and are unable to graduate on time

New Action Plan: Compass Counseling Specialist, Fresno Support Project:

- Select Fresno students will receive support from a Counseling Specialist to aid efforts to increase the graduation rate and credit sufficiency, in addition to support provided by the Guidance Counselor
- Additional layer of help for 12th graders who have the potential to graduate as part of the class of 2026 (fall, spring, or summer)
- The type and level of support will be determined by:
  - Credit deficiency
  - Course pass rates
  - Attendance patterns
  - Rate of Enduring Connection completion with the homeroom teacher
- The support offered will include one or more of the following:
  - Dedicated student connection sessions focused on goal setting, executive function skills, and peer engagement
  - Student check-ins and additional counseling support for more intensive support
  - Expanded family and parent resources, including Parenting with Purpose workshops
  - Additional resources and support for staff and parents as needed

Outcome Data to show our Success so far:

- **Graduation Rate**: 73.6%, increased by 7.9% from the 2022-2023 school year
  - Students considered socioeconomically disadvantaged increased by 5.2%
  - Hispanic students increased by 10.6%
- **HS Course Pass Rate**: 75.3%, increased by 1.3%.
- **A-G Completion Rate** (four-year adjusted cohort): 8.7%, increased by 2.6%.
- **Career Technical Education (CTE) Program Participation**: 38.72% at the end of the 23-24 school year, an increase of 16.55% from the 22-23 school year
  - 3 students completed a CTE pathway in 23-24
- **CAVA2College Dual Enrollment Program Participation**: increased from 2 Fresno students in 22-23 to 6 in 23-24 and 14 in 24-25.

TK-12 Special Education

Increasing Math and ELA Proficiency Plan for SY25-26 and SY26-27

Identified Issue:

MOY Fresno SpEd Math Proficiency: 13.51%
MOY All SpEd Math Proficiency: 21.54%
MOY Fresno SpEd Math Gains Met: 43.29%
MOY CAVA All SpEd Math Gains Met: 47.47%

MOY Fresno SpEd ELA Proficiency: 23.17%
MOY All SpEd ELA Proficiency: 28.35%
MOY Fresno SpEd ELA Gains Met: 45.02%

MOY CAVA All SpEd ELA Gains Met: 45.5%

Root Cause: Our students lack foundational concepts of grade-level math & ELA standards.

Action Plan:

Implementing grade-level standards into IEP goals ensures students with disabilities have access to the general education curriculum, as required by IDEA. It promotes high expectations, reduces learning gaps, and prepares students for long-term success by focusing on skills relevant to their grade and future goals. Aligning IEPs to standards helps ensure equity and rigor with necessary accommodation.

Using iXL alongside standards-based IEPs supports this work by offering personalized, skill-level practice that builds toward grade-level proficiency. iXL provides real-time data for progress monitoring, allows differentiation, and helps bridge gaps through targeted skill development, which support meaningful participation in inclusive classrooms and track progress toward IEP goals.

- Special Education staff will continue to align IEP goals with grade-level ELA & math standard goals and objectives.
- Special education staff will continue to supplement SAI instruction with the iXL program.
- Staff professional development of the iXL program has proven to be an effective resource for increasing student proficiency.
- Aligning iXL skills with IEP goals & assigning skills practice based on diagnostic data, within iXL.
- Incorporating audio and visual supports within iXL.
- Pairing the iXL implementation with small group SAI consistently.
- Professional Learning Teams between GE & Special Education staff and within the Special Education department to collaborate on student data and needs, and best practices of instruction.
- Professional development to ensure that our staff have the best and most impactful instructional practices to target ELA & math proficiency & growth monitoring practices.

Outcome Data to show our Success so far:

ELA:

- We ended the 23-24 school year with 19.35% of special education students meeting grade-level state proficiency.
- Mid-year of 24-25, 23.17% of special education students were on track for grade-level proficiency in ELA
- This year, 45.02% of our special education students showed gains in ELA between the beginning of the year and mid-year in ELA.
- On average, special education students consistently working in iXL showed 5 more months of growth in the first semester of 24-25 on the Star 360 assessment, as compared to previous years.

Math:

- We ended the 23-24 school year with 9.68% of special education students meeting grade-level state proficiency in Math

- Mid-year of 24-25, 13.51% of our special education students were on track for grade-level proficiency in Math.
- This year, 43.29% of our special education students showed gains in ELA between the beginning of the year to mid-year in Math.
- On average, special education students consistently working in iXL showed 4 more months of growth in the first semester of 24-25 on the Star 360 assessment, as compared to previous years.

TK-12 English Language Development

Increasing English Learner Proficiency in Math and ELA: Action Plan for SY25-26 and SY26-27

Providing meaningful access to the core curriculum is essential for English Learners (EL). It gives them the foundation they need to be successful in school and beyond. While EL students often struggle with grade level content area proficiency for several interconnected reasons, including the expectation to simultaneously learn academic content and a new language at the same time, the school determines the root causes for EL students not reaching ELA and Math proficiency at the same rate as their non-EL peers. The school then develops, enacts, monitors, and revises action plans to meet the changing needs of CAVA @ Fresno's EL student population which has nearly doubled in size over the last two school years (85 EL students in 22-23SY to 167 EL students currently enrolled for the 24-25SY).

Identified Issue ELA: The percentage of English Learner (EL) students in CAVA @ Fresno that demonstrate proficiency in ELA is lower than the proficiency rates of their non-EL peers in the same subjects.

MOY Fresno EL Proficiency in ELA: 8.43%
MOY Fresno TK-2 Proficiency in ELA: 53.13%
MOY Fresno 3-5 Proficiency in ELA:21.30%
MOY Fresno Middle School Proficiency in ELA: 24.77%
MOY Fresno High School Proficiency in ELA: 21.52%

Root Cause ELA: The low ELA proficiency among EL students in CAVA @ Fresno can be attributed to the limited English proficiency, with 44% of currently enrolled students at the Emerging English proficiency levels. This affects students' ability to understand the vocabulary, complex sentence structure, and rigor of the texts being read in this content area. In addition, the limited development of students' grammar and sentence complexity is inhibiting students from reaching proficiency with the academic writing tasks required in grade-level language arts courses and assessments.

Of CAVA's 161 currently enrolled EL students:

- 17% are at a Level 1 in English Language Proficiency
- 27% are at a Level 2 in English Language Proficiency
- 35% are at a Level 3 in English Language Proficiency
- 6% are at a Level 4 in English Language Proficiency
- 15% are new to California Public Schools with no Summative ELPAC Score on File

New ELA Action Plan:
To specifically target the academic reading and writing needs of CAVA @ Fresno's EL students, the following actions are being implemented:

- To strengthen the tier 1 first-time best instruction in ELA for EL students:
    - In their Designated ELD class session, ELD Specialists will emphasize California's ELD Standards for the Reading and Writing domains to ensure students are learning the foundational language skills to apply to their ELA content area coursework and assessments immediately.
    - ELD Specialists will continue their collaboration with their general education teacher colleagues to effectively deconstruct the Guaranteed and Viable Curriculum (GVC) standards for ELA with scaffolds and strategies that align with the specific learning targets and provide differentiation and language acquisition support during tier 1 ELA instruction.
    - The ELD Coordinator and ELD Leads will continue to provide Integrated ELD training during the first and second semesters of the school year to ensure that general education teachers are effectively teaching the California ELD Standards in tandem with the state-adopted ELA standards to meet the language demands of English learners in their ELA instruction.
    - The school's Reading Coordinator and Instructional Leads will provide targeted training for ELA teachers on the best practices for literacy development based on the science of reading. Specific professional development learning targets will be implemented for literacy development for English Learner students.
    - The school's Multi-Tiered System of Supports (MTSS) Coaches will be providing performance-based coaching for teachers, specifically focusing on EL students and implementing the literacy best practices in real time during live ELA class sessions. Performance-based coaching is a systematic approach to analyzing, prioritizing, and improving teacher performance through the use of hierarchical interventions, in ways that directly improve student outcomes in measurable ways.
    - The ELD Department's Bilingual Engagement Coach will hold support sessions for CAVA @ Fresno students and families to focus on primary language resources available to support students with their ELA coursework, including Tutor.com, Khan Academy, and features within the students' Online School platform to make ELA coursework more accessible.
- To strengthen the tier 2 supplemental interventions and support for EL students:
    - The school is transitioning supplemental ELD programs from *Off2Class* to *No Red Ink* for targeted writing instruction and intervention. *NoRedInk* offers authentic assessments, adaptive practice, personalized content, and actionable data to improve EL students' writing and grammar skills. This writing instruction will occur during small group, targeted academic support sessions, led by ELD Specialists based on students' language proficiency levels and academic writing needs.
- To strengthen the tier 3 intensive interventions and supports for EL students:
    - The school continues with the Shared Instruction model for intervention, in which the ELD Specialist partners with the general education teacher to provide targeted reading instruction at students' specific reading levels. The school is transitioning from using the *Freckle, Lalilo*, and *Mindplay* intensive reading programs which yielded low student engagement and low measurable academic progress over the last three years to *K12 Skills Arcade*, This research-based reading program will also be combined with intensive

live reading instruction from students' ELD Specialist based on the *K12 Skills Arcade* diagnostic test and progress monitoring assessments.

- An ELD Department representative will now serve on the Multi-Tiered System of Supports (MTSS)/Intervention Teams in each grade span department to ensure that intensive interventions for EL students are appropriately prioritized and assigned.

Outcome Data to show our Success so far:

As of the MOY local ELA assessment that predicts the growth students will make on the EOY statewide assessments, 53.25% of English Learners are on track to make a year or more worth of growth in a single school year in ELA. This ELA proficiency gain for English Learners exceeds the gains made by their non-EL peers on the same assessment in the same time period.

Identified Issue Math: The percentage of English Learner (EL) students in CAVA @ Fresno that demonstrate proficiency in Math is lower than the proficiency rates of their non-EL peers in the same subjects.

MOY Fresno EL Proficiency in Math: 12.36%
MOY Fresno TK-2 Proficiency in Math: 51.39%
MOY Fresno 3-5 Proficiency in Math: 36.20%
MOY Fresno Middle School Proficiency in Math: 39.70%
MOY Fresno High School Proficiency in Math: 53.80%

Root Cause Math: The low math proficiency among EL students in CAVA @ Fresno can be attributed to the limited English proficiency that affects students' ability to solve word problems, interpret and apply academic language, and even when the concepts/skills are understandable. These are barriers to students demonstrating proficiency in math at grade level.

Of CAVA's 161 currently enrolled EL students:

- 17% are at a Level 1 in English Language Proficiency
- 27% are at a Level 2 in English Language Proficiency
- 35% are at a Level 3 in English Language Proficiency
- 6% are at a Level 4 in English Language Proficiency
- 15% are new to California Public Schools with no Summative ELPAC Score on File

New Math Action Plan:
To specifically target the academic needs of CAVA @ Fresno's EL students in the area of Mathematics, the following actions are being implemented:

- ELD Specialists will continue their collaboration with their general education teacher colleagues to effectively deconstruct the Guaranteed and Viable Curriculum (GVC) standards for Math with scaffolds and strategies that align with the specific learning targets and provide differentiation and language acquisition support during tier 1 Math instruction.
- The ELD Coordinator and ELD Leads will continue to provide Integrated ELD training during the first and second semester of the school year to ensure that general education teachers are effectively teaching the California ELD Standards in tandem with the state-adopted Math standards to meet the language demands of English learners in their Math instruction.
- The ELD Department's Bilingual Engagement Coach will hold support sessions for CAVA @ Fresno students and families to focus on primary language resources available to support students with their ELA coursework, including Tutor.com, Khan Academy, and features with the students' Online School platform to make Math coursework more accessible.
- The school's Instructional Leads will be providing targeted training for Math teachers on the Standards for Mathematical Practice and will include specific professional development learning targets for English Learner students.
- The school's Multi-Tiered System of Supports (MTSS) Coaches will be providing performance-based coaching for teachers, with a specific focus on EL students and the implementation of the Standards for Mathematical Practice in real time during live Math class sessions. Performance-based coaching is a systematic approach to analyzing, prioritizing, and improving teacher performance through the use of hierarchical interventions, in ways that directly improve student outcomes in measurable ways.

- An ELD Department representative will now serve on the Multi-Tiered System of Supports (MTSS)/Intervention Teams in each grade span department to ensure that intensive interventions for EL students are appropriately prioritized and assigned.

Outcome Data to show our Success so far:

As of the MOY local Math assessment that predicts the growth students will make on the EOY statewide assessment, 55.19% of English Learners are on track to make a year or more worth of growth in a single school year in Math. This Math proficiency gain for English Learners exceeds the gains made by their non-EL peers on the same assessment in the same time period.