ORIGINAL

AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at Sonoma
June 9, 2026 | 3:30 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference Call: (669) 900-9128 | Meeting ID: 344 627 9195
Alternate Locations:
1425 Stewart Dr., Fairfield, CA 94533
2130 Millwood Ct., Santa Rosa, CA 95403
307 San Marcus Drive, Vallejo CA. 94590
Liberty School District, 170 Liberty Road, Petaluma, CA 94952

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Virtual Academy Office (805-581-0202). You may also email jgorin@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 jgorin@caliva.org seventy-two hours in advance of the meeting.

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

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

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

California Virtual Academy at Sonoma does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures or practices.
In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact California Virtual Academy at Sonoma office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 3:30 P.M.

B. ROLL CALL

	Present	Absent
Ms. Glenda Caddle (Board Chair)	__X___	_____
Ms. Janell Smiley	__X___	_____
Ms. Joyce Campbell (Secretary)	__X___	_____
Ms. Tenisha Farr	_____	__X___

C. FLAG SALUTE
- Led by April Warren

D.

NOTICE OF PUBLIC HEARING

TIME AND DATE: **June 9, 2026 | 3:30 P.M.**
During the Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: 3:31 P.M.

Closing of Public Hearing: 3:32 P.M.

II. COMMUNICATIONS

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

- **Scott Allen (Teacher, CAVA):** Commented on the need to continue using solo instructors for live instruction, update existing systems and practices, and implement classroom monitoring tools. He also raised concerns regarding classroom management expectations and administrative oversight of teacher communications.

- **Amber Blodgett (Guidance Counselor, CAVA):** Spoke regarding recent K12/PowerSchool changes, including the removal of the Graduation Planning tool, and encouraged the Board to consider restoring access to this tool for high school students or an alternative tool.

- **Anna Cordero (Teacher, CAVA):** Spoke regarding recent communications from K12/Stride to CAVA teachers during an online outage, which caused confusion and raised security concerns. She requested the development of a clear communication plan to ensure staff and students are promptly informed when resources or systems are unavailable, and the establishment of policies limiting vendor communication on behalf of CAVA.

B. For Information: Director's Report

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

- None

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- **Local Indicators**

  The Local Indicators are a component of the California School Dashboard that measure a local educational agency's progress in implementing state priorities that are not assessed through statewide data, including basic services, implementation of academic standards, parent and family engagement, school climate, and access to a broad course of study.

  - Sarah Neuenschwander provided a summary of the Local Indicators report.

- **End of Year Academic Review**

  Presentation and discussion of CAASPP & ELPAC participation data, preliminary end-of-year academic performance data and key instructional highlights from the school year.

  - Amy Chadez provided an overview report and noted that a written report containing data will be shared with Board members via email. She reported that the team partners with Stride to share staff feedback and that a new high school component will be piloted during the summer in preparation for the 2026–2027 school year. Amy also shared that student events were offered throughout the year to promote student engagement and connection with classmates and teachers. She stated that her contact information will be included in the data report for Board members who have questions.

- **Arts and Music Program**
  Guided by CAVA's core priorities to Engage, Connect, and Grow, this multi-year initiative is focused on thoughtfully developing and expanding arts opportunities for students and families through VAPA (virtual and performing arts) *coursework, student clubs, performances and showcases, family programming, community partnerships, and meaningful artistic experiences designed specifically for the virtual environment.*

    - Jenn Smith presented slides regarding the Arts and Music Program for the 2026–2027 school year. She reviewed Proposition 28, which provides dedicated annual arts funding for California public schools and supports expanded TK–12 arts access. She outlined a multi-year implementation plan consisting of Year 1 (Foundation), Year 2 (Expansion), and Year 3 (Full Implementation). She reported that funding will support expanded arts courses and clubs, support for teachers, teaching artists, and student instruction, development of a dedicated arts education team, and increased performances, showcases, guest artists, and enrichment opportunities.

D. Approval of Previous Board Meeting Minutes

- **Minutes from the Regular Meeting held on February 26, 2026**
  Moved by: Janell Smiley
  Seconded by: Glenda Caddle
  Vote: Ayes: 3, Noes: 0, Absent: 1
  Motion carried.

APPROVED

III. CLOSED SESSION

APPROVED

- **Conference with Labor Negotiator**
  (Gov. Code § 54957.6)
  Agency Designated Representatives: April Warren, Head of School
  Employee Organization: California Virtual Educators United (CVEU)

  - The Board voted to ratify the Side Letter entitled "Side Letter Between California Virtual Academies and California Virtual Educators United Regarding Resolution of Effects Bargaining Related to CAVA's Implementation of Canvas and PowerSchool Student Information Systems" between CAVA at Sonoma and the California Virtual Educators United (CVEU).

  Vote: Ayes: 3, Noes: 0, Absent: 1

  - The closed session was adjourned at 3:55p.m., and the Board reconvened in Open Session immediately thereafter.

IV. 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.
- None

V. SCHEDULED FOR ACTION

A. BUSINESS

Local Control Accountability Plan **BDRPT 01** APPROVED
The Local Control and Accountability Plan (LCAP) is a three-year strategic plan that outlines the school's goals, actions, expenditures, and progress related to improving student outcomes, and because the school operates as a single-school district, the LCAP also serves as the School Plan for Student Achievement (SPSA) for purposes of Title program planning and funding.
- No questions asked.

ConApp **BDRPT 02** APPROVED
The Consolidated Application (ConApp) is the annual application and reporting process required by the California Department of Education for local educational agencies to apply for and certify compliance with federal Title funding programs.
- No questions asked.

Adopted Budget **BDRPT 03** APPROVED
The Board will consider approval of the Adopted Budget for the upcoming fiscal year, including proposed salary schedules.
- No questions asked.

Ratification of Disbursements **BDRPT 04** APPROVED
The Board will consider ratification of disbursements as presented.
- No questions asked.

CalSTRS Charter School Certification Forms **BDRPT 15** APPROVED
Approval for the Head of School to sign and submit CalSTRS charter school certification forms.
- No questions asked.

Approval of Amended Bylaws **BDRPT 16** APPROVED
Consideration and approval of updated bylaws reflecting current legal and compliance requirements, including CalSTRS-related updates.
- No questions asked.

Certificate of Amendment of Articles of Incorporation **BDRPT 20** APPROVED
Approval of Certificate of Amendment to support CalSTRS/CalPERS compliance requirements.

- April Warren reported that the Articles of Incorporation will be updated to designate Jennifer Gorin as the signatory in place of Deena Anthony, and that a future meeting will include action to update the Secretary designation.

Consideration and Approval of One-Time Payment of Bonuses **BDRPT 22** APPROVED
The Board will consider and take action on a one-time bonus payment for eligible employees.

- Paco reported a correction to the board report, revising the fiscal impact from $20,550 to $25,160. Glenda inquired about the source of funds for the one-time payment. Paco stated that the funding was state-provided one-time funding through Student Support Professional Development Block Grant (SSPDBG).

B. PERSONNEL

Employee Handbook **BDRPT 07** APPROVED

The Board will review and consider approval of the updated Employee Handbook, which outlines policies, procedures, and expectations for staff.
- No questions asked.

2025-26 Employment Agreements and Terminations **BDRPT 08** APPROVED

The Board will review and consider ratification of 2025–26 Employment Agreements to support staffing needs based on enrollment demands for the 2025–26 school year.
- No questions asked.

C. INSTRUCTION AND CURRICULUM

Parent Student Handbook **BDRPT 09** APPROVED

The Parent Student Handbook (PSHB) provides students and families with required information regarding school policies, procedures, academic expectations, student supports, and parent and student rights and responsibilities.

Comprehensive School Safety Plan **BDRPT 10** APPROVED

The Comprehensive School Safety Plan (CSSP) is an annually reviewed plan required by California law that outlines the school's policies, procedures, and emergency response protocols to help maintain a safe and supportive learning environment for students, staff, and school activities.

Homeless Education Policy **BDRPT 17** APPROVED

The Board will consider the adoption of proposed updates to the Education for Homeless Children and Youth Board Policy.
- Glenda inquired about the number of homeless students in the program. Melisse confirmed that CAVA Sonoma has 43 McKinney-Vento (MKV) students as of June 5, 2026, and that CAVA-wide there are 829 MKV students.

D. PUPIL SERVICES
- None

VI. ITEMS SCHEDULED FOR INFORMATION
- None

VII. ADJOURNMENT

The meeting was adjourned at 4:25 P.M.

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Virtual Academy at Sonoma	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
2023-2024	34.7	97.8%	2%	0%	0.1%	0.1%	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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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				4	
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
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, families receive personalized onboarding support from a designated coach, including guidance on program expectations, communication channels, and navigation of online platforms and resources. These intentional connections help establish a strong sense of belonging from the start. Spanish-language onboarding is available for Limited English Proficient (LEP) families, along with translation tools for families who speak other languages.

Teachers proactively connect with families through welcome calls, monthly check-ins, academic conferences, and live instruction aligned to California standards. Staff prioritize building strong relationships through consistent, face-to-face interactions and support student and family resilience through intentional social-emotional learning practices. The school emphasizes self-awareness, self-management, and executive functioning skills, while schoolwide behavioral expectations promote positive interactions, guide staff decision-making, and create consistent support systems for students.

Beyond the classroom, the school offers in-person and virtual activities, clubs, and support sessions to foster connection and engagement. Year-round support is available, including during the summer months.

School leaders regularly gather feedback from families, students, and staff through surveys and direct engagement to inform continuous improvement. Programs such as Compass provide targeted support for students experiencing homelessness, foster youth, and other underrepresented student groups, offering resources, engagement opportunities, and coaching, including bilingual support.

Families, students, and staff actively participate in planning and decision-making through Title I meetings, the English Learner Advisory Committee (ELAC), and Partner Engagement Meetings. These forums provide opportunities to review and give input on the Local Control and Accountability Plan (LCAP) goals, actions, and services. The LCAP Advisory Committee ensures that feedback informs decision-making and program adjustments aligned with community needs.

The school evaluates data through multiple accountability measures, using insights to refine action plans and enhance family engagement strategies. By prioritizing inclusive practices, strong communication, and meaningful partnerships, the school ensures all families feel welcomed, valued, and supported.

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 the critical role parents play in an independent study charter school, the school actively engages families by providing information, resources, training, and opportunities to collaborate with other parents to support their children's learning. Regular teacher-family conferences inform parents about student progress and expectations, while accessible systems provide visibility into grades, assessments, and online activities.

Dedicated engagement and attendance support teams help keep students connected to their learning by supporting families with strategies and clear expectations. To improve outcomes for English Learners, the ELD Department includes a Bilingual Engagement Coach and ELD paraprofessionals who provide targeted outreach and personalized support. These efforts address attendance barriers and guide families in understanding student progress, fostering collaboration to accelerate English proficiency and reclassification. Graduation coaches also support students and families by providing guidance on requirements, progress tracking, and pathways to on-time graduation through meetings, assemblies, and conferences.

As a Professional Learning Community (PLC), the school focuses on learning, collaboration, and results. Staff work together to analyze student progress, refine instruction, and strengthen communication with families through onboarding, connection calls, academic conferences, and ongoing support sessions.

Programs such as CAVA2College and the Career & College Prep Program provide high school students with opportunities to explore career pathways, earn certifications, and prepare for postsecondary success. Middle school students engage in career exploration and can earn high school credit.

The school utilizes multiple communication platforms, including ParentSquare, LC Community, social media, and the school website, to share information and build connections. The Family Teacher Organization (FTO) further strengthens partnerships through regular meetings and shared goals.

Social-emotional well-being is also a priority. The SEL team provides student assemblies aligned to SEL benchmarks, crisis support, and access to community-based mental health resources through Care Solace. Monthly, Parenting with Purpose workshops offer families opportunities to build community and learn strategies that support 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, working with students and families to identify and overcome barriers to engagement. They assist parents with completing required surveys for offline work and schedule additional meetings when absences persist to ensure students are supported and re-engaged in their learning.

To support McKinney-Vento (MKV) students, the school has increased staffing to ensure timely access to dedicated support. Students are provided with essential materials based on individual needs, including backpacks, school supplies, ink, paper, hotspots, and PE clothing. Staff also provide referrals and warm handoffs to community resources such as food, housing, health, and mental health services.

All staff participate in ongoing professional development to strengthen their ability to support students and families. New teachers receive comprehensive onboarding and are paired with a dedicated support teacher during their first year to ensure strong alignment with schoolwide expectations and practices.

The school continues to strengthen its implementation of a Professional Learning Community (PLC) model focused on collaboration, learning, and results. Key teams include:

Leadership Team: Coordinates schoolwide efforts across departments and grade levels.
Guiding Coalition: Leads PLC processes and supports a collaborative culture focused on student outcomes.
Professional Learning Teams (PLTs): Collaborate on instruction, intervention, and support for shared students.
MTSS/Intervention Team: Provides targeted support for at-risk students through data-driven interventions.
Student Study Team (SST): Reviews student needs and recommends appropriate academic and social-emotional supports.

The school has expanded college and career readiness opportunities through programs such as CAVA2College and Career & College Prep Program, offering dual enrollment, career pathways, and certification opportunities. Middle school students also have access to career exploration and technology courses that build early college and career readiness skills.

Families are supported through multiple communication platforms, including ParentSquare, the digital handbook, LC Community, social media, and the CAVA website. These tools ensure families understand their rights, access resources, and stay connected. The Family Teacher Organization (FTO) meets monthly to strengthen partnerships between families and the school community.

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

Practices	Rating Scale Number
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
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.

The LCAP Needs Assessment Survey provides valuable feedback from families and educational partners to guide continuous improvement efforts and to inform the development and monitoring of LCAP goals, actions, and services. Leadership teams regularly review survey feedback alongside student engagement and achievement data to adjust schoolwide and departmental plans and strengthen family engagement initiatives.

Families identified several strengths they value and want continued focus on, including academic supports and interventions, support for multilingual families and students with disabilities, graduation support, A-G completion, and core curriculum alignment , student engagement opportunities, family and community engagement, positive school climate, and strong teacher and staff support.

Additional focus areas identified included summer school opportunities, attendance support, teacher communication, new teacher support, internet reimbursement awareness, consistency across schools and programs, and SEL (Social Emotional Learning), including staff training, connections to community-based supports, and strategies that strengthen the home-to-school connection.

Areas identified for improvement included platform usability and technology experience, student connection and social opportunities, differentiation for advanced learners and special populations, and teacher training and consistency.

Parents, families, students, and staff provide ongoing feedback and guidance to the school through a variety of engagement opportunities, including Title I Meetings, Winter and Spring Partner Engagement Meetings, the LCAP Needs Assessment Survey, ELAC Meetings, the EL Needs Assessment Annual Survey, the LCAP Parent Advisory Committee (PAC), School Climate Surveys, Family Teacher Organization (FTO) meetings, Student Government, parent coffee chats and trainings, and regular student and teacher check-ins. Feedback gathered through these opportunities helps inform schoolwide planning, programs, services, and continuous improvement efforts.

The school maintains strong two-way communication with families through ParentSquare, LC Community, emails, Connection Calls, academic conferences, student support sessions, graduation plan reviews, Student Individualized Learning Plans (ILPs), Student Support Team (SST) meetings, Individualized Education Program (IEP) meetings, English Language Development (ELD) program meetings, and Bear Tracks, the weekly community newsletter that highlights school events, resources, 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 increase family participation in school decision-making.

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

-Improve scheduling and accessibility of board meetings for parents and staff.

-Provide on-demand informational videos: short, accessible videos that explain LCFF, the LCAP process, and how to provide meaningful feedback. These can be accessed at any time to accommodate families' schedules.

-Continue to provide time management tools, technology and school-platform training, and resources and support to strengthen parent and learning coach capacity.

-Enhance onboarding and follow-up support for families, and provide extended targeted support for families needing additional assistance.

-Expand and refine attendance and engagement support for families.

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

-Continue implementing the schoolwide collaborative Social-Emotional Learning (SEL) plan that actively engages teachers, students, staff, and families, with clearly defined, school-specific roles and responsibilities to ensure consistent and meaningful support for all students.

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

-Refine and expand support for students experiencing homelessness and housing insecurity.

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

-Proactively reach out to families who have not participated in feedback opportunities to identify and remove barriers, and communicate to all families how their input has led to meaningful school improvements and decisions.

-Enhance multilingual supports.

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 express 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 opportunity to monitor their child's progress and access educational materials in advance to address any academic hurdles. They also value 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 highly regarded.

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

STUDENT SURVEY GRADES 2 and 5
Domain Student-Staff Caring Relationship Domain average score on a 4 point scale 3.3
Domain School Safety Domain average score on a 4 point scale 3.4
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 3.4
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 3.6
Domain Self-Management Domain average score on a 4 point scale 3.4

STUDENT SURVEY 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 4.0
Domain Physical and Emotional Safety Domain average score on a 5 point scale 4.4
Domain Perceived Safety Domain average score on a 5 point scale 4.4
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 4.2
Domain Self-Management Domain average score on a 5 point scale 3.9

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 4.6
Domain School Connectedness Domain average score on a 5 point scale 4.4
Domain Student Peer Relationships Domain average score on a 5 point scale 4.3
Domain 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 4.6
Domain Self-Management Domain average score on a 5 point scale 4.2
Domain Perceived Safety Domain average score on a 5 point scale 4.6
Domain Substance Use Domain average score on a 5 point scale 4.0

Participation
During the 2025–26 school year, response rates increased among students across both grade bands. Among 2nd and 5th grade students, the response rate rose to 23.56%, up 2.25% from 21.31% in 2024–25. The 7th, 9th, and 11th grade student response rate reached 40.5%, up 2.79% from 37.71%. Parent and guardian participation decreased slightly, with a response rate of 18.6%, down 2.12% from 20.72% in 2024–25. Over the three-year period from 2023–24 to 2025–26, student participation increased 12.21% in grades 2 and 5, 18.9% in grades 7, 9, and 11, and 9.59% among parents and learning coaches. Increasing parent participation remains an active focus going into 2026–27.

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.

Grades 2 and 5 – Key Learnings

Strengths:
Students understand rules, feel safe, and appreciate the clear stance against bullying.

Challenges:
More opportunities to help or connect with other students.

Grades 7, 9 & 11 – Key Learnings

Strengths:
High scores for emotional safety and teacher encouragement.

Challenges:
Lower levels of student-to-student connectedness.

Parent Responses - Key Learnings

Strengths:
Among the highest scores for school safety, staff dedication, and cultural respect across all schools.

Challenges:
Lower scores on stress management support, peer helping opportunities, and student input on school activities.

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.

Overall, students report feeling safe, respected, and supported by staff, with strong student–staff relationships and clear expectations around safety and behavior. These strengths will be maintained through continued implementation of current school climate practices and staff training.
However, several consistent areas of need emerged across grade spans, including student voice in learning and school experiences, opportunities for peer collaboration, and support for stress management (particularly in upper grades). In response, the LEA is implementing the following changes and continuous improvement actions:
1. Strengthening Student Voice and Leadership Opportunities
To address lower ratings related to student voice, the school will expand structures that allow students to provide input and actively shape their learning experiences. This includes:

- Increasing opportunities for student feedback
- Expanding participation in leadership programs such as Link Crew, student government, and honor societies
- Embedding student choice within instructional practices and school activities
- Incorporating student input into event planning and engagement opportunities

2. Increasing Peer Collaboration Opportunities
To improve student experiences with peer relationships and collaboration, the school will revise instructional and engagement practices to include:

- More structured opportunities for peer interaction during Class Connect sessions and small group instruction
- Expansion of collaborative learning strategies across grade levels
- Increased access to clubs, group projects, and both virtual and in-person engagement activities that promote peer connection

3. Enhancing Social-Emotional Learning (SEL) and Stress Management Supports
Survey data from grades 7, 9, and 11 indicated a need for stronger stress management support. In response, the school will:

- Expand Tier 2 and Tier 3 interventions focused on stress management, particularly for high school students
- Provide students with additional SEL resources and workshops focused on coping strategies, time management, and well-being

4. Reinforcing Consistency in Schoolwide Expectations and Climate Practices
To address feedback related to consistency in following school rules, the school will:

- Continue reinforcing schoolwide expectations through consistent messaging and modeling (e.g., B.E.A.R. expectations)
- Provide additional staff training to ensure consistent implementation of behavior expectations across classrooms
- Monitor implementation through instructional rounds and leadership team reviews

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 multiple local measures and data systems to monitor the extent to which all students, including unduplicated student groups and students with exceptional needs, have access to and are enrolled in a broad course of study. Individualized Learning Plans (ILPs) and graduation plans are used to track student course enrollment, progress, and alignment to grade-level expectations and graduation requirements. PowerSchool and Canvas reports are regularly reviewed to monitor course enrollment, participation, and completion across grade spans and student groups. Administrative teams and counselors conduct semi-annual course reviews to ensure students are appropriately placed in core and elective courses, including A-G requirements at the high school level.

Additionally, student group data is disaggregated to monitor equitable access to courses such as Career Technical Education (CTE), electives, and advanced coursework. For students with Individualized Education Programs (IEPs), service plans and course placements are reviewed through IEP meetings and progress monitoring to ensure access to both general education and alternate courses of study, as appropriate.

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, including 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 Technical Education (CTE) programs at both the middle and high school levels.

Students across all grade levels enroll in electives in addition to their core coursework, supporting a well-rounded educational experience. Data reviews indicate consistent access across student groups, with no significant disparities in enrollment in core courses. Ongoing monitoring of elective, CTE, and advanced course participation supports efforts to maintain equitable access and identify areas for continued growth.

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 to access and enrollment in a broad course of study include limited access to reliable Wi-Fi and school materials, particularly for students experiencing homelessness, students in foster care, and those from socioeconomically disadvantaged backgrounds. These challenges can impact consistent participation in core and elective courses. Additionally, platforms that require multiple student logins create barriers, especially for younger students who may need increased support to navigate systems and access course content.

An additional barrier during this school year has been the implementation of the new online learning platform, Canvas. Technical issues at times limited seamless access to courses, affecting student participation. The transition also required a significant learning curve for staff, families, and students, which temporarily impacted the ability to fully access and engage in the full course of study.

4. 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)

In response to the results of locally selected measures, the school has implemented and will continue to refine actions to ensure access to a broad course of study for all students. To support access, the school provides Internet Service Provider (ISP) reimbursement, mobile hotspots, school supplies, and Advanced Placement (AP) exam fee reimbursements for eligible students. The school is also implementing single sign-on (SSO) systems to reduce barriers caused by multiple student logins.

The school continues to expand course access by increasing Career Technical Education (CTE) pathway offerings, including Engineering and Architecture and Public Safety, and by encouraging enrollment in A-G approved coursework. Middle school students participate in Career Explorations courses, and qualifying students have access to high school CTE courses. Ethnic Studies and Personal Finance courses have been added, and the Advanced Placement program has expanded to include AP Seminar.

To support equitable access, after-hours instructional sessions with credentialed teachers are provided for English Learners, students experiencing housing instability, and other students needing additional support to ensure participation in A-G coursework. Math and Literacy Lab courses continue to support 9th and 10th grade students in building foundational skills in Algebra, Geometry, and English language arts, while teachers and leaders regularly analyze data and refine course materials to improve implementation.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet					

Coordinating Instruction	1	2	3	4	5
the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Local Control Accountability Plan

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at Sonoma 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.

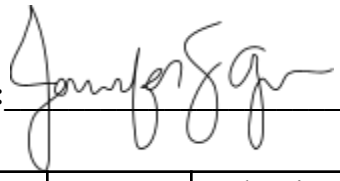
RECOMMENDATIONS: It is recommended that the Governing Board approve the Local Control Accountability Plan.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Sarah Neuenschwander
Director of Testing and Accountability

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

CAVA at Sonoma

Very Low	Low	Medium	High	Very High
Goal	Metrics/Indicators	2023-24	2024-25	Increase or

* Red on Dashboard

** Not a significant student group

Goal 1	CAASPP ELA grades 3-8, 11 Points from Standard			
1.1	**All**	**28.9 below**	**17.9 below**	**11**
	English Learners	66.1 below	46.5 below	19.6
	Long-Term English Learners**	120.9 below	29.2 below	91.7
	Student with Disabilities	124.9 below	91.1 below	33.8
	Socioeconomically Disadvantaged	47.5 below	36.7 below	10.8
	African American	55.3 below	49.3 below	6
	Hispanic	46.7 below	23.4 below	23.3
	White	31 below	0.5 below	30.6
	Asian**	46.7 below	20 below	26.7
	Two or More Races	14.8 below	3 below	11.7

Goal 1	CAASPP Math grades 3-8, 11 Points from Standard			
1.2	**All**	**66.6 below**	**26.5 below**	**40**
	English Learners	87 below	48.5 below	38.4
	Long-Term English Learners**	167.2 below	22.3 below	144.8
	Student with Disabilities	151.1 below	109.4 below	41.7
	Socioeconomically Disadvantaged	77.8 below	42.2 below	35.6
	African American	113.5 below	43.1 below	70.3
	Hispanic	81.8 below	34.2 below	47.5
	White	73 below	8.7 below	64.3
	Asian**	9 below	32 below	-23
	Two or More Races	45.4 below	22.2 below	23.2

Goal 1	California Science Test			
1.3	All	**50.9**	**56.9**	**6.0**
	English Learners**	**42.6**	**47.9**	**5.3**
	Long-term English Learner**		**41.6**	
	Student with Disabilities**	**38.2**	42.6	4.4
	Socioeconomically Disadvantaged	**48.2**	52.6	4.4
	African American**	**40.2**	54.0	13.8
	Hispanic	**47.2**	50.6	3.4
	White	**52.0**	62.9	10.9

Goal 1	College/Career readiness			
1.4	**All**	**12.4%**	**21.4%**	**9.0%**
	English Learners**		30.8%	
	Student with Disabilities**	4.2%	11.1%	6.9%
	Socioeconomically Disadvantaged	11.2%	17.1%	5.9%
	African American**	12.5%	23.1%	10.6%
	Hispanic	12.5%	15.6%	3.1%
	White	15.4%	20.0%	4.6%

Goal 1	CCI Details			
1.5	a-g Completion	10.1%	11.4%	1.3%
	CTE Pathway Completion	0.8%	4.1%	3.3%
	CTE SED Only	0.0%	3.2%	3.2%
	Both CTE & a-g Completion	0.8%	2.4%	1.6%
	Passage of AP Exam	0.0%	0.9%	0.9%
	Early Assessment Program (EAP)	16.8%	25.9%	9.1%

Goal 1	% of English Learner who made progress			
	English Learners	37.9%	57.6%	19.7%
	Long-Term English Learners**	38.7%	75.9%	37.2%

Goal 1	EL reclassification rate	3.1%	10.5%	7.4%

Goal 1	STAR360 Proficient & Advanced (at/above grade level)			
	K-2 ELA	**59.2%**	**63.1%**	**3.9%**
1.8	K Early Literacy	79.0%	72.5%	-6.5%
	1st Early Literacy	57.1%	67.4%	10.3%
	2nd Reading	48.2%	53.5%	5.2%

Goal 1	STAR360 Proficient & Advanced (at/above grade level)			
1.9	K-2	63.1%	65.7%	2.7%

Goal 1	STAR360 ELA Growth % of Students who increased one or more grade levels from the beginning to the end of the year.			
1.10	All	**52.9%**	**52.4%**	**-0.5%**
	English Learners	55.1%	60.4%	5.3%
	Student with Disabilities	45.7%	42.5%	-3.2%
	Socioeconomically Disadvantaged	52.4%	52.5%	0.1%
	Homeless		<30	
	African American	45.8%	57.4%	11.6%
	Hispanic	51.0%	55.0%	4.0%
	White	52.2%	46.4%	-5.8%

Goal 1	STAR360 Math Growth % of Students who increased one or more grade levels from the beginning to the end of the year.			
1.11	All	**56.5%**	**57.6%**	**1.1%**
	English Learners	53.1%	62.5%	9.4%
	Student with Disabilities	53.3%	57.7%	4.4%
	Socioeconomically Disadvantaged	55.6%	54.5%	-1.1%
	Homeless		<30	
	African American	48.6%	57.4%	8.8%
	Hispanic	58.0%	56.0%	-2.0%
	White	56.4%	59.0%	2.6%

Goal 3	Fully Credentialed and Appropriately Assigned	2023-2024 Latest Data		
3.1	Fully Credentialed and Properly Assigned	97.8%		-0.3%
	Ineffective	0.1%		0.1%
	Credentialed Teachers Assigned Out-of-Field	2.0%		0.6%
	Unknown/Incomplete/Intern	0.1%		-0.4%
	FTE	34.7 FTE		2.1 FTE

Goal 4	Attendance Rate			
4.1	All	**96.2%**	**96.7%**	**0.5%**
	English Learners	96.4%	96.1%	-0.3%
	Student with Disabilities	94.4%	95.2%	0.8%
	Socioeconomically Disadvantaged	96.2%	96.2%	-0.1%
	Homeless		90.9%	
	African American	97.0%	97.4%	0.4%
	Hispanic	95.7%	96.1%	0.4%
	White	96.2%	97.1%	0.9%

Goal 4	Chronic Absenteeism Rate (Grades K-8) on			
4.2	**All**	**11.4%**	**9.4%**	**-2.0%**
	English Learners	11.5%	7.5%	-4.0%
	Long-Term English Learners**	25.0%	6.7%	-18.3%
	Student with Disabilities	15.3%	12.9%	-2.4%
	Socioeconomically Disadvantaged	13.4%	11.5%	-1.9%
	Homeless**	38.5%	16.7%	-21.8%
	African American	5.7%	8.4%	2.7%
	Hispanic	14.9%	10.2%	-4.7%
	White	11.4%	7.4%	-4.0%
	Asian**	3.7%	5.3%	1.6%
	Two or More Races	13.7%	8.5%	-5.2%
	Filipino**	0.0%	13.8%	13.8%
	Pacific Islanders**		5.90%	5.9%

Goal 4	High School Dropout Rate			
	All	**42.5%**	**28.6%**	**-13.9%**
	English Learners		15.4%	
	Student with Disabilities	50.0%	33.3%	-16.7%
	Socioeconomically Disadvantaged	44.9%	32.9%	-12.0%
	African American	25.0%	7.7%	-17.3%
	Hispanic	46.9%	34.4%	-12.5%
	White	43.6%	31.1%	-12.5%

Goal 5	Graduation Rate			
	All*	**57.1%**	61.0%	3.9%
5.1	English Learners**		78.6%	
	Student with Disabilities**	53.8%	50.0%	-3.8%
	Socioeconomically Disadvantaged*	54.7%	57.0%	2.3%
	African American**	68.8%	73.3%	4.5%
	Hispanic*	55.6%	55.6%	0.0%
	White*	55.0%	56.3%	1.3%

Goal 5	HS Course Pass Rate			
5.2	All	**74.9%**	**84.7%**	**9.8%**
	English Learners	76.2%	78.2%	2.0%
	Student with Disabilities	60.9%	75.1%	14.2%
	Socioeconomically Disadvantaged	72.8%	81.5%	8.8%
	Homeless		73.8%	
	African American	81.9%	87.3%	5.4%
	Hispanic	74.9%	81.0%	6.2%
	White	70.8%	83.1%	12.3%

Goal 5	Credit Sufficiency			
5.3	All	**51.7%**	**58.8%**	**7.1%**
	English Learners	49.8%	43.5%	-6.3%
	Student with Disabilities	36.5%	41.4%	5.0%
	Socioeconomically Disadvantaged	43.8%	49.3%	5.5%
	Homeless		33.3%	
	African American	45.8%	60.4%	14.6%
	Hispanic	53.3%	52.2%	-1.1%
	White	52.5%	58.5%	6.0%

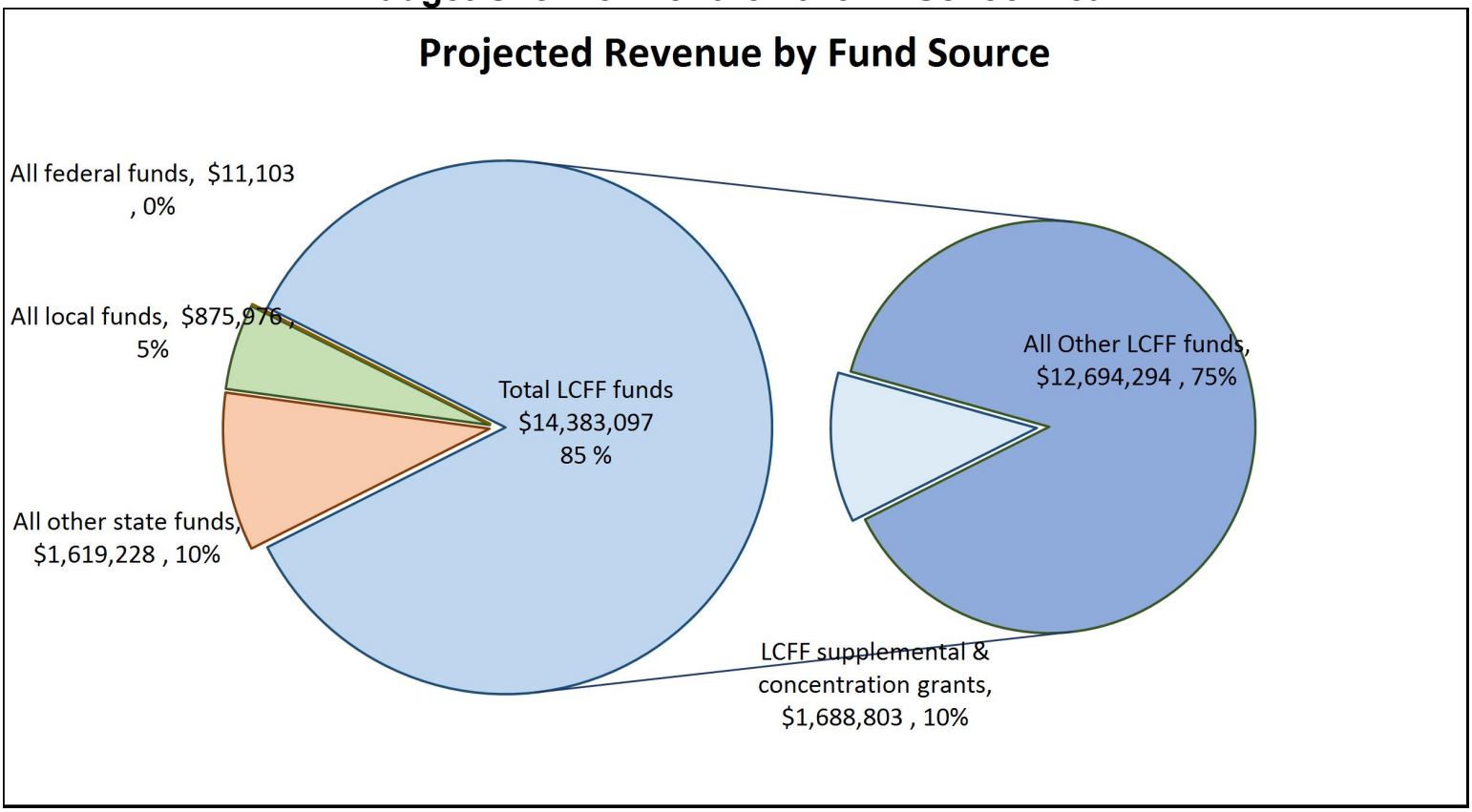
Goal 5	A-G Completion Rate (Combined Four- and			
5.4	All	**10.1%**	**11.4%**	**1.3%**
	English Learners		14.3%	
	Student with Disabilities	0.0%	3.3%	3.3%
	Socioeconomically Disadvantaged	8.4%	9.7%	1.3%
	African American	12.5%	26.7%	14.2%
	Hispanic	5.6%	2.8%	-2.8%
	White	12.5%	12.5%	0.0%

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at Sonoma
CDS Code: 49-70797-0107284
School Year: 2026-27
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 2026-27 School Year

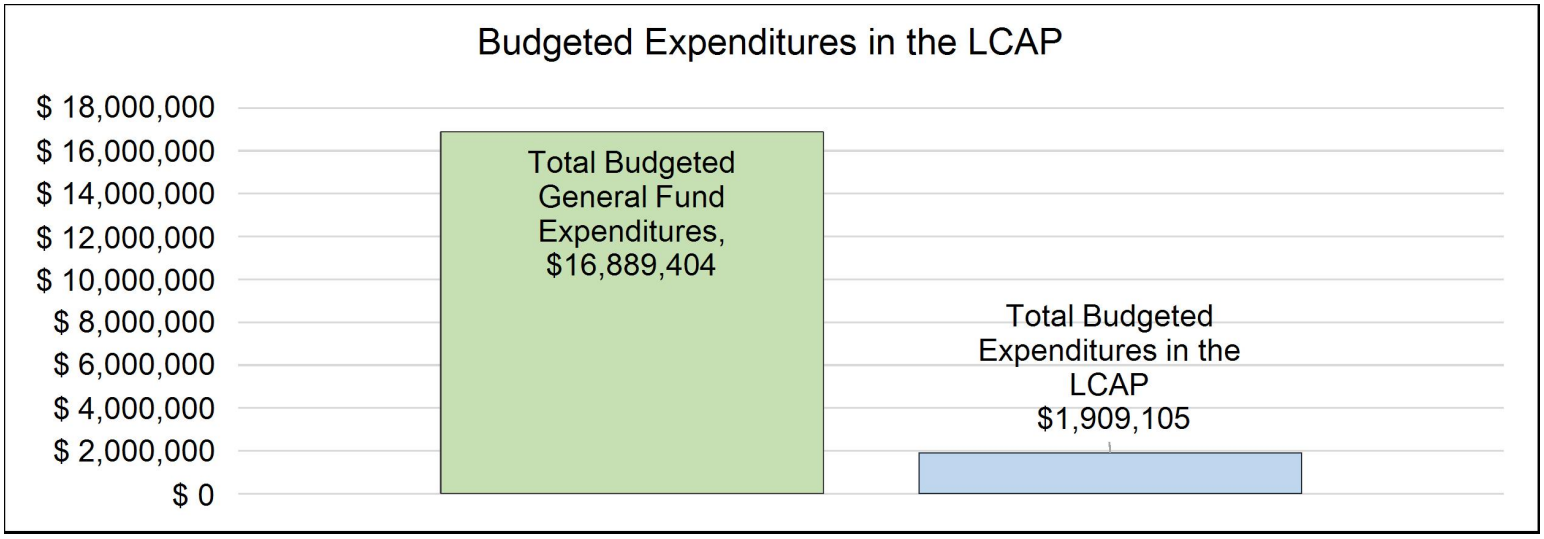


This chart shows the total general purpose revenue California Virtual Academy at Sonoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at Sonoma is $16,889,404, of which $14,383,097 is Local Control Funding Formula (LCFF), $1,619,228 is other state funds, $875,976 is local funds, and $11,103 is federal funds. Of the $14,383,097 in LCFF Funds, $1,688,803 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much California Virtual Academy at Sonoma plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Virtual Academy at Sonoma plans to spend $16,889,404 for the 2026-27 school year. Of that amount, $1,909,105 is tied to actions/services in the LCAP and $14,980,299 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.

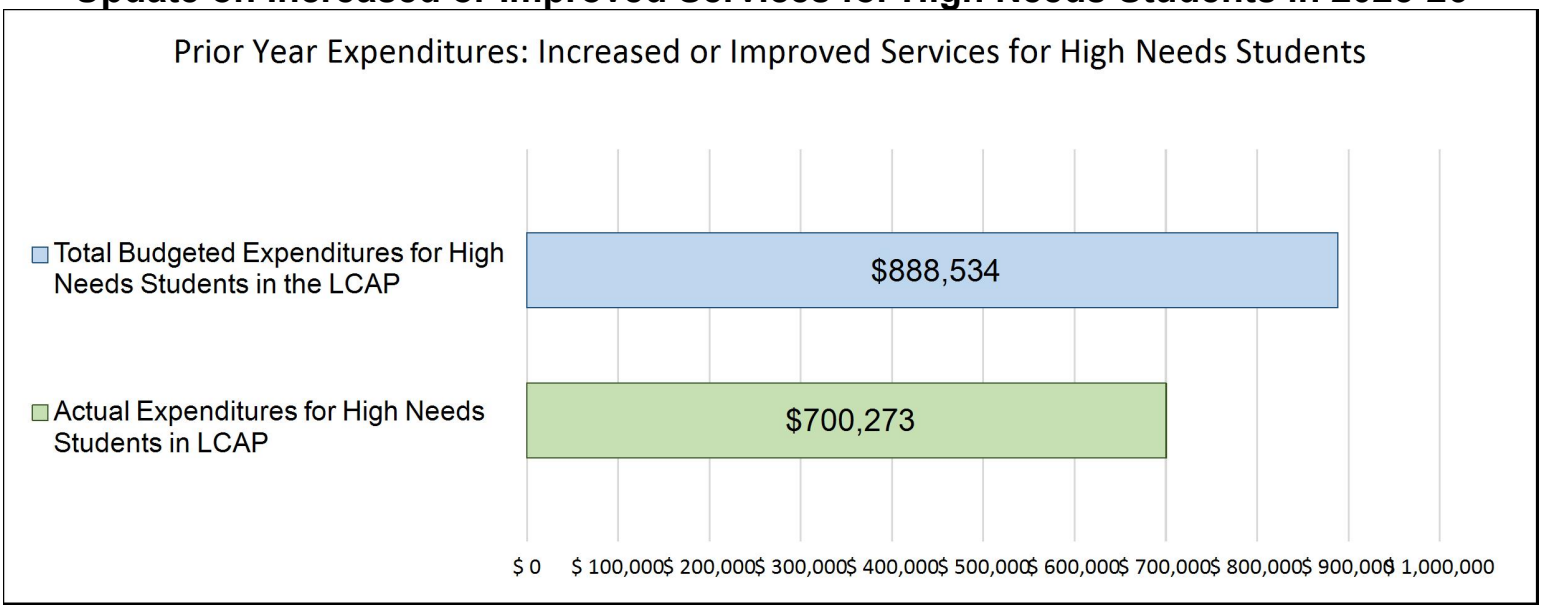
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Virtual Academy at Sonoma is projecting it will receive $1,688,803 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at Sonoma must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at Sonoma plans to spend $996,834 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 2025-26



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

The text description of the above chart is as follows: In 2025-26, California Virtual Academy at Sonoma's LCAP budgeted $888,534 for planned actions to increase or improve services for high needs students. California Virtual Academy at Sonoma actually spent $700,273 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $188,261 had the following impact on California Virtual Academy at Sonoma’s ability to increase or improve services for high needs students:

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

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

The school could not fill vacant positions related to these LCAP actions. The decrease in spending was also exacerbated by an enrollment-driven decrease in school’s allocation of shared personnel and professional development costs. As a result, the school will carry forward and will utilize unspent funds in 2026-27 to provide additional programs and services that focus on core services for high needs students.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

Student Demographics (Fall 2025)
6.8% English Learners (Number of students 68)
0.20% Foster Youth (Number of students 2)
1.7% Homeless Youth (Number of students 17)
0.20% Migrant Education (Number of students 2)
18.4% Students with Disabilities (Number of students 185)
65.4% Socioeconomically Disadvantaged (Number of students 658)

67.2% Unduplicated Students (Number of students 676)
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: 1,006

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

Collective Commitments

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

The charter school is not eligible to receive Equity Multiplier funding.

Reflections: Annual Performance

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

2023 Dashboard Performance

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

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

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

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

2024 Dashboard Performance
The overall performance on the CAASPP ELA for grades 3–8 and 11 decreased 15.3 points. The student groups of students with disabilities (-20.9), socioeconomically disadvantaged students (-18.5), Hispanic students (-17.3), and white students (-39.1) also decreased. Students with disabilities remain Red on the Dashboard. All students (0.9), students with disabilities (4.7), socioeconomically disadvantaged students (4), Hispanic students (0.1), and African American students (11.4) increased on the math CAASPP. The student groups of students with disabilities and African American students are no longer Red on the Dashboard in Math.

The college and career readiness indicator saw an increase with the student group of white students (5.7), and is no longer Red on the Dashboard. The all-student Chronic Absenteeism Rate increased 2.7 percentage points. The Hispanic student group went from 8.2% to 14.9% and is now Red on the Dashboard. The graduation rate saw a decline of 11.5 percentage points and decreased from "Low" to "Very Low" (Red) on the dashboard. The student groups of socioeconomically disadvantaged students (-14.3), Hispanic students (-3.4), and white students (-23.1) also decreased and are now Red on the Dashboard.

2025 Dashboard Performance
The overall performance on the CAASPP ELA for grades 3–8 and 11 moved from Low to Medium on the California Dashboard and increased 11 points. Long-Term English Learners showed the largest improvement, increasing 91.7 points, while English Learners improved by 19.6 points, and is "Medium" on the performance levels. This improvement suggests that supports for Long-Term English Learners and changes to ELD instruction are having a positive impact. The student groups of Socioeconomically Disadvantaged and Hispanic students showed modest growth, increasing from "Low" to "Medium". The largest persistent gap remains for Students with Disabilities. The group improved from "Very Low" (Red) to "Low". The African American student group maintained at "Low". The student group of white students increased by 30.6 points and moved from "Low" to "High". Overall, ELA growth was "Average", with 66.3% of students improving their score from the prior year.

The school showed strong improvement in CAASPP Math. Overall Points from Standard improved from 66.6 below to 26.5 below, a gain of 40 points. All significant student groups improved, and many improved by double digits. Long-Term English Learners (EL) and EL show transformational improvement. Long-term ELs improved by 144.8 points, and ELs by 38.4 points. Students with Disabilities remained the lowest performing group but showed an improvement of 41.7 points and remains "Low" on the Dashboard. African American students improved 70.3 points and Hispanic students 47.5 points, both moving from "Low" to "Medium". There are no Red groups in Math. The majority of the groups are Yellow (Medium). Overall, math growth was "Exceptional", with 71.8% of students improving their score from the prior year.

This is the first year the Dashboard has assigned a performance level (color) to the CA Science Test. All students' performance level was "Very High" with 56.9 science points overall. The state's average was 52.6 points.

The percentage of English Learners making progress toward English proficiency increased by 19.7 percentage points, while Long-Term English Learners increased by 37.2 percentage points. The English Learner reclassification rate increased by 7.4 percentage points, indicating that more students are reaching English proficiency and exiting English Learner status. Overall, the data shows strong improvement in English language development outcomes.

Overall, chronic absenteeism decreased by 2 percentage points, indicating improvement in student attendance. Most student groups also showed improvement, including English Learners (-4), Students with Disabilities (-2.4), Socioeconomically Disadvantaged students (-1.9), Students with Disabilities (-2.4), and white students (-4). Hispanic students saw a notable 4.7 percentage-point decrease and are no longer in the Red level on the Dashboard. The African American students were the only significant student group to increase (2.7), and decreased from "High" to "Low".

Overall graduation rates increased slightly by 3.9 percentage points, placing the All Students group in the Red (Very Low) performance level on the Dashboard. Several student groups also experienced slight increases, including Socioeconomically Disadvantaged students (2.3), Hispanic students (0), and White students (1.3), also in the Red performance level.

Lowest Performing Student Groups: The school has Learning Recovery Emergency Block Grant (LREBG) funds to expend in the 2026-27 school year.
See Actions Goal 1, Actions 4 & 6; Goal 2, Actions 2 & 3; and Goal 5, Action 3.

All students and the student groups of English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, and African American were identified as "Very Low" or "Low" on both the ELA and Math CAASPP assessments.

The student groups of Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic were identified as "High" in Chronic Absenteeism.

Reflections: Technical Assistance

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

N/A - The school is not receiving technical assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

The graduation rate for Sonoma from 2022-23 through 2024-25 was 68.6%, 57.1%, and 61.0%, resulting in a three-year average of 62.2%, which remains below the 68% threshold required to exit CSI status. While the graduation rate improved by 3.9 percentage points from 2023-24 to 2024-25, analysis of subgroup data identified ongoing performance disparities among Students with Disabilities (50.0%), Socioeconomically Disadvantaged students (57.0%), Hispanic students (55.6%), and White students (56.3%). English Learners (78.6%) and African American students (73.3%) exceeded the overall graduation rate, demonstrating stronger outcomes for those student groups.

The CSI plan was developed to address graduation rate and credit sufficiency through a comprehensive school-level needs assessment that included State Testing data analysis, internal diagnostic assessment analysis, high school course pass rate analysis, credit deficiency reports, attendance and engagement trends, and educational partner feedback. Educational partner engagement included surveys and synchronous engagement meetings with parents, students, teachers, counselors, support staff, administrators, and instructional leaders. Educational partners reviewed current graduation data, subgroup trends, chronic absenteeism data, course completion rates, and college and career readiness indicators to identify barriers impacting student success and inform the development of targeted interventions for the 2026-27 school year. The LEA selected evidence-based interventions consistent with ESSA Section 8101(21), including interventions supported by moderate evidence, promising evidence, or demonstrated rationale based on ongoing evaluation.

Through the needs assessment process, it was determined that math achievement and credit sufficiency continue to be significant contributing factors impacting graduation outcomes. Analysis of high school course pass rates and credit deficiency reports demonstrated that students who fall behind in math coursework are at increased risk of becoming severely credit-deficient and not graduating. However, evidence-based interventions implemented through the CSI process continue to show measurable success. The high school math course pass rate has remained stable at approximately 75% since 2023, following earlier gains resulting from focused instructional coaching and targeted intervention support.

For the past four years, math teachers have participated in instructional coaching focused on mathematical practice standards, evidence-based instructional strategies, student engagement, and data-driven instruction. Research supports that strengthening teacher content knowledge and instructional practice positively impacts student learning outcomes (Lambert & Sugita, 2016). In addition, the LEA recognizes the importance of differentiated support for teachers in the same way differentiated supports are provided for students. Teachers require equitable opportunities to build content knowledge, instructional capacity, and intervention practices that effectively address the diverse needs of learners.

Beginning in 2025-26, the LEA transitioned from utilizing external county coaching support to implementing in-house math instructional coaches funded through CSI resources. This transition addressed educational partner feedback, indicating that in-house coaches were better positioned to support teachers because of their deep understanding of the school's virtual instructional platforms, systems, instructional expectations, and intervention structures. The in-house math coaches collaborate directly with administrators, PLC teams, and instructional leaders to provide ongoing job-embedded coaching, monitor instructional implementation, analyze student performance data, and support accountability structures for struggling teachers. This evidence-based intervention will continue into 2026-27 as part of the CSI plan.

Additionally, to address identified needs related to data analysis and targeted intervention, the LEA will continue strengthening Professional

Learning Communities (PLCs) during the 2026-27 school year. PLCs focus on guaranteed and viable curriculum, common formative assessments, question analysis, tiered intervention planning, and instructional responsiveness based on student performance data. Research demonstrates that well-developed PLCs positively impact both teaching practice and student achievement (Vescio, Ross, & Adams, 2008). Instructional coaches and site administration will continue supporting PLC implementation with an increased focus on Tier 2 and Tier 3 interventions, credit recovery systems, and targeted support for students who are severely credit deficient.

The interventions implemented through the CSI process continue to demonstrate positive outcomes. Math CAASPP proficiency increased from 15% in 2022-23 to 32% in 2023-24 and increased again to 38% in 2024-25. Growth occurred across all student groups, demonstrating that the evidence-based instructional interventions are improving student outcomes in mathematics.

In addition to instructional supports, the LEA identified several root causes impacting graduation rate and credit sufficiency:

- Lack of staff understanding surrounding graduation rate monitoring and credit sufficiency.
- Lack of student and family understanding regarding graduation requirements, College and Career Readiness (CCR), and credit sufficiency.
- Lack of timely and centralized reporting systems to monitor graduation progress and intervention effectiveness.
- Students enrolling late in high school who are significantly credit-deficient.

To address these root causes, the LEA is implementing a comprehensive College and Career Readiness (CCR) initiative during 2026-27. This initiative is designed to increase graduation rates and improve college and career readiness outcomes for unduplicated students through targeted counseling support, increased progress monitoring, family education surrounding graduation requirements, and professional development focused on credit sufficiency interventions and student engagement strategies. Staff training will include guidance for teachers, Education Specialists, counselors, and administrators on graduation monitoring tools, intervention pathways, and CCR expectations.

The LEA will also continue implementing targeted interventions for severely credit-deficient students, including individualized catch-up plans, increased collaboration between general education and special education teams, transcript reviews for late-start students, and intensive intervention planning through Compass and counseling support. Quarterly data review meetings (“data digs”) will continue to expand collaboration between general education and special education staff to improve shared ownership of graduation outcomes and intervention planning.
Educational partner feedback also identified the importance of increasing student motivation and awareness surrounding College and Career Readiness pathways. As a supplemental component of the broader CCR initiative, the LEA will continue recognizing students who meet CCR benchmarks through visible recognition programs, including platinum graduation caps, to reinforce and promote college and career readiness expectations and accomplishments.

Based on the comprehensive needs assessment, the analysis of subgroup performance, educational partner feedback, and review of available resources, the LEA determined that there are no significant resource inequities related to staffing, curriculum access, instructional materials, or student support services within the direct-funded independent study charter school model. The identified needs are primarily related to systems of intervention, staff capacity, student engagement, credit monitoring, and access to timely data for decision-making. The LEA’s goal is to increase the graduation rate above the CSI identification threshold and sustain improvement through ongoing monitoring and intervention implementation.

Monitoring and Evaluating Effectiveness

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

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

- Graduation rate
- High school course pass rates
- Credit sufficiency reports
- Chronic absenteeism and attendance data
- Student engagement and live session participation
- Math CAASPP results
- Star 360 Math diagnostic assessment results
- College and Career Readiness indicators

During 2025-26, all staff, including teachers, leads, principals, directors, counselors, instructional coaches, and MTSS teams, monitored lead measures related to graduation rate, chronic absenteeism, and course completion on a weekly basis. These measures included daily student logins, activity within courses, attendance at synchronous instructional sessions, weekly assignment completion, points earned in math and English courses, and students failing courses. These monitoring systems will continue during the 2026-27 school year.
Administration reviewed lag measures at least quarterly, including withdrawal and retention rates, chronic absenteeism data, high school course pass rates, credit sufficiency reports, and Star 360 math diagnostic assessment results. These quarterly data reviews informed intervention planning, instructional support decisions, staffing needs, and student support systems. The LEA will continue these monitoring structures in 2026-27.

The LEA will also continue evaluating the effectiveness of the evidence-based interventions funded through CSI resources, including math instructional coaching, PLC implementation, targeted intervention planning, counseling supports, and CCR initiatives. Math CAASPP proficiency increased from 15% in 2022-23 to 32% in 2023-24 and increased again to 38% in 2024-25, demonstrating continued progress in mathematics achievement. The LEA will continue monitoring math diagnostic performance, course pass rates, and graduation indicators to determine the effectiveness of ongoing interventions and identify areas requiring additional support.

At the conclusion of each school year, the administration will evaluate graduation rate outcomes, subgroup performance data, Math CAASPP results, attendance trends, and college and career readiness indicators to determine whether the implemented interventions should be continued, refined, expanded, or replaced. Findings and progress monitoring data will be shared during educational partner meetings to ensure ongoing stakeholder engagement and collaboration in the CSI improvement process.

Throughout the school year, the administration will continue distributing surveys to students, parents, and staff regarding social-emotional needs, barriers to attendance and engagement, academic support needs, graduation planning, and college and career readiness support. Survey results and associated data trends will be reviewed during quarterly educational partner meetings, where stakeholders collaboratively discuss progress, implementation challenges, and additional actions necessary to improve graduation outcomes and student achievement. In addition, the LEA will continue refining data systems to improve timely access to graduation monitoring reports, credit sufficiency tracking, and intervention data. Improved reporting structures will support earlier identification of at-risk students and strengthen staff ability to

implement targeted interventions before students become severely credit deficient.
The LEA will monitor the implementation fidelity and effectiveness of all CSI-funded actions through ongoing walkthroughs, PLC observations, coaching cycles, student outcome data reviews, and quarterly leadership team evaluations. Evidence-based interventions will be adjusted as needed based on data trends, educational partner feedback, and student performance outcomes to ensure continuous improvement and sustained progress toward exiting CSI status.

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	The school implements a comprehensive, year-round process to engage parents in the development of the Local Control and Accountability Plan (LCAP), grounded in transparency, continuous improvement, and meaningful input. Parents participate in ongoing engagement opportunities throughout the year, including Parent Coffee Chats, Family-Teacher Organization (FTO) meetings, Parenting with a Purpose sessions, and other trainings designed to gather feedback and strengthen understanding of school programs and priorities. The Title I Annual Meeting in September provides an overview of programs and funding and includes opportunities for parent feedback through surveys and discussion. Formal parent engagement includes a January Parent Engagement Meeting to review LCAP priorities, funding, and student data and distribute the LCAP Needs Assessment Survey, as well as a Spring Parent Engagement Meeting to review the proposed LCAP and gather feedback prior to adoption. The Parent and Family Engagement Policy is reviewed and updated every two years with parent input. To ensure equitable access and participation, engagement opportunities are communicated in English and Spanish through ParentSquare and the LC Community platform, with RSVP opportunities and reminders provided prior to meetings. Recordings and presentation materials are shared following meetings, and

Educational Partner(s)	Process for Engagement
	surveys are distributed schoolwide in multiple languages. Parents are also provided with ongoing training and support to better understand the LCFF and LCAP process through on-demand recorded trainings, FTO meetings, Coffee Chats, and opportunities to submit questions through surveys, the LC Community, and info@caliva.org. Targeted outreach and engagement efforts were conducted to ensure participation from unduplicated pupil groups, including English Learners, foster youth, homeless youth, and socioeconomically disadvantaged families. Parent feedback collected through the LCAP Needs Assessment Survey, Title I Survey, Climate Survey, and engagement meetings is reviewed by leadership teams and directly informs LCAP actions, budget priorities, program design, and continuous improvement planning. Summaries of parent input are shared with leadership teams and the Governing Board to support alignment and timely decision-making.
Students	The school provides students with multiple opportunities throughout the year to provide input regarding school climate, engagement, academic supports, and overall educational experiences. Student voice is incorporated into the development of the LCAP through the Annual Climate Survey administered to students in grades 2, 5, 7, 9, and 11, as well as through participation opportunities connected to parent engagement and advisory activities. Student feedback gathered through surveys and engagement activities is reviewed by school leadership and used to identify areas of need, evaluate current programs and services, and guide the development of LCAP goals, actions, and supports. Student input contributes to continuous improvement efforts related to academic achievement, school connectedness, engagement, and social-emotional supports.
Teachers and other staff	Teachers and other staff participate in the LCAP development process through surveys, educational partner engagement meetings, department meetings, and leadership and guiding coalition discussions held throughout the school year. Staff provide feedback

Educational Partner(s)	Process for Engagement
	regarding instructional programs, professional development, student supports, intervention systems, school climate, and operational effectiveness. Educational partner feedback from teachers and staff is reviewed by school leadership teams to evaluate the effectiveness of current programs and identify priorities for improvement. Staff input directly informs the development and refinement of LCAP goals, actions, expenditures, and implementation strategies to support student achievement and equitable access to programs and services.
Principals and Administrators	Principals and administrators play an ongoing role in the development, implementation, and evaluation of the LCAP through regular data review, leadership meetings, and analysis of educational partner feedback. School and department leaders review student achievement data, attendance trends, engagement metrics, survey results, and program outcomes throughout the year to identify areas of need and monitor progress toward LCAP goals. Administrators collaborate with leadership teams, principals, teachers, and other staff to evaluate the effectiveness of programs and services and determine priorities for continuous improvement. Feedback collected from parents, students, and staff is incorporated into discussions regarding resource allocation, program implementation, and development of actions and expenditures within the LCAP. Leadership teams also review summaries of educational partner engagement and provide updates to the Governing Board to support informed decision-making prior to LCAP adoption.
LCAP Advisory Committee	The LCAP Advisory Committee participates in the development and review of the LCAP through formal consultation meetings held twice annually. The committee includes parents and middle school and high school students and reviews student outcome data, LCAP goals, proposed actions and services, expenditures, and educational partner feedback to provide input regarding school priorities and continuous improvement efforts. Committee members provide feedback on the effectiveness of current programs and supports, identify areas of need, and make recommendations regarding proposed services and resource allocation prior to LCAP adoption.

Educational Partner(s)	Process for Engagement
	The LCAP Advisory Committee includes parent representation from multiple grade spans and student groups and serves as an important forum for collaboration and consultation regarding the school's educational program and accountability priorities. Feedback and recommendations provided by the PAC are reviewed by school leadership and incorporated into the development and refinement of LCAP goals, actions, and expenditures. The Committee met in February in connection with the mid-year LCAP revision and reapproval process. Prior to readoption, the Governing Board held a public hearing on the proposed LCAP and provided an opportunity for public comment in accordance with applicable legal requirements. The Committee will also meet in June prior to the 2026-27 LCAP being presented to the Governing Boards for adoption. The Governing Board will again provide an opportunity for public comment before approval of the LCAP.
English Learner Advisory Committee & District English Learner Advisory Committee	The school implemented a comprehensive process to engage educational partners, including parents of English Learners, in the development of the Local Control and Accountability Plan (LCAP). Engagement opportunities were provided throughout the school year to gather input, review student achievement data, discuss program effectiveness, and identify areas of need related to services and supports for English Learners. As a single-school LEA, the school operates a combined English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) to support engagement and consultation with parents of English Learners. In September, an English Learner Parent Meeting was held to provide families with information regarding the English Language Proficiency Assessments for California (ELPAC), strategies for helping students succeed, an overview of the school's English Language Development (ELD) Program, and reclassification requirements. Information

Educational Partner(s)	Process for Engagement
	regarding participation in the combined DELAC/ELAC was also provided. In October, an ELAC/DELAC meeting was held to review the responsibilities of the committee, review LCAP priorities and student achievement data, provide training on formal meeting requirements and elected positions, discuss the Uniform Complaint Procedures, and review election information. Educational partners were also provided opportunities for public comment, feedback, and suggestions. In November, the committee meeting included elections, review of Quarter 1 ELD Wildly Important Goal (WIG) progress, discussion regarding the importance of attendance, proposed revisions to the ELD curriculum, and proposed revisions to the Reclassification to Fluent English Proficient (RFEP) criteria. Educational partners were again provided opportunities for comments and suggestions to support continuous improvement efforts. In March, the final committee meeting included officer voting, discussion of the LCAP Needs Assessment Survey, and review of ELPAC information. Parents and educational partners provided feedback regarding student needs, program effectiveness, and priorities for the upcoming LCAP. Feedback gathered through these meetings, surveys, public comments, and discussions was used to inform the development of LCAP goals, actions, services, and expenditures designed to improve outcomes for English Learners and all student groups.
MKV/Foster Administrators & Staff	In addition to gathering feedback from all educational partners, the McKinney-Vento (MKV) and foster youth team meets monthly with families to identify emerging student needs and determine additional supports and resources. Feedback from these meetings has led to increased access to transportation for school events, connectivity to online classes and platforms, ensuring students experiencing housing instability or in foster care can fully participate in school activities. It

Educational Partner(s)	Process for Engagement
	has also informed the allocation of resources aimed at reducing barriers to access and engagement.
Career and College Prep Advisory Board	The Career and College Prep Advisory Board is a non-voting board of volunteer members from Business & Industry. The purpose of the board is to provide insight, feedback, and industry perspective related to program ideas, initiatives, and program operations when needed. Members do not hold formal officer positions such as president or vice president; all participants serve simply as board members. The Advisory Board meets at least once per semester, with additional meetings sometimes occurring during the second semester depending on program needs, upcoming initiatives, or curriculum discussions. Meetings are generally focused on reviewing program updates, discussing workforce and industry trends, gathering input on pathway alignment, and identifying opportunities for student engagement and program improvement. In addition to formal meetings, engagement with educational and industry partners occurs throughout the year through email communication, individual consultations, and collaborative discussions regarding curriculum, pathway development, student opportunities, and program evaluation. This ongoing communication helps ensure that programs remain aligned with current workforce expectations and community needs.

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

The planned modifications to goals and actions were informed by analysis of implementation and student outcome data, including CAASPP, ELPAC, STAR 360, attendance, graduation, course pass rate, and engagement data, as well as input from educational partners, including parents, students, teachers, staff, administrators, and advisory committees. This review process helped identify areas of success and areas needing refinement to better support student outcomes across student groups.

Goal 1 modifications focus on strengthening academic achievement through more consistent instructional practices, expanded data-driven decision-making, and targeted intervention systems. Planned changes include enhanced professional development in SEL, writing instruction, and data analysis tools (1.1); improved instructional coaching and progress monitoring systems (1.2); strengthened Tier 2 and Tier 3 intervention structures (1.4); and expanded CTE pathways with increased monitoring and alignment to workforce demands (1.5).

Goal 2 modifications focus on increasing family engagement, accessibility, and communication with diverse student populations. Planned changes include providing multilingual Canvas directions and translatable parent resources (2.1), as well as additional professional development for staff on culturally responsive engagement practices and strategies to support families with low participation (2.2).

Goal 3 modifications focus on improving equitable access, staffing stability, curriculum implementation, and data-driven systems. Planned changes include increasing ISP reimbursement outreach and funding amounts, from $40 to $65 per month for low-income families (3.1); expanding teacher recruitment and retention efforts (3.2); strengthening MTSS and progress monitoring professional development and implementing a real-time Dashboard of Success (3.3); and refining curriculum implementation and standards alignment across grade spans and content areas (3.4).

Goal 4 modifications focus on improving attendance monitoring accuracy. Planned changes include refining attendance tracking processes and improving alignment between Canvas and PowerSchool to ensure timely, accurate data for interventions and student support (4.2).

Goal 5 modifications focus on strengthening graduation outcomes, college and career readiness, and intervention effectiveness through improved data systems and monitoring tools. Planned changes include revising the credit sufficiency tracking matrix (5.2), implementing enhanced real-time data reporting systems for counselors and targeted interventions (5.2), and developing a centralized graduation planning tool to improve monitoring of A-G completion, graduation progress, and College and Career Indicator outcomes (5.2, 5.4).

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was developed because the state math (49.1 points below standard) achievement results are above the school's results. As well as many student groups below in ELA. The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated in Red on the Dashboard and are 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Students with disabilities are indicated in Red on the Dashboard and are 155.8 points below standard in math. 73% of students with disabilities are also socioeconomically disadvantaged. English learners (EL) increased in English language proficiency by 23.8%, however, EL decreased in both ELA and math (red on the Dashboard). EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. The percentage of students completing a CTE pathway, 1.9%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.2%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 13.7%, which is below the state average of 43.9%. Through the implementation of the actions in this goal, the school anticipates achievement increasing in the areas identified in the Measuring and Reporting Results section for the identified student groups below and all students.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.6 below English Learners** 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American 124.9 below Hispanic 81.8 below White 44.5 below	2024 28.9 below English Learners** 66.1 below Long-Term English Learners** 120.9 below Student with Disabilities* 124.9 below Socioeconomically Disadvantaged 47.5 below Homeless** n/a African American 55.3 below Hispanic 46.7 below White 31 below Asian** 46.7 below	2025 17.9 below English Learners 46.5 below Long-Term English Learners** 29.2 below Student with Disabilities 91.1 below Socioeconomically Disadvantaged 36.7 below African American 49.3 below Hispanic 23.4 below White 0.5 below Asian** 20 below Two or More Races 3 below	At standard	 Declined 4.3 points English Learners 58.8 Student with Disabilities 64.7 Socioeconomically Disadvantaged 45.1 African American 75.6 Hispanic 58.4 White 44

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Mathematics CAASPP Grades 3-8, 11 Points from Standard *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 67.5 below English Learners# 105.3 below Student with Disabilities* 155.8 below Socioeconomically Disadvantaged 81.8 below African American* 124.9 below Hispanic 81.8 below White 44.5 below	2024 66.6 below English Learners** 87 below Long-Term English Learners** 167.2 below Student with Disabilities 151.1 below Socioeconomically Disadvantaged 77.8 below Homeless** n/a African American 113.5 below Hispanic 81.8 below White 73 below Asian** 9 below	2025 26.5 below English Learners 48.5 below Long-Term English Learners** 22.3 below Student with Disabilities 109.4 below Socioeconomically Disadvantaged 42.2 below African American 43.1 below Hispanic 34.2 below White 8.7 below Asian** 32 below Two or More Races 22.2 below	At standard	Increased 41 points English Learners 56.8 Student with Disabilities 46.4 Socioeconomically Disadvantaged 39.6 African American 81.8 Hispanic 47.6 White 35.8
1.3	CA Science Test Source: Dataquest	2023 26.3% Student with Disabilities 13.3% Socioeconomically Disadvantaged 19.9% African American 10.6% Hispanic 20.3% White 33.8%	2024 24.7% English Learners 8.7% Student with Disabilities 8.1% Socioeconomically Disadvantaged 21.5% African American 17.2% Hispanic 21.6% White 28.4%	2025 56.9 English Learners** 47.9 Long-term English Learner** 41.6 Student with Disabilities** 42.6 Socioeconomically Disadvantaged 52.6 African American** 54 Hispanic 50.6	50%	The data differ in units, so comparing them would not produce a valid or accurate conclusion about performance over time.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White 62.9		
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" *Red Dashboard Indicator **Not a significant student group Source: Dashboard	2023 13.7% Student with Disabilities** 0.0% Socioeconomically Disadvantaged 12.3% African American** 6.3% Hispanic 15.8% White* 9.7%	2024 12.4% Student with Disabilities** 4.2% Socioeconomically Disadvantaged 11.2% African American** 12.5% Hispanic 12.5% White 15.4%	2025 21.4% English Learners** 30.8% Student with Disabilities** 11.1% Socioeconomically Disadvantaged 17.1% African American** 23.1% Hispanic 15.6% White 20.0%	40%	Increased 7.7% Student with Disabilities 11.1% Socioeconomically Disadvantaged 4.8% African American 16.8% Hispanic -0.2% White 10.3%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 15.2% CTE Pathway Completion 1.9% CTE SED Only 1.2% Both CTE & a-g Completion 1.0% Passage of AP Exam 0.0% Early Assessment Program (EAP) 25.5%	2024 a-g Completion 10.1% CTE Pathway Completion 0.8% CTE SED Only 0.0% Both CTE & a-g Completion 0.8% Passage of AP Exam 0.0% Early Assessment Program (EAP) 16.8%	2025 a-g Completion 11.4% CTE Pathway Completion 4.1% CTE SED Only 3.2% Both CTE & a-g Completion 2.4% Passage of AP Exam 0.9% Early Assessment Program (EAP) 25.9%	40%	a-g Completion -3.8% CTE Pathway Completion 2.2% CTE SED Only 2.0% Both CTE & a-g Completion 1.4% Passage of AP Exam 0.9% Early Assessment Program (EAP) 0.4%
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard	2023 55.0%	2024 37.9% Long-Term English Learners** 38.7%	2025 57.6% Long-Term English Learners** 75.9%	70%	Increased 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	**Not a significant student group					
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 4.8%	2024 3.1%	2025 10.5%	20%	 Increased 5.7%
1.8	Early Literacy/Reading Proficiency (Star 360) K/1st Early Literacy 2nd Reading Proficient & Advanced (at/above grade level) Source: Internal	2023 K N/A 1st 64.2% 2nd 53.5%	2024 58.1% K 89.7% 1st 65.3% 2nd 60.7%	2025 63.1% K 72.5% 1st 67.4% 2nd 53.5%	70%	 Increased 3% K N/A 1st 3.2% 2nd 0%
1.9	Math Proficiency (Star 360) Grades K-2 Proficient & Advanced (at/above grade level) Source: Internal	2023 62.1%	2024 64.8%	2025 65.7%	70%	 Increased 3.6%
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 45.1% English Learners 48.3% Students with Disabilities 47.7% Socioeconomically Disadvantaged 40.8% African American 39.8% Hispanic 43.4%	2024 52.9% English Learners 55.1% Students with Disabilities 45.7% Socioeconomically Disadvantaged 52.4%	2025 52.4% English Learners 60.4% Student with Disabilities 42.5% Socioeconomically Disadvantaged 52.5%	70%	 Increased 7.3% English Learners 12.1% Student with Disabilities -5.2% Socioeconomically Disadvantaged 11.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 47.1%	African American 45.8% Hispanic 51.0% White 52.2%	African American 57.4% Hispanic 55.0% White 46.4%		African American 17.6% Hispanic 11.6% White -0.7%
1.11	Math Growth (Star 360) Grades 3-12 % of Students who increased one or more grade levels from the beginning to the end of the year. Source: Internal	2023 52.3% English Learners 51.7% Students with Disabilities 44.4% Socioeconomically Disadvantaged 50.7% African American 47.6% Hispanic 45.6% White 58.6%	2024 56.5% English Learners 53.1% Students with Disabilities 53.3% Socioeconomically Disadvantaged 55.6% African American 48.6% Hispanic 58.0% White 56.4%	2025 57.6% English Learners 62.5% Student with Disabilities 57.7% Socioeconomically Disadvantaged 54.5% African American 57.4% Hispanic 56.0% White 59.0%	70%	Increased 5.3% English Learners 10.8% Student with Disabilities 13.3% Socioeconomically Disadvantaged 3.8% African American 9.8% Hispanic 10.4% White 0.4%

Goal Analysis [2025-26]

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.

Implementation remained consistent with the planned actions in this goal, with no substantive differences between planned and actual implementation; all actions were implemented, with some targeted modifications to strengthen effectiveness.

Successful Implementation:
Action 1.1: Professional development was implemented across all grade spans, focusing on PLC practices, data-driven instruction, and improving ELA and math outcomes. Teachers and leaders engaged in regular collaboration to analyze data, identify essential standards, and use common assessments to guide instruction. Instructional and MTSS Coaches supported implementation through coaching, classroom observations, and collaborative team time, strengthening Tier 1 instruction and intervention planning. Staff increased capacity in using data systems to monitor student progress and adjust instruction. Social Emotional Learning (SEL) training aligned to CASEL 3 Signature Practices and CAVA BEAR Expectation supported student engagement and access to instruction.

Action 1.2: Instructional Coaches effectively implemented partnership principles by setting student-focused goals and identifying research-based strategies during quarterly class visits and coaching conversations. Ongoing collaboration with leaders during monthly all-leader

meetings supported the identification of targeted supports for teachers and students, contributing to consistent implementation and alignment across the school.

Action 1.3: English Learner (EL) Support was largely implemented as planned, which resulted in positive outcomes for English Learners, including improved access to instruction, targeted interventions, and increased family engagement.

Action 1.4: To provide interventions, the MTSS framework was implemented across all grade spans to deliver Tier 1, 2, and 3 supports based on multiple data sources, including STAR, DIBELS, CAASPP, and formative assessments. Systems were established to identify students for intervention, monitor progress, and ensure participation in supplemental programs such as Skills Arcade, Reading Eggs, Mathseeds, Read 180, and Amira. Instructional Leads, MTSS Coaches, and teachers used data cycles and conferences to adjust instruction and determine next steps, including SST referrals. Professional learning supported consistent implementation of assessment, data analysis, and intervention practices. Students demonstrated improved access to targeted supports and measurable growth in ELA and math. Additional supports, including paraprofessional services during Specialized Academic Instruction (SAI) classes, ensured access for students with disabilities.

Action 1.5: The CTE program was effectively implemented across middle and high school, creating a clear, aligned pathway for students to build career readiness skills over time. High school students consistently accessed courses, leadership opportunities, and work-based learning, while middle school students benefited from early exposure and the ability to earn high school credit. Implementation was supported by CTE leadership and staff, with ongoing efforts to address equitable access across student groups. Overall, the program demonstrated strong progress in expanding participation and supporting college and career readiness outcomes.

Action 1.6: The Summer School program was implemented across all grade spans, providing targeted academic support and extended learning opportunities aligned to MTSS. The Jump Start program was implemented in grades TK-2 to support onboarding for new students and build foundational skills and school connection. Elementary students received structured reading, math, and SEL support, while middle school students engaged in Summer Bridge programming that front-loaded grade-level content and built foundational skills. High school implementation focused on credit recovery and maintaining progress toward graduation and A-G requirements.

Action 1.7:
Under the Instructional Interventions action, teams implemented weekly WIG meetings and Tier 2 and Tier 3 intervention sessions as planned. Teams engaged in structured data review processes to identify student needs and provide targeted support aligned to Mathematics and ELA standards within the guaranteed and viable curriculum (GVC).

The TK–2 teams used collaboration time to implement dedicated remediation blocks to strengthen Tier 2 and Tier 3 supports and improve alignment across teams. The 3-5 team increased emphasis on monitoring Tier 3 Stride Skills usage and developing targeted, high-impact commitments focused on specific instructional strategies aligned to essential standards. As a result, systems for identifying student needs and delivering focused Tier 2 and Tier 3 support were implemented with fidelity, strengthening alignment to GVC standards and consistency in intervention practices. Through Tier 2 and Tier 3 supports, middle school students received focused instruction and timely interventions to address skill gaps, based on the quarterly common summative assessment.

In high school, the implementation of academic actions focused on building shared accountability and precise data use. Teachers engaged in bi-weekly data meetings to analyze student performance on the guaranteed and viable curriculum (GVC) and develop targeted intervention plans for specific standards. Targeted professional development expanded ownership of Math and ELA proficiency across content areas. Initial challenges with scheduling and data alignment were addressed by prioritizing meeting times and streamlining reporting tools, resulting in a more unified instructional approach and increased integration of literacy and numeracy support across disciplines.

Modified Implementation:
Action 1.1: Adjustments in professional development were made to address variability in staff readiness with PLC structures, data analysis, and SEL implementation. Additional coaching, structured PLC time, and modeling were provided to improve consistency. SEL implementation requires continued support to ensure full integration.

Action 1.2: Instructional Coaches effectively implemented partnership principles by setting student-focused goals and identifying research-based strategies during quarterly class visits and coaching conversations. Ongoing collaboration with leaders during monthly all-leader meetings supported the identification of targeted supports for teachers and students, contributing to consistent implementation and alignment across the school.

Action 1.4: To increase instructional support, additional training, coaching, and modeling were provided to strengthen data analysis, assessment practices, and intervention planning. Systems were refined to improve student identification, progress monitoring, and consistency across teams.

Implementation Challenges:
Action 1.1: Challenges in professional development included inconsistent staff readiness in implementing PLC practices and data analysis, as well as the need for more consistent SEL integration across classrooms. There is a need for more targeted and differentiated professional development. Additionally, there is a need for more consistent integration of SEL practices across classrooms, indicating an opportunity to strengthen professional development and support in this area.

Action 1.3: There were challenges in consistently implementing all planned family engagement opportunities for families of English learners. Especially the Arabic Coffee Chats, we were not able to find a proper interpreter.

Action 1.4: Challenges in instructional interventions included inconsistent implementation across teams, particularly in data use, referral processes, progress monitoring, and ensuring participation in assessments and intervention programs. Student engagement and consistent use of Tier 3 supports also remained areas for improvement.

Action 1.6: Student attendance during summer school was inconsistent across grade levels, particularly among high-need students, limiting access to instruction and overall impact. At the high school level, implementation was further affected by system and platform challenges, including course availability, enrollment errors, and integration issues with Canvas and gradebooks, resulting in some students being unable to participate or complete assigned coursework.

Action 1.7: Under the Instructional Interventions action, TK–2 teams experienced challenges with timely data reporting and staff familiarity with intervention tools, which limited the consistency and responsiveness of implementation.

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.

Actions 1.1, 1.3, 1.4, 1.5, and 1.6 had lower Estimated Actual Expenditures than Budgeted Expenditures due to reduced student participation and utilization of services, including lower English Learner enrollment, decreased usage of Tutor.com supports, lower-than-anticipated participation in summer learning programs, and fewer students enrolling in Career & Technical Education pathways during the year.

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

Based on analysis of state and local data, the implementation of Goal 1 actions was largely effective in improving student achievement and academic growth across multiple student groups.

Effective
Action 1.1: Professional development contributed to improved student achievement outcomes, as evidenced by increases in CAASPP (Metrics 1.1 & 1.2) and Dashboard indicators (Metric 1.3), as well as local assessment data (Metrics 1.10 & 1.11). Staff survey results indicate that professional development was effective in increasing understanding of PLC practices, including Tier 2 supports, data analysis, and use of common assessments. Instructional coaching data shows a high level of implementation of ELA and math-focused goals, supporting improved instructional practices aligned to student outcomes. English learner outcomes demonstrated strong effectiveness, with students meeting or exceeding proficiency and growth targets (Metrics 1.6 & 1.7), indicating that ELD-focused professional development supported access to instruction. Additionally, SEL professional development was effective, as evidenced by high staff confidence and recall rates related to safety protocols and student support strategies.

Action 1.2: Based on analysis of metrics and outcomes, the implementation of the instructional coaching action proved to be effective. Teachers reported that partnership principles were present 99.8% of the time when setting goals with their coach, as indicated on the instructional coaching mid-year survey. This school year, coaches partnered with teachers to reflect on instructional practices, with 79.24% of goals aligned to the school's wildly important goals. Instructional Coaches attended monthly leadership meetings and used department trackers to monitor teacher and student support. This process guided goal setting, helping teachers identify targeted areas of focus and implement instructional strategies to improve student outcomes.

Action 1.3:
The school's actions to support English Learners were highly effective in improving academic outcomes in language proficiency, reading, and mathematics, as evidenced by both state and local assessments. While enrollment of English Learners increased, the school saw continued growth in the percentage of students making progress toward English proficiency (Metric 1.6) and in reclassification rates (Metric 1.7). CAASPP Reading (Metric 1.1) results demonstrate significant improvement, with English Learners increasing by 19.6 points and Long-Term English Learners increasing by 91.7 points from 2024 to 2025.

Action 1.4:
The implementation of MTSS actions for grades TK-2 was effective in improving student outcomes in ELA, as STAR 360 proficiency increased from the 2023-24 to the 2024-25 school year (Metric 1.9). Additionally, mid-year 2025-26 ELA proficiency rates were 12.4 percentage points higher than mid-year 2024-25 results, demonstrating continued academic growth and early literacy progress.

Data analysis for grades 3-12 indicates that MTSS actions contributed to increased student growth and improved ELA and math proficiency, particularly among targeted student groups. CAASPP (Metrics 1.1 & 1.2) results show increases in ELA for the student groups of Socioeconomically Disadvantaged and Hispanic students, and increases in math for the student groups of Students with Disabilities, Socioeconomically Disadvantaged, African American, Hispanic, and White students.

Middle school students were assigned the supplemental Gizmos lab program, which improved student performance, with over 80% of students passing and notable gains on the CAASPP Science assessment (Metric 1.3), as each school is at or above the state average.

Paraprofessional Support for students with disabilities demonstrated effectiveness based on CAASPP and local assessment data. Students with Disabilities showed improvement on both the ELA and Math CAASPP (Metrics 1.1 & 1.2) assessments in 2025, indicating positive academic growth for a student group that historically performs below state standards. Local assessment data also reflected positive outcomes. Internal STAR 360 data indicate that 70.5% of students served by paraprofessionals made at least 1 year’s growth in ELA, while 82.3% made at least 1 year's growth in Math. The data supports that targeted academic assistance contributed to improved student performance and academic growth.

Action 1.6: Middle School Summer School was effective, as evidenced by strong student growth across content areas. Summer assessment data showed ELA growth for 57% of 6th-grade students, 81% of 7th-grade students, and 81% of 8th-grade students. Math growth was demonstrated by 82% of 6th-grade students, 81% of 7th-grade students, and 90% of 8th-grade students. In science, 89% of 7th-grade students demonstrated growth. These outcomes, along with increased CAASPP proficiency, indicate the program was successful in supporting student achievement.

Action 1.7
STAR 360 Early Literacy/Reading Proficiency (Metric 1.9) data increased from 2024 to 2025, demonstrating growth in foundational literacy and math skills among students receiving targeted instructional support and intervention services. The improvement in local assessment data indicates that data-driven instruction and intervention structures supported student progress toward grade-level proficiency.

CAASPP ELA and Math (Metrics 1.1 & 1.2) results increased from 2024 to 2025, indicating that the systematic use of assessment data, alignment to GVC standards, and timely, targeted interventions supported student, grades 3-12, progress toward mastery of essential standards.

Partially Effective:
Action 1.1: The action was only partially effective in fully implementing deeper PLC practices, including consistent reassessment cycles and advanced data analysis. Variability in staff readiness and time constraints limited the overall impact in these areas. While staff perception data indicates a positive impact, continued focus is needed to ensure consistent implementation and sustained academic growth across all student groups.

Action 1.4:
MTSS in grades K-2 has proven partially effective, with our STAR 360 math proficiency maintained from 2023-2024 to 2024-2025 (Metrics 1.9 and 1.10). However, in comparing Middle of the Year (MOY) data from the 24-25 to 25-26 school year, math proficiency is higher midyear

this school year than last year, 1.3 percentage points. K-2 STAR 360 ELA proficiency has improved from 2024 to 2025 (Metrics 1.9 and 1.10). There is also an improvement in the middle of the year data, comparing 24-25 and 25-26, 0.66 percentage points.

Action 1.5:
Although the CTE pathway completion rate (Metrics 1.4 & 1.5) decreased from 23-24 to 24-25, indicating that the desired outcome was not fully achieved, high school CTE course pass rates increased from 66.57% in Quarter 1 to 78.94% in Quarter 2 during the 2025-2026 school year, a 12.37 percentage point increase. The increase in course performance, along with expanded middle school course access and continued implementation of career readiness supports, indicates promising progress toward improving long-term pathway completion outcomes.

Action 1.6:
Summer school in grades 3-5 was partially effective, as students demonstrated progress in several areas but did not meet all intended outcomes. Summer assessment data showed strong gains, with 47% of Grade 3 and 79% of Grade 4 students meeting targets, and writing growth, with 60% of Grade 3 and 84% of Grade 4 students meeting expectations. SEL outcomes also showed success in some areas, with up to 86% of students meeting goals, though results were inconsistent across traits. However, performance in multiplication remained low, with only 5% of Grade 3 and 30% of Grade 4 students meeting targets, indicating a need for more targeted instruction and increased time on complex skill development.

High School Summer School was partially effective, as participation and overall pass rates increased, though expected growth was not fully achieved. Students passed 88.5% of standard courses, a slight decrease from 90% in 2024 but an improvement from 76% in 2023. Credit recovery course pass rates increased to 88.3%, up from 87% the previous year, indicating continued progress in supporting credit-deficient students. However, implementation challenges related to the adoption of a new platform at the start of the term impacted program effectiveness and limited overall growth. Student participation included 8% English Learners, 13% Students with Disabilities, 58% Socioeconomically Disadvantaged, 16% African American, 47% Hispanic, and 61% White, demonstrating access across student groups. Plans are in place to improve implementation and platform access to strengthen outcomes in summer 2026.

Action 1.7
In grades K-2, STAR 360 Math (Metric 1.9) proficiency was maintained from 2024 to 2025, indicating that targeted instructional supports and intervention structures helped sustain student performance in math but did not result in increased proficiency outcomes.

Ineffective
Action 1.6: Summer school was ineffective in grades TK-2, as low attendance and participation during summer school limited student access to instruction and assessment. As a result, proficiency growth was minimal, and some students were unable to complete assessments, preventing measurable progress toward early literacy and math outcomes.

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.

Based on the analysis of implementation and outcome data, several Goal 1 actions will be modified, refined, or discontinued to improve effectiveness and address identified areas of need. Changes focus on strengthening targeted interventions, increasing consistency in

instructional practices, improving use of data systems, and reallocating resources toward strategies demonstrating the greatest impact on student outcomes.

Modify Actions:
Action 1.1: Professional development will be modified to include additional targeted training to ensure consistent implementation of Social Emotional Learning (SEL) strategies aligned to CASEL, focusing on Signature Practices, BEAR Expectations and CAVA's SEL Benchmarks and Learning Targets. Additional professional development will also be provided in writing instruction to establish a shared understanding of the writing process and strengthen alignment to essential standards within PLCs. Professional development will be expanded to include deeper training on data analysis systems and tools, including the use of Pear Assessment and AI-supported instructional planning tools such as Gemini, Notebook, and Brisk, to improve real-time instructional decision-making. Department or Data Analysis Protocol documents will be developed and implemented to ensure consistency in data analysis practices across grade spans and teams.

Action 1.2: The instructional coaching team will be working toward a support referral process that is student data-focused, with improved role clarity among other support teams and roles. Additional progress monitoring will include expanded use of local data systems, including ConnectHub and internal data tracking tools, to measure student progress and instructional impact better.

Action 1.3 will be modified to include the adoption of a new English Learner curriculum that provides students and families with 24/7 access to language development supports and lessons. In addition, reclassification criteria have been updated, and the Board approved to identify students who meet reclassification requirements more accurately.

Action 1.4: The action will be modified to strengthen the consistency and effectiveness of targeted academic interventions based on analysis of CAASPP, STAR 360, and intervention implementation data. The instructional schedule will be revised to include designated Tier 3 instructional blocks multiple times per week to ensure students receive consistent, targeted intervention aligned to identified academic needs. Middle school intervention structures will also be refined through re-assignment of intervention blocks within the master schedule to provide Tier 2 supports two times per week and Tier 3 supports four times per week.

Additional modifications will include increased monitoring of intervention program usage, targeted skill instruction, and expanded use of STAR, common assessment, and intervention progress monitoring data to guide placement, reteaching, and instructional decision-making. Professional development and instructional coaching will shift toward implementation-focused support, including modeling, classroom examples, and collaboration focused on literacy strategies and writing across content areas. Additional coaching and instructional resources will also be provided based on assessment and intervention data to improve implementation consistency and student outcomes.

Action 1.5: The school will modify and expand existing CTE pathways during 2026-27 to improve access and participation across student groups, including the addition of new pathway opportunities such as Engineering and Architecture to better align with student interests and workforce demands. Planned changes also include strengthening CTE curriculum and instruction through a content-focused support model led by a dedicated CTE Lead, implementation of teacher CTE Wildly Important Goals (WIGs) with weekly administrative oversight, and use of a CTE WIG workbook updated weekly to support data transparency and informed decision-making. Collaborate with counselors to monitor pathway completion progress through ongoing weekly progress monitoring. Provide targeted support for seniors at risk of not completing required CTE coursework.

Action 1.6: The TK-5 Summer School programs will be discontinued as a planned action, based on an analysis of outcomes and the need to reallocate resources toward more effective, in-year interventions and supports.

The Middle School Summer School program will be refined to increase effectiveness and student participation. Based on prior attendance trends, the program will be shortened to a two-week session and narrowed to focus on one high-priority GVC standard per subject. Instruction will emphasize targeted remediation in ELA and Math, with Math focusing on 1 standard and one to two key learning objectives, and ELA centered on a writing standard and the writing process. These changes will allow for more focused instruction, increased engagement, and improved opportunities for mastery before the next grade level. Science Summer Virtual Camp will not take place in the summer of 2026. Although it proved successful for those who attended, attendance data did not support continuing the program.

For high school, system issues experienced in the prior year are not expected to persist, as the system has now been in use for a full year. Plans have been adjusted to include assigning backup courses at the time of initial course placement to prevent delays in course access and completion. This adjustment will support potential graduates by ensuring immediate access to all required courses at the start of the summer term.

Action 1.7:
In TK–2, the action will be strengthened to require the implementation of research-based Tier 3 instruction in Math and ELA, ensuring consistent delivery of intensive, targeted support for students with the greatest needs.

In grades 3–5, the action will be revised to include targeted Tier 3 professional development focused on effective instructional strategies, along with classroom observations and coaching to monitor implementation of tiered instruction and improve student outcomes.

In high school, the instructional intervention action will be revised to clarify that office hours are not considered permissible live instructional sessions and that targeted sessions must focus on specific content instruction. CTE Content WIGs will be separated from CTT workbooks to strengthen the focus on Career and College Readiness data. Additional clarity and training will be provided at the beginning of the year to define expected outcomes, in coordination with the Principal and MTSS for accountability and oversight. The administrative team will reinforce expectations during professional development and will refine the data documentation process to ensure simplicity and clarity, improving staff data tracking, analysis in Content WIG meetings, and alignment with MTSS and schoolwide WIG goals.

Add Actions:
Action 1.8: Student-to-teacher ratios will be reduced to increase opportunities for individualized and small-group instruction, targeted intervention, and ongoing progress monitoring. This change is intended to address persistent performance gaps (student groups performing lower than all students) by strengthening differentiation, providing timely feedback, and supporting data-driven instruction aligned to individual student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	$102,703.00	Yes
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	$131,575.00	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	$92,958.00	Yes

Action #	Title	Description	Total Funds	Contributing
		on-demand in English and in multiple other primary student languages from Tutor.com, as well as live instructional support from a Paraprofessional Educator to meet the specific needs of students nearing and exceeding English language proficiency and reclassification. Ensure the ELD Department can revise and align the instructional resources and programmatic plans to meet the changing needs of the school's English learners through meaningful summer projects that have positive student impacts in measurable ways during the school year. Identify and monitor the progress of Long-Term ELs (LTELs) and At-Risk LTELs (AR-LTELs). In addition to the required Designated and Integrated ELD, provide LTELs, AR-LTELs, and Reclassified to Fluent English Proficient (RFEP) students within the four-year monitoring period who are not demonstrating success in content area classes with: Tier 2 and Tier 3 language intervention with supplemental programs that target the speaking, listening, and writing domains of California's ELD Standards, tier 2 content area intervention for Guaranteed and Viable Curriculum ELA and Math standards, and tier 3 reading intervention using the grade level department's tier 3 reading intervention program. Support Newcomer students with tier 3 language intervention using intervention software specifically designed to meet the needs of English learners at the beginning/novice English proficiency level, in addition to the required Designated and Integrated ELD. Identify ways to support newcomer students and their families to ensure the students receive the appropriate services and resources, within and beyond the school setting, to benefit their success. 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		

Action #	Title	Description	Total Funds	Contributing
		input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum using an ELD standards-aligned program, Tier 2 program – supplemental software that targets the speaking, listening, and writing domains, and Tier 3 Program – intensive intervention software specifically designed to meet beginning/novice English proficiency and reading needs of EL students, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	Learning Recovery Emergency Block Grant (LREBG) Included in Action The school implements a Multi-Tiered System of Supports (MTSS) to deliver targeted instruction and support, ensuring all students receive interventions tailored to their needs. MTSS is an evidence-based 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	$231,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support students in small groups or individually during live instruction, ensuring inclusive access to interventions. The Reading Coordinator collaborates with teachers to implement and sustain a literacy program grounded in research-based practices aligned with California's ELA and Literacy Standards (What Works Clearinghouse, 2018). MTSS Coaches play a critical role in strengthening implementation by guiding data-informed decisions, supporting tiered intervention planning, and facilitating professional learning. Coaching is recognized as an evidence-based implementation support that significantly increases the fidelity and sustainability of MTSS practices (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; McIntosh, Filter, Bennett, Ryan, & Sugai, 2013) These coordinated efforts directly address the areas of academic need identified in the school's needs assessment, particularly in math and reading proficiency and equitable access to support services. By layering these interventions and closely monitoring student progress, the school ensures that all learners receive timely, targeted support to meet essential standards and achieve academic success. This action was selected based on the findings from the school's needs assessment, which identified significant academic gaps in English Language Arts (ELA) and mathematics. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American, and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students was identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) These metrics will also be used to measure effectiveness. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 26-27: $ 134,299		
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	$120,111.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.		
1.6	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 with 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	$16,483.00	No

Action #	Title	Description	Total Funds	Contributing
		Language Arts (ELA) and mathematics assessments, and chronic absenteeism. All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Hispanic, White, African American, and Two or More Races were identified as "Very Low" or "Low" on both the ELA and Math CAASPP. The group of Asian students were identified as "Low" on the ELA CAASPP assessments. (Metrics 1.1 & 1.2) All students and the student groups of English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, Hispanic, White, and Two or More Races were identified as "Very High" or "High" in Chronic Absenteeism. (Goal 4, Metric 4.2) To address these areas of need, the school selected a comprehensive Summer School Program (Grades K-12) as a high-leverage, evidence-based intervention. Research by the RAND Corporation (2016) found that students who participated in high-quality, voluntary summer learning programs experienced statistically significant gains in both math and reading, particularly when programs were well-structured, lasted at least five weeks, and included enrichment alongside academic support. This aligns with the school's design, which includes math and ELA instruction, SEL components, and enrichment to re-engage learners. This action aligns to the allowable use in the area of increasing instructional time. Key metrics from the needs assessment included: 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 put them at risk of not graduating on time. (Goal 5, Metric 5.4) These metrics will also be used to measure effectiveness. LREBG Funds 26-27: $16,483		
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	$526.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter. LREBG Funds 26-27: $526		
1.8	Class Size Reduction	Reduce student-to-teacher ratios to increase opportunities for individualized and small-group instruction, targeted intervention, and ongoing progress monitoring. This action is designed to address persistent performance gaps. Through smaller instructional groupings, teachers will be able to more effectively differentiate instruction, provide immediate feedback, and implement data-driven strategies aligned to individual student needs. This approach supports increased access to grade-level content, scaffolding for language development, and targeted reteaching based on formative assessment results.	$81,572.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 10.1% Spanish and 13.9% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 69% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Input in Decision Making Summary of the trends and feedback from various parent surveys. Source: Dashboard Local Indicator, Parent and Family Engagement	2023 Overall, parents are satisfied with the school, consider it beneficial for their children, and appreciate the support provided by the staff and teachers. Having access to review their student's progress and preview	2024 (83%) Agree / Strongly Agree: "I have been given opportunities to participate in decision-making regarding my student's education."	2025 (100%) 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.	(100%) Agree / Strongly Agree: "The school has created a welcoming environment for all families in the community."		

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. Many communications	2024 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is	2025 English learners receive additional outreach from teachers and ELD specialists. An EL parent meeting is held each fall, as well as regular ELAC meeting. Communication between families and the school is	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
		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.	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, assessments, and	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, assessments, and		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			online school activities.	online school activities		
2.3	Efforts to seek participation for pupils with exceptional needs Source: Dashboard Local Indicator, Parent and Family Engagement	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System (SEIS).	All parents/guardians are invited and encouraged to attend 30 day, annual, and triennial IEPs. Each time a parent/guardian is informed of a meeting, a Notice of Meeting is documented in the Special Education Information System	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%	2025 0%	0%	Goal Met
2.5	Expulsion Rate Source: Dataquest	2023 0%	2024 0%	2025 0%	0%	Goal Met
2.6	Student Perception of School Safety and Connectedness Source: School Climate Survey	2022 Students feel safe 100.0% Teachers care about student success at school 100.0% School promotes academic success 99.1% School fosters and appreciation of differences and diversity 100%	2024 Overall, respondents indicated the school has a favorable climate that promotes learning. Positive trends include students feeling that adults at the school genuinely care about them,	2025 Climate Survey 4 point scale Response Rate: 21.3% Grades 2 & 5 Student–Staff Caring Relationship: 3.7 School Safety: 3.7	Increase parent and student participation in the climate survey. Grades 2 & 5 - Increase school connectedness by increasing student opportunities to share ideas in class. MS/HS - Increase peer connectedness by	Continue to move towards Target Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall, respondents indicated the school has a favorable climate that promotes learning. The majority of students do feel they are academically challenged.	support their learning, and encourage them to attend school each day. They also indicated that the school is a safe place for them, and teachers and adults respond appropriately to any reported bullying incident and, moreover, make it clear that bullying is not tolerated. Results indicate that there has been improvement since the last survey regarding opportunities for students to make decisions about school and class activities. As we continue to focus on this area, this year's survey results indicate that students would like more opportunities for peer interaction, building student	School Connectedness: 3.1 Student Peer Relationships: 3.5 Physical and Emotional Safety: 3.5 Harassment and Bullying: 3.8 Self-Management: 3.5 Grades 7, 9, 11 Student–Staff Caring Relationship: 4.4 School Safety: 4.5 School Connectedness: 4.4 Student Peer Relationships: 4.0 Physical and Emotional Safety: 4.6 Perceived Safety: 4.6 Harassment and Bullying: 4.4 Substance Use: 4.2 Self-Management: 4.2	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
			connections, and helping others.			

Goal Analysis [2025-26]

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.

Implementation remained consistent with the planned actions in this goal, with no substantive differences between planned and actual implementation.

Successful Implementation:
Action 2.1: Interpreter and translation services were successfully implemented to engage families who speak a language other than English through a third-party provider and support from a Spanish-speaking Bilingual Engagement Coach. These efforts increased access to school communication and resources for multilingual families.

Action 2.2: Implementation remained aligned with planned actions, including the use of LREBG funds to support student achievement through family engagement, pupil supports, and staff training. Staff consistently implemented two-way communication strategies and provided resources to empower families, particularly within the independent study model. These efforts strengthened family-school partnerships, increased access to mental health and enrichment supports, and improved student engagement. Within the Special Education Department, staff prioritized communication and connection with families, with required quarterly staff-to-student connections documented in PowerSchool.

Action 2.3: The Social Emotional Learning (SEL) and Prevention and Intervention team supported a safe learning environment by responding to student safety concerns and equipping staff with resources and protocols. Counseling Specialists participated in Homeroom and Paw Pride instructional rounds to monitor and strengthen the implementation of CASEL's three Signature SEL Practices.

Implementation Challenges
Action 2.2: Challenges included expanding inclusive engagement strategies and addressing persistently high chronic absenteeism across student groups. While communication efforts remained strong, continued focus is needed to ensure all families are meaningfully engaged.

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.

Actions 2.1 and 2.2 had lower Estimated Actual Expenditures than Budgeted Expenditures due to lower family participation and lower utilization of engagement and language support services during the year.

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

Based on analysis of metrics and outcomes, the implementation of actions demonstrated strong overall effectiveness in making progress toward Goal 2, as evidenced by both quantitative data and qualitative indicators.

Action 2.1 This action was highly effective in increasing access to communication in families' preferred language. The use of Smore translation for EL newsletters, a third-party phone translation service, a Spanish-speaking Bilingual Engagement Coach, and two ELD paraprofessionals resulted in increased parent satisfaction, as evidenced by the responses to the Needs Assessment survey (Metric 2.2).

Action 2.2: This action was effective in improving family engagement and student connection. Effectiveness is demonstrated through positive educational partner feedback and favorable results on the California Dashboard Local Indicator for Parent and Family Engagement (Metric 2.1). Engagement actions for pupils with exceptional needs also demonstrated effectiveness, as evidenced by increased student connections, as reflected in internal connection data reports (Metric 2.3).

Action 2.3: Based on the data collected and outcomes measured, the actions implemented this year demonstrated effectiveness. Schoolwide safety referrals were responded to within 24 hours at a 97.9% rate, and Paw Pride Instructional Rounds observations showed 94% Inclusive Welcome and 95% Engaging Strategies implementation schoolwide. In addition, Student Perception of School Safety and Connectedness, as measured by the School Climate Survey, indicates that students feel safe, supported, and that adults respond appropriately to student needs (Metric 2.6).

This continues to be 0% suspensions and expulsions (Metrics 2.4 & 2.5)

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.

Based on our analysis, here are the planned adjustments for the 2026-27 LCAP cycle.

Action Modification
Action 2.1
Create directions for Canvas in multiple languages so that learning coaches can access all lessons.
Offer a parent website that can be translated into any language, with resources on how to translate communication and our platforms into the language of their choosing.

Action 2:2
To address identified challenges in student engagement, we will provide additional professional development focused on effectively engaging families with low participation and those from diverse or challenging backgrounds, in alignment with Compass Goal 1 Action 1. This will build on and strengthen our current engagement strategies by equipping staff with targeted tools, culturally responsive practices, and proactive communication approaches. These efforts are intended to increase meaningful family connections, improve student engagement, and ensure all students feel supported and connected to their learning experience.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$4,512.00	Yes
2.2	Engagement	Learning Recovery Emergency Block Grant (LREBG) Included in Action. To enhance student achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy, grounded in research showing that strong family-school partnerships improve grades, attendance, and long-term educational outcomes (Henderson & Mapp, 2002). Staff proactively connect with diverse families through consistent and meaningful two-way communication, including newsletters, emails, calls, and live sessions, which research confirms is essential for building trust and increasing parental involvement in school decision-making (U.S. Department of Education, 2016). Recognizing that family involvement is especially critical in an independent study model, the school provides new families with resources and support to empower them as active partners in their child's learning, reflecting findings that parental engagement in virtual settings directly supports student motivation and success (Borup et al., 2014). To promote a positive school culture, the program integrates enrichment and extracurricular activities, reinforcing academic skills and supporting students' holistic development. Studies show that participation in such activities is linked to better grades, higher college enrollment rates, and stronger personal development (Feldman & Matjasko, 2005). The needs assessment identified areas for growth in family engagement, particularly in expanding parent participation in decision-making (Metrics 2.1–2.3). While current practices provide a solid foundation, research highlights the need for more intentional and inclusive strategies to deepen engagement and ensure all voices, especially those of underrepresented	$45,929.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families, are heard and valued. All students and the student groups of Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged, Homeless, African American, White, Hispanic, and Two or More Races, were identified as "Very High" or "High" for Chronic Absenteeism. (Metric 4.2) These metrics will also be used to measure effectiveness. The LREBG expenses included in this action align with the allowable use of integrating pupil supports and staff training to address barriers to learning, including health, counseling, and mental health services; before and after school programs; trauma and social-emotional learning supports; and referrals for family or pupil needs. LREBG Funds 26-27: $ 5,303		
2.3	Social Emotional Learning, Prevention, and Intervention	Learning Recovery Emergency Block Grant (LREBG) Included in Action The SEL, Prevention & Intervention Department's focus on fostering supportive relationships, enhancing resilience, and strengthening social-emotional learning is grounded in research demonstrating that positive adult-student relationships play a critical role in improving academic achievement, engagement, and overall well-being. Research shows that when schools implement intentional social-emotional learning and cultivate strong, trusting connections between students and adults, students exhibit greater motivation, improved self-regulation, and stronger adaptive skills, which contribute to higher academic success and fewer behavioral challenges (Durlak et al., 2011; Oberle et al., 2016; CASEL, 2020). The 2024 school climate survey results indicated that students generally feel supported, safe, and believe adults respond appropriately to bullying and actively encourage school attendance. However, students also 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	$57,814.00	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 26-27: $ 8,836		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.8% Teachers Without Credentials and Misassignment 0.1% Credentialed Teachers Assigned Out-of-Field 2.1% Unknown/Incomplete 1%	2022-2023 Fully Credentialed and Properly Assigned 98.1% Teachers Without Credentials and Misassignment 0.0% Credentialed Teachers Assigned Out-of-Field 1.4%	2023-2024 Fully Credentialed and Properly Assigned 97.8% Teachers Without Credentials and Misassignment 0.1% Credentialed Teachers Assigned Out-of-Field 2.0%	100%	Fully Credentialed and Properly Assigned 1% Teachers Without Credentials and Misassignment 0% Credentialed Teachers Assigned Out-of-Field -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Unknown/Incomplete 0.5%	Unknown/Incomplete/Intern 0.1%		Unknown/Incomplete -0.9%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2025 100% of students have Standards–Aligned instructional materials for all core classes.	100%	Goal Met
3.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual	N/A Virtual	N/A	N/A
3.4	Implementation of State Standards Progress in implementing each academic standard for all students. Rating Scale: 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability Source: Dashboard	2024 ELA (3) ELD (3) Mathematics (3) Grades 6-12 Next Generation Science Standards (3) History-Social Science (3) CTE (3) Health Ed (3) Physical Ed (3) Visual and Performing Arts (3) World Language (2)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)	2025 ELA (4) ELD (4) Mathematics (4) Grades 6-12 Next Generation Science Standards (4) History-Social Science (3) CTE (4) Health Ed (4) Physical Ed (4) Visual and Performing Arts (4) World Language (4)	Full Implementation and Sustainability (5)	Maintained
3.5	How the programs and services will enable English learners (EL) to access the CCSS and	2023 Progress in providing professional learning for	2024 Progress in providing professional	2025 Progress in providing professional	ELD aligned to ELA Standards Progress in providing	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	teaching to ELD standard. (3) Progress in making instructional materials that are aligned to the ELD standards. (4)	learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	learning for teaching to ELD standard (4). Progress in making instructional materials that are aligned to the ELD standards. (4)	professional learning for teaching and making instructional materials are fully implemented (4). Progress in implementing policies or programs support and successful engagement of school leadership is fully implemented and sustainable. (5).	
3.6	Course Access The extent to which pupils have access to and are enrolled in a broad course of study that includes all of the subjects. Source: Dashboard	Fall 2023 Students in grades 2-5 have access to 3 levels of Spanish and French, 2 levels of Mandarin, and one level of German. Middle school and high school have multiple levels of Spanish and French. All students in grades TK-8 are offered a new grade-specific art and music course each year.	Fall 2024 Students in grades 2-5 have access to 2 levels of Spanish and 2 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French.	Fall 2025 Students in grades 2-5 have access to 2 levels of Spanish and 3 levels of Mandarin. Middle school students have access to 2 levels of Spanish. High school students have access to multiple levels of Spanish and French.	Maintain Offerings	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All students in grades TK-8 are offered a new grade-specific art and music course each year.	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.	Fall 2025 Unduplicated pupils have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access.	Maintain	Goal Met
3.8	Programs and services developed and provided to individuals with exceptional needs	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Student with exceptional needs have the same access to all programs and services as their peers. Being a virtual school allows for all students to have the same access. In addition, all accommodations and services in a student's IEP are provided. Some services are provided in person by outside vendors.	Maintain	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Percentage of new teachers and educational specialists (Hired during S1) Source: Internal	2022-2023 24.4%	2023-2024 20.3%	2024-25 21.8%	18%	-4.1%
3.10	Teacher Retention Rates % of new teachers that completed the year % of returning teachers that completed the year Source: Internal	New, Baseline Data will be for 23-24.	2023-2024 86.1% of new teachers that completed the year 83.7% of returning teachers that completed the year	2024-2025 85.8% of new teachers that completed the year 91.0% of returning teachers that completed the year	90% for both	 Decreased 0.3% (New teachers completing the year) Increased 7.3% (Returning teachers completing the year)

Goal Analysis [2025-26]

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.

While the majority of Goal 3 actions were successfully implemented, several challenges emerged that impacted full implementation and consistency. These challenges primarily relate to participation rates, staff capacity in data use, and the complexity of coordinating systems and supports to meet diverse student needs.

Successful Implementation
Action 3.2: The successfully implemented salary increases attracted and retained highly qualified, fully credentialed teachers and educational specialists. These efforts supported staffing stability and ensured students had access to appropriately assigned teachers. Implementation was largely successful, though variability in new hire rates (Metric 3.9) across years, 24.4% (22–23), 20.3% (23–24), and 21.8% (24–25), reflects ongoing hiring needs and market competition.

Action 3.3: The action of Equity, Access, & Accountability was successfully implemented through collaboration among administrators and staff to ensure equity, accessibility, and accountability. Systems were established to collect and analyze data on student achievement, school climate, and teacher effectiveness. An MTSS framework was implemented to support students across tiers, and schedules ensured access

to standards-aligned, a-g coursework, including advanced options. English learner supports were routinely monitored, and all students had access to standards-aligned instructional materials.

Action 3.4: Across TK-2, Grades 3–5, Middle School, and High School, Curriculum Specialists ensured the successful alignment and implementation of essential standards to state standards and testing blueprints, including vertical alignment from TK-12. In TK-2, this supported foundational alignment to upper elementary standards; in Grades 3-5, it included the development of Student Achievement Plan pacing guides that strengthened instructional clarity and consistency; in Middle School, Student Achievement Plans highlighted prioritized and Guaranteed and Viable Curriculum standards within Canvas to focus instruction on high-priority learning goals; and in High School, Curriculum Specialists supported onboarding, evaluations, PLC facilitation, and course alignment while ensuring access to A-G, Honors, AP, and CTE pathways. Collectively, this work increased coherence in instruction, strengthened alignment to grade-level expectations, and promoted equitable outcomes for all students.

Action 3.5: McKinney-Vento and Foster Youth Liaisons ensured students experiencing homelessness and foster youth had equitable access to school programs, academic support, and necessary resources through a responsive, need-based approach. Supports included hotspots for online access, school supplies, and hygiene kits, enabling students to engage more consistently in their education.

Action 3.6: The Staff Training action was successfully implemented by providing comprehensive, multi-level support for new teachers and leaders. New staff began the school year early to receive training on school systems and operations, and were supported through assigned instructional teacher leaders, mentorship from veteran teachers, and, when applicable, participation in an induction program. New administrators were similarly supported through mentorship with experienced leaders. These structures ensured that new staff were equipped to deliver standards-aligned instruction and effectively support student learning.

Implementation Challenges
Action 3.1: The internet subsidy for students who qualify for free and reduced-price meals was implemented to ensure access to virtual instruction and standards-aligned coursework. The percentage of eligible families who completed address verification was 26%, indicating implementation challenges in achieving full participation, as checks cannot be mailed without verifying a family’s address.

Action 3.3: The Equity, Access, & Accountability action challenges included ensuring consistent data literacy among staff to effectively analyze and apply data to instructional decisions, as well as maintaining clarity and consistency in MTSS implementation across teams. Additionally, coordinating schedules to balance a-g requirements, intervention supports, and advanced coursework options required ongoing refinement.

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.

Actions 3.2, 3.3, and 3.4 had lower Estimated Actual Expenditures than Budgeted Expenditures due to lower staffing, curriculum, and support service needs during the year.

Action 3.5: Estimated Actual Expenditures for McKinney-Vento and Foster Youth services were lower than Budgeted Expenditures because the student population remained stable and did not increase as originally projected, resulting in lower service and support costs during the year.

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

Overall, the actions aligned to Goal 3 were largely effective in increasing access to standards-aligned instruction, strengthening staffing stability, and promoting equitable access to programs and services for all student groups. Evidence across multiple metrics demonstrates progress in teacher retention, credentialing, instructional materials access, and implementation of state standards, while also highlighting targeted areas where effectiveness is still being determined or requires refinement to ensure full impact. Additionally, all students had access to a broad course of study (Metric 3.6), including standards-aligned core academic courses, Career Technical Education pathways, Advanced Placement opportunities, and college and career readiness programs designed to support diverse student interests and postsecondary goals.

Effective
Action 3.2: The action was effective in maintaining strong teacher retention and staffing stability. Retention data shows (Metric 3.10) that 86.1% of new teachers and 83.7% of returning teachers completed the 2023–24 school year, and 85.8% of new teachers and 91.0% of returning teachers completed the 2024–25 school year, indicating improved retention among returning staff. The new hire rate (Metric 3.9) decreased 2.9 percentage points since baseline (22-23), demonstrating the effectiveness of compensation strategies in retaining qualified staff and supporting continuity of instruction.

Action 3.3: The Equity, Access, & Accountability action was effective in ensuring equitable access to standards-aligned courses, programs, and services for all student groups (Metrics 3.2 & 3.6). Unduplicated pupils (Metric 3.7) and students with exceptional needs had the same access to programs and services as their peers, with additional supports provided through IEP accommodations and services, including services delivered by outside vendors when required (Metric 3.8). Part of the action's effectiveness has not yet been determined. Professional development focused on Long-Term English Learners, including targeted data on student rosters and identifying barriers to reclassification, has been implemented but cannot yet be measured, with outcomes to be evaluated in the following year based on new data systems and professional development. Additionally, the development of a reliable Dashboard of Success is still in progress, limiting consistent access to real-time English learner data and delaying full evaluation of effectiveness.

Action 3.4: The Curriculum Specialist action was effective in ensuring students had access to standards-aligned instructional materials. Access to standards-aligned instructional materials was fully achieved, with 100% of students having materials for all core classes (Metric 3.2). Progress in implementing state standards was strong, with most content areas rated at Level 4, indicating full implementation (Metric 3.4). Additionally, progress in supporting English learners was strong, with professional learning for teaching to the ELD standards and instructional materials aligned to the ELD standards demonstrating full implementation (Metric 3.5). Overall, these outcomes demonstrate effective implementation of standards-aligned instruction.

Action 3.5: The McKinney Vento and Foster Youth Liaison action was effective in removing barriers and improving access and engagement for student experinceing homeless and foster care. Liaisons successfully identified and addressed individual student needs, allowing students to participate in online learning and access academic supports, contributing to increased opportunities for academic success.

Action 3.6: The Staff Training action was effective in ensuring students had access to appropriately assigned and credentialed teachers. The percentage of fully credentialed and properly assigned teachers (Metric 3.1) decreased slightly from 98.1% (22–23) to 97.8% in (23–24). Teachers without credentials or with misassignments increased slightly from 0.0% to 0.1%, while the percentage of credentialed teachers assigned out-of-field increased from 1.4% to 2.0%. Despite these slight changes, overall staffing conditions continued to support student access to qualified educators.

Partially Effective
Action 3.1: The internet subsidy action was partially effective in increasing equitable access to instruction and supporting student engagement in a virtual learning environment. The stipend is available to all socioeconomically disadvantaged students; however, the percentage of families who follow through to receive the stipend is low.

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.

Based on the analysis of implementation and effectiveness data, targeted modifications have been identified to strengthen the impact of Goal 3 actions. These changes are designed to improve access, enhance data-driven decision making, increase consistency in implementation, and better address the diverse needs of student groups, while building on areas of demonstrated success.

Action Modifications
Action 3.1: The ISP reimbursement action will be modified to include a targeted outreach and communication plan to increase participation among eligible families. Enhancements will include clearer guidance on address verification requirements, expanded communication through multiple platforms, and proactive follow-up with families who have not completed the process. The monthly ISP reimbursement will increase from $40 to $65.

Action 3.2: The High Quality Teachers action will continue with targeted refinements to strengthen recruitment and retention efforts. Hiring and retention trends will be monitored to support staffing stability and ensure all students have access to appropriately credentialed teachers. The school will hire a Senior Manager of Talent Acquisition and expand the recruiting team to strengthen recruitment capacity, improve hiring processes, and support the attraction and retention of highly qualified teachers.

Action 3.3: The Equity, Access, and Accountability action will be modified to strengthen data-driven decision-making by providing ongoing professional development focused on data analysis, MTSS implementation, and progress monitoring. Additionally, a reliable Dashboard of Success will be finalized and implemented to ensure consistent, real-time data access for all staff.

Action 3.4: The Curriculum Specialist action will be modified to strengthen full implementation and sustainability of state standards across all content areas, with a specific focus on advancing History-Social Science from initial implementation to full implementation. In TK–2, access to standards-aligned curriculum will be enhanced through improved course accessibility (Metric 3.6), including an updated online school dashboard for students and the addition of assessments and assignments within lessons to ensure accurate progress monitoring. In Middle School, Student Achievement Plans for Math, ELA, and Science will be upgraded to clearly identify high-priority standards, domains, learning targets, lesson alignment, instructional pacing, and assessment timelines, supporting stronger Tier 1 instruction and improved teacher clarity.

In High School, modifications include strengthening PLC structures with clearer expectations and accountability, refining CFA processes to ensure consistent data use, expanding MTSS collaboration, and increasing targeted support for underperforming student groups, along with additional professional development focused on data-driven instruction and math achievement. Redundant monitoring systems and less effective support structures will be removed to improve coherence, consistency, and measurable outcomes across all grade spans.

Action 3.5: Due to the variability and urgency of student needs, the McKinney Vento and Foster Youth Liaison action will be refined to strengthen ongoing outreach and collaboration with students and families. This will improve identification of needs, communication, and timely delivery of supports, ensuring continued equitable access and engagement aligned to Goal 2, Action 2.

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.	$122,838.00	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$61,251.00	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	$112,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. LREBG Funds 26-27: $ 8,693		
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.	$40,442.00	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$24,909.00	Yes
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.	$22,016.00	

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 96.1% English Learners 97.4% Student with Disabilities 94.2% Socioeconomically Disadvantaged 96.0% African American 95.9% Hispanic 95.5% White 96.1%	2024 96.2% English Learners 96.4% Student with Disabilities 94.4% Socioeconomically Disadvantaged 96.2% African American 97.0%	2025 96.7% English Learners 96.1% Long Term EL N/A Student with Disabilities 95.2% Socioeconomically Disadvantaged 96.2%	98%	Increased 0.6% English Learners - 1.3% Student with Disabilities 1.0% Socioeconomically Disadvantaged 0.2% African American 1.5% Hispanic 0.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 95.7% White 96.2%	Homeless 90.9% African American 97.4% Hispanic 96.1% White 97.1%		White 1.0%
4.2	Chronic Absenteeism Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 8.7% Student with Disabilities 13.3% Socioeconomically Disadvantaged* 11.7% African American 9.8% Hispanic 8.2% White 9.5% Filipino 0.0%	2024 11.4% English Learners 11.5% Long-Term English Learners** 25.0% Student with Disabilities 15.3% Socioeconomically Disadvantaged 13.4% Homeless** 38.5% African American 5.7% Hispanic* 14.9% White 11.4% Asian** 3.7% Two or More Races** 13.7% Filipino** 0.0%	2025 9.4% English Learners 7.5% Long-Term English Learners** 6.7% Student with Disabilities 12.9% Socioeconomically Disadvantaged 11.5% Homeless** 16.7% African American 8.4% Hispanic 10.2% White 7.4% Asian** 5.3% Two or More Races 8.5% Filipino** 13.8% Pacific Islanders** 5.9%	10% for all student groups	Increased 0.7% English Learners 4.8% Student with Disabilities -0.4% Socioeconomically Disadvantaged -0.2% African American -1.4% Hispanic 2.0% White -2.1% Asian1.1% Two or More Races 0.2% Filipino13.8% Pacific Islanders -10.8%
4.3	High School Dropout Rate Source: SARC	2023 28.4% English Learners Student with Disabilities 38.5% Socioeconomically Disadvantaged 28.4% Homeless	2024 42.5% English Learners Student with Disabilities 50.0% Socioeconomically Disadvantaged 44.9%	2025 28.6% English Learners 15.4% Student with Disabilities 33.3%	10%	Increased 0.2% Student with Disabilities -5.2% Socioeconomically Disadvantaged 4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 31.3% Hispanic 36.8% White 19.4%	Homeless African American 25.0% Hispanic 46.9% White 43.6%	Socioeconomically Disadvantaged 32.9% African American 7.7% Hispanic 34.4% White 31.1%		African American -23.6% Hispanic -2.4% White 11.7%

Goal Analysis [2025-26]

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.

Overall, Actions 4.1 and 4.2 were implemented largely as planned to support student engagement and reduce chronic absenteeism across all grade levels. Systems and structures were established to monitor attendance, identify barriers, and provide targeted, timely interventions for students and families, with adjustments made as needed to address implementation challenges and ensure continuity of support.

Successful Implementation
Action 4.1: Overall implementation of the Compass Program remained aligned with the planned actions, with incoming students and families receiving targeted information, orientation sessions, and troubleshooting support to facilitate a successful transition to the virtual learning environment. Compass Quick Connect was implemented as a 1:1, short-term support option of up to four weeks for students and families needing additional help with engagement, attendance habits, or issue resolution. Students were referred to Quick Connect when they did not successfully exit initial onboarding, when staff identified a concern, or when families requested support. In addition, Compass Targeted Engagement Support provided support for students experiencing challenges with daily attendance, consistent work in the OLS, and social-emotional learning needs. Implementation successes included providing timely, individualized assistance to address barriers early, while challenges included varying family needs and balancing the intensity of support required across students.

Action 4.2: The attendance interventions action was implemented across all grade levels as planned, including Wildly Important Goal (WIG) meetings, ongoing attendance monitoring, and targeted intervention strategies to address chronic absenteeism. Teachers consistently monitored student work completion and live class attendance, developed high-impact commitments, and used upstream reports and trackers to identify and support students needing additional engagement. Structured systems, including Homeroom WIGs, principal communications with campus scoreboards, and targeted outreach to students and families, supported consistent implementation. At the middle school level, a structured process was followed that included student success plans, family communication, meetings, and non-compliance letters to ensure students received appropriate and timely support. Academic supports were provided both during and outside of homeroom, with resources and follow-up aligned to student needs.

Implementation Challenges:

Action 4.2: The barriers to attendance interventions included inaccurate reporting and system issues between Canvas and PowerSchool, which impacted the accuracy of attendance tracking and the timeliness of responses to student needs.

Modified Implementation:
Action 4.2: Implementation of the attendance interventions was adjusted to incorporate alternative reporting methods and, when necessary, manual tracking processes to ensure accurate monitoring of attendance and student engagement.

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.

The actions were effective in reducing chronic absenteeism and improving attendance outcomes. The attendance rate (Metric 4.1) increased, and the chronic absenteeism rate (Metric 4.2) decreased, remaining well below the state average of 17.1%, demonstrating meaningful progress toward the goal.

Implementation of structured systems, including Leadership Wildly Important Goal (WIG) tracking, streamlined non-compliance processes, and a multi-tiered intervention approach across teachers, leads, and principals, strengthened monitoring and responsiveness to student engagement. The use of trackers and the Academic Probation program improved identification of students of concern, increased accountability for course progress and attendance, and supported timely, targeted interventions. Collectively, these efforts increased consistency, accountability, and student engagement, contributing to improved attendance outcomes.

Within the 3–5 department, the Engagement Lead role further strengthened attendance monitoring and intervention systems by supporting consistent implementation of engagement practices across teachers, leads, and principals. Through systematic tracking, streamlined intervention processes, and targeted student support, the department increased accountability, improved responsiveness to students of concern, and contributed to positive trends in reducing absenteeism and improving student engagement.

The actions for reducing the dropout rate were effective, as the school saw a decrease in the dropout rate (Metric 4.3) from 2024 to 2025. At the high school level, early identification and intervention for late-start students, supported by homeroom teachers and the Compass support team, contributed to improved student persistence. Additionally, the implementation of a structured graduation support program, including regular academic probation meetings with high school leads, catch-up plans, and ongoing monitoring by homeroom teachers, strengthened accountability and supported continued student progress toward graduation.

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.

Overall, minimal modifications to the action are necessary to strengthen data accuracy, improve system alignment, and ensure more targeted support for student outcomes. Adjustments focus on enhancing attendance monitoring processes and refining high school strategies to better support graduation, proficiency, and credit attainment.

Attendance monitoring systems will be refined to improve accuracy and alignment between Canvas and PowerSchool, ensuring timely and reliable data for responsive interventions. Implementation of high-impact commitments will be strengthened through increased consistency and monitoring.

At the high school level, actions will be adjusted to strengthen alignment with student outcomes. Grades 10–12 will have an increased focus on graduation rate and proficiency, while maintaining efforts to reduce chronic absenteeism. Grade 9 actions will emphasize grades and credit sufficiency after the first semester to support early identification and intervention. The Academic Probation process will be refined to include more frequent monitoring, structured catch-up plans, and clearer accountability for attendance and course completion. Targeted supports, including after-hours programming and one-on-one interventions, will continue with increased alignment to student groups with higher rates of absenteeism and dropout.

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.	$102,253.00	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.	$43,809.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate * Red on Dashboard ** Not a significant student group Source: Dashboard	2023 68.6% Socioeconomically Disadvantaged 69% Student with Disabilities** 66.7% African American** 62.5% Hispanic** 59.0% White** 78.1%	2024 All* 57.1% Socioeconomically Disadvantaged* 54.7% Hispanic* 55.6% White* 55.0%	2025 61%* English Learners** 78.6% Long-Term English Learners** Student with Disabilities** 50.0% Socioeconomically Disadvantaged* 57.0% African American** 73.3% Hispanic* 55.6%	85%	 Decreased 7.6% Student with Disabilities -16.7% Socioeconomically Disadvantaged -12.0% African American 10.8% Hispanic -3.4% White -21.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White* 56.3%		
5.2	High School Course Pass Rate Source: Internal	2023 76.0% English Learners 70.3% Student with Disabilities 70.8% Socioeconomically Disadvantaged 73.2% African American 84.1% Hispanic 72.4% White 69.9%	2024 74.9% English Learners 76.2% Student with Disabilities 60.9% Socioeconomically Disadvantaged 72.8% African American 81.9% Hispanic 74.9% White 70.8%	2025 84.7% English Learners 78.2% Long Term EL N/A Student with Disabilities 75.1% Socioeconomically Disadvantaged 81.5% Homeless 73.8% African American 87.3% Hispanic 81.0% White 83.1%	85%	Increased 8.8% English Learners 7.9% Student with Disabilities 4.3% Socioeconomically Disadvantaged 8.3% African American 3.2% Hispanic 8.6% White 13.2%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2024 51.7% English Learners 49.8% Student with Disabilities 36.5% Socioeconomically Disadvantaged 43.8% African American 45.8% Hispanic 53.3% White 52.5%	N/A Starting 2024, using a new system to calculate credit sufficiency.	2025 54.8% English Learners Long-Term English Learners Student with Disabilities 35.5% Socioeconomically Disadvantaged 47.6% Homeless African American 52.1% Hispanic 47.9% White 51.6%	Increase 10% overall and for each student groups	Decreased 13.8% English Learners -28.0% Student with Disabilities -22.5% Socioeconomically Disadvantaged -20.6% African American -22.3% Hispanic -19.2% White -10.5%
5.4	% of Students who Completed a-g Requirements	2023 15.2%	2024 10.1%	2025 11.4%	25%	Decreased 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Combined Four- and Five-Year Graduation Rate) Source: Dashboard	Student with Disabilities 0.0% Socioeconomically Disadvantaged 11.9% African American 12.5% Hispanic 15.4% White 15.6%	English Learners N/A Student with Disabilities 0.0% Socioeconomically Disadvantaged 8.4% African American 12.5% Hispanic 5.6% White 12.5%	English Learners 14.3% Student with Disabilities 3.3% Socioeconomically Disadvantaged 9.7% African American 26.7% Hispanic 2.8% White 12.5%		Student with Disabilities 3.3% Socioeconomically Disadvantaged -2.2% African American 14.2% Hispanic -12.6% White -3.1%

Goal Analysis [2025-26]

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 made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

Successful Implementation
Action 5.1: Transcript translation processes were implemented as planned, ensuring accurate course placement and supporting credit sufficiency by preventing duplicate coursework. Transcripts were consistently translated within 3 to 5 days, allowing timely enrollment and appropriate academic placement for students.

Action 5.2: The Guidance Program action was implemented through the Professional Learning Community (PLC) process and the Guaranteed and Viable Curriculum (GVC), aligned with the American School Counselor Association (ASCA) domains, with counselors consistently supporting students through quarterly Engageli sessions focused on postsecondary planning, credit sufficiency, and course enrollment. Counselors also conducted homeroom sessions on state-mandated topics, collaborated with grad coaches to ensure accurate transcripts and credit recovery, and utilized weekly data digs to monitor graduation progress and support targeted student groups, including implementation of a reduced credit graduation waiver policy for eligible students.

Action 5.3: The Math Lab Program (Math Lab 1, 2, and 3) was implemented as planned, providing targeted support for students in Algebra and Geometry, while the LitLab/READ 180 program was launched to support reading intervention and student engagement.

Action 5.4: The A-G Completion action, including staff training, student monitoring, and family outreach, was implemented as planned to promote college readiness and maintain A-G eligibility.

Implementation Challenges
Action 5.2: The Guidance Program saw some implementation challenges with the transition to Canvas and PowerSchool, which created challenges with student attendance in live counseling sessions and delays in communication due to system issues, limiting consistent student engagement. Additionally, inaccurate reporting and the lack of an effective graduation planning tool resulted in counselors relying on manual tracking for caseload management and four-year plans.

Action 5.3: The LitLab/READ 180 program experienced delays in student access due to Classlink and rostering issues, and both programs faced challenges with inconsistent student participation and incomplete data collection

Action 5.4: The A-G Completion action had some implementation challenges as a high number of students enrolled were severely credit deficient, particularly late cohort and spring start students, and some seniors deprioritized A-G completion in favor of meeting minimum graduation requirements.

Modified Implementation:
Action 5.3: The LitLab/READ 180 program was adjusted through manual rostering, use of STAR 360 data for baseline placement, and implementation of engagement strategies such as reading incentives and family outreach to increase participation.

Action 5.4: A-G completion monitoring and support were strengthened through weekly Wildly Important Goal (WIG) meetings, targeted outreach, and increased collaboration among counselors, teachers, and leadership to identify and support students at risk of falling off the A-G track.

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.

Action 5.1: Estimated Actual Expenditures for Transcript Evaluation Services were lower than Budgeted Expenditures due to an decrease in students enrolling from outside the United States, requiring fewer evaluation of non-U.S. transcripts.

The Guidance Program (5.2), Math/ELA Intervention (5.3), and A-G Completion (5.4) actions had lower Estimated Actual Expenditures than Budgeted Expenditures due to lower-than-anticipated student participation and reduced levels of academic intervention and support needs during the year.

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

Overall, the actions aligned to Goal 5 were effective in improving graduation outcomes, course completion, credit accumulation, academic achievement, and college readiness across student groups through targeted counseling, intervention, transcript evaluation, and academic support services.

Effective

Action 5.1: The Transcript Evaluation Service action was effective. Credit Sufficiency (Metric 5.3) increased by 7.1% overall, and Graduation Rate (Metric 5.1) increased by 3.9%, with gains observed across all student groups, indicating strong alignment between credit accumulation and graduation outcomes.

Action 5.2: The Guidance Program action was effective. HS Course Pass Rate (Metric 5.2) increased by 9.8% overall across all student groups, and Credit Sufficiency (Metric 5.3) also improved, demonstrating the effectiveness of counseling supports and targeted interventions.

Action 5.3: The Math/ELA Intervention action was effective. Academic gains were observed across all student groups, including English Learners and Students with Disabilities, supported by improved proficiency in math and ELA assessments and increased course completion.

Action 5.4: The A–G Completion action was effective. The A–G Completion Rate (Metric 5.4) increased by 1.3% overall across all student groups, indicating successful implementation of college readiness supports.

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 school identified areas requiring refinement to strengthen graduation outcomes, college and career readiness, and intervention effectiveness.

Metric Modification Needed
Action 5.2 (Guidance Program): The credit sufficiency tracking matrix will be revised to address inaccuracies in 9th-grade reporting that previously inflated early-year credit sufficiency data.

Action & Metric Modification Needed
Action 5.2 (Guidance Program): Enhanced data reporting systems and data team support will be implemented to provide counselors with accurate, real-time data for weekly monitoring and targeted student interventions.

Action 5.2 (Guidance Program) & 5.4 (A-G Completion): A centralized graduation planning tool will be implemented to improve tracking of A-G completion, credit sufficiency, graduation rate, and College and Career Indicator metrics.

Action 5.4 (A-G Completion): Data collection systems for postsecondary plans will be strengthened to improve monitoring of college and career readiness outcomes and inform targeted interventions.

Action Modification Needed
Action 5.2 (Guidance Program): Professional development will be expanded to strengthen staff understanding and use of data to support student progress toward graduation and college and career readiness outcomes.

Action 5.3: The Lit Lab/READ 180 program will be modified to include barrier analysis using student surveys, peer modeling strategies, and structured onboarding supports, including technical assistance and reading logs, to improve student access and engagement. The Math Lab

program will be refined through summer collaboration among credentialed teachers to enhance course design, intervention strategies, and alignment of instruction based on prior assessment and participation data.

Action 5.4 (A-G Completion): Professional development and training for staff, students, and families will be expanded to strengthen awareness and support for A-G readiness.

These modifications align with our effectiveness analysis and implementation experiences from the current year.

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

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.	$119.00	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	$73,615.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	A-G Completion	Learning Recovery Emergency Block Grant (LREBG) Included in Action To improve student outcomes, the school offers a range of supplemental supports, including after-hours academic support, credit recovery, and intervention software programs. Research consistently shows that extended learning opportunities, including after-school courses, increase student achievement and graduation rates, particularly for at-risk and credit-deficient students (Kidron & Lindsay, 2014; Allensworth & Easton, 2007). The AI tool and intervention software that will be utilized to provide personalized learning pathways and real-time feedback, aligning with studies that find adaptive technologies can enhance learning efficiency and engagement (Pane et al., 2015). The credit recovery option ensures that students who fall behind in credits can regain momentum, a practice supported by research linking structured credit recovery to higher graduation rates (Rickles et al., 2018). This multi-faceted approach is designed in response to school data indicating significant need. The 2024 data shows that the overall graduation rate declined, demonstrating that challenges remain: the percentage of students who are credit sufficient and the percentage completing A-G requirements highlight persistent gaps. See metrics 5.1, 5.2, 5.3, & 5.4. These metrics will also be used to measure effectiveness. By implementing a cohesive system of after-hours academic support, credit recovery, and personalized learning tools, the school aims to close achievement gaps, improve credit sufficiency, and boost both the graduation rate and A-G completion outcomes. This action aligns with the allowable LREBG use in the area of accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. LREBG Funds 26-27: $ 23,675	$49,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Math Coaches	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.	$9,189.00	Yes
5.5	Math/ELA Intervention	Building capacity of teachers by providing math professional development in instructional techniques and strategies to improve student proficiency.	$360,917.00	No Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,668,803	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.146%	2.064%	$238,436.58	15.210%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wise basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency.	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
	Scope: LEA-wide		
1.4	**Action:** Instructional Support **Need:** Additional student groups to be served: Students with Disabilities, African American The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Students with disabilities are indicated Red on the Dashboard and is 155.8 points below standard in math. 73% of students with disables are also socioeconomically disadvantaged. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** LEA-wide	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
1.5	**Action:** Career & Technical Education (CTE) **Need:** Additional Student Group White The percentage of students completing a CTE pathway, 1.9%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 1.2%, which is lower than all students. An increase in CTE completion will also increase the College & Career Indicator, 13.7%, which is below the state average of 43.9%. The student group of White (9.7%) was indicated Red on the Dashboard. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority. **Scope:** LEA-wide	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.
1.8	**Action:** Class Size Reduction **Need:**	Reducing student-to-teacher ratios in core content areas increases opportunities for individualized and small-group instruction, which directly addresses the academic needs of unduplicated	Progress will be monitored through the school's ELA and mathematics assessments (STAR 360).

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
	State and local data, including CAASPP and STAR 360, indicate that unduplicated pupils, including English learners, low-income students, and foster youth, perform below standard in English Language Arts and mathematics at higher rates than all students. These student groups demonstrate lower levels of academic growth, require additional instructional support, and benefit from increased access to differentiated instruction, targeted intervention, and ongoing progress monitoring. **Scope:** LEA-wide	pupils. Smaller instructional groupings allow teachers to provide targeted support, scaffold instruction for language development, and implement data-driven interventions based on student performance. This results in more frequent feedback, increased engagement, and improved access to grade-level content. This action is provided on an LEA-wide basis because unduplicated pupils are enrolled across all grade levels and programs within the LEA, including the independent study model. Implementing this strategy systemwide ensures equitable access to increased instructional support and consistent implementation of differentiated instruction and intervention practices. The action is principally directed toward unduplicated pupils and is effective in increasing and improving services by providing more intensive and responsive academic support than is provided to all students.	Effectiveness will be measured using CAASPP results, STAR 360 data, and educational partner feedback.
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 69% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	have been given opportunities to participate in decision making regarding my student's education. **Scope:** LEA-wide		
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:**	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state

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
	There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	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.	academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are	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.

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
	below all students (67.5 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core curriculum with the standards is a priority (high or medium). **Scope:** LEA-wide		
3.6	**Action:** Staff Training **Need:** During 22-23, 27% of teachers were new to our school. During the first semester of this year, 20% of teachers were new to our school. Being a virtual independent study program our school has unique systems and teachers need additional training. Teachers at-will employees and can resign at any time during the year. Parents and students have voiced concern when they have to change teachers in the middle of the year. This happens when a teacher leaves the school during the school year. Teachers have stated they need additional support after their initial training. **Scope:**	Specific support will be provided to teachers who are new to our school, as well as, new teachers and administrators. This action is designed to ensure teachers are prepared to provide support to unduplicated pupils, however, it is being provided on a LEA basis because all student groups will benefit from high-quality teachers who are fully credentialed and appropriately assigned.	Progress will be monitored through teacher turnover rate and percentage of new hires each year as well as the percentage of fully credentialed and appropriately assigned teachers. The school will also investigate the possible of collecting data on why teacher resign. We will continue to seek feedback from educational partners.
4.1	**Action:** Compass **Need:**	Students who are having difficulty meeting enrollment requirements due to a lack of engagement with the school will receive support from the Compass team.	Progress will be monitored by the chronic absenteeism and attendance rates 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
	The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11.7%) is higher than all students, 8.7%. The attendance rate of English learners, 97.4%, is lower than all students, 96.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	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.	educational partner feedback.
5.2	**Action:** Guidance Program **Need:** Both the graduation rate of all students (68.6%) and socioeconomically disadvantaged (69%) are low and significantly below the state average for all students (86.4%) and socioeconomically disadvantaged (83.7%). The course pass rate for all students is 76%, the student group of English learners is 70%, and socioeconomically disadvantaged is 73%. The credit sufficiency for English learners (71%) and socioeconomically disadvantaged (70%) are below all students (73%). Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority.	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.3	**Action:** A-G Completion **Need:** High school students can not graduate without completing math and ELA courses. Both the graduation rate of all students (68.6%) and socioeconomically disadvantaged (69%) are low and significantly below the state average for all students (86.4%) and socioeconomically disadvantaged (83.7%). The course pass rate for all students is 76%, the student group of English learners is 70%, and socioeconomically disadvantaged is 73%. The credit sufficiency for English learners (71%) and socioeconomically disadvantaged (70%) are below all students (73%) Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** Schoolwide	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.
5.4	**Action:** Math Coaches **Need:** The A-G completion rate for several student groups was below the all-student rate of 11.4%, including Students with Disabilities	This action address the greater needs of unduplicated pupils by increasing access to academic advising, college and career readiness support, and advanced coursework opportunities. Although provided on an LEA-wide basis to maximize access and impact, these services were developed principally to support unduplicated	The effectiveness of the action will be monitored with a-g course completion rates, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(3.3%), Socioeconomically Disadvantaged students (9.7%), and Hispanic students (2.8%). White students (12.5%), English Learners (14.3%), and African American students (26.7%) demonstrated higher A-G completion rates than the all-student group. These data indicate disparities in college readiness and access to rigorous coursework among student groups, particularly for Hispanic students, students with disabilities, and unduplicated pupils. **Scope:** Schoolwide	students who face greater barriers to postsecondary planning and participation in rigorous academic programs.	
5.5	**Action:** Math/ELA Intervention **Need:** **Scope:** LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Support **Need:** English learners (EL) increased in English language proficiency by 23.8%, however, EL decreased in both ELA and math. EL is making progress in English language development, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency. **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.
1.7	**Action:** Instructional Intervention **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		Educational Partner Feedback
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 10.1% Spanish and 13.9% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.
3.1	**Action:** Student ISP	An internet subsidy will be provided to any socioeconomically disadvantaged family that	Progress will be monitored through educational

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.	partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.
3.5	**Action:** MKV/FY **Need:** Students experiencing homelessness and foster youth face barriers that negatively impact attendance, academic progress, engagement, access to technology and basic needs, and overall educational stability. Data indicates that homeless students perform below all students in multiple academic and college readiness indicators, demonstrating the need for targeted supports and interventions. **Scope:** Limited to Unduplicated Student Group(s)	The LEA will provide targeted supports and services to students experiencing homelessness and foster youth, including academic intervention, school supplies, technology access, community resource referrals, counseling support, transportation assistance when applicable, and individualized case management to reduce barriers to school participation and improve educational outcomes.	Progress will be monitored by reviewing student access to standards-aligned instructional materials, participation in a broad course of study that includes all required subject areas, and the effectiveness of targeted supports and services provided to students experiencing homelessness and foster youth. We will continue to seek feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** Attendance Intervention **Need:** The chronic absenteeism data shows the student group of socioeconomically disadvantaged (11.7%) is higher than all students, 8.7%. The attendance rate of English learners, 97.4%, is lower than all students, 96.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. 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 $227,825. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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

Additional Concentration Grant Funding

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

N/A - LEA doesn't receive Concentration Grant Add-On funds.

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

2026-27 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	$12,694,294	1,668,803	13.146%	2.064%	15.210%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$996,348.00	$197,815.00	$0.00	$714,942.00	$1,909,105.00	$1,582,783.00	$326,322.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$10,997.00	$91,706.00	$9,302.00			$93,401.00	$102,703.00	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$131,404.00	$171.00	$131,575.00				$131,575.00	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$92,740.00	$218.00	$92,958.00				$92,958.00	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$176,763.00	$54,430.00	$53,855.00	$134,299.00		$43,039.00	$231,193.00	
1	1.5	Career & Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	26-27	$116,280.00	$3,831.00	$120,111.00				$120,111.00	
1	1.6	Summer School	All	No			All Schools	26-27	$16,483.00	$0.00		$16,483.00			$16,483.00	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	26-27	$526.00	$0.00		$526.00			$526.00	2.16%
1	1.8	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$81,572.00	$0.00	$81,572.00				$81,572.00	

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
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	26-27	$0.00	$4,512.00	$4,512.00				$4,512.00	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$28,759.00	$17,170.00	$22,436.00	$5,303.00		$18,190.00	$45,929.00	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	26-27	$54,214.00	$3,600.00		$8,836.00		$48,978.00	$57,814.00	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	26-27	$0.00	$122,838.00	$122,838.00				$122,838.00	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$60,762.00	$489.00	$61,251.00				$61,251.00	
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$96,824.00	$15,880.00	$80,422.00	$8,693.00		$23,589.00	$112,704.00	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$37,425.00	$3,017.00	$40,442.00				$40,442.00	
3	3.5	MKV/FY	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income		26-27	$22,884.00	$2,025.00	$3,276.00			$21,633.00	$24,909.00	
3	3.6	Staff Training					All Schools	26-27	$22,016.00	$0.00	$18,514.00			$3,502.00	$22,016.00	
4	4.1	Compass	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	26-27	$102,057.00	$196.00	$43,670.00			$58,583.00	$102,253.00	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s	English Learners Low Income	All Schools	26-27	$43,809.00	$0.00	$43,809.00				$43,809.00	2.70%

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	26-27	$0.00	$119.00	$119.00				$119.00	
5	5.2	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	26-27	$73,615.00	$0.00	$47,017.00			$26,598.00	$73,615.00	
5	5.3	A-G Completion	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income		26-27	$43,640.00	$6,027.00	$9,559.00	$23,675.00		$16,433.00	$49,667.00	
5	5.4	Math Coaches	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools High School	26-27	$9,096.00	$93.00	$9,110.00			$79.00	$9,189.00	
5	5.5	Math/ELA Intervention	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12High School	26-27	$360,917.00	$0.00				$360,917.00	$360,917.00	

2026-27 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
$12,694,294	1,668,803	13.146%	2.064%	15.210%	$977,834.00	4.860%	12.563 %	**Total:**	$977,834.00
								LEA-wide Total:	$691,653.00
								Limited Total:	$267,512.00
								Schoolwide Total:	$18,669.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,302.00	
1	**1.2**	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$131,575.00	
1	**1.3**	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$92,958.00	
1	**1.4**	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,855.00	
1	**1.5**	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$120,111.00	
1	**1.7**	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.16%
1	**1.8**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth	All Schools	$81,572.00	

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 (%)
					Low Income			
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$4,512.00	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,436.00	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$122,838.00	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,251.00	
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,422.00	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,442.00	
3	3.5	MKV/FY	Yes	Limited to Unduplicated Student Group(s)	Low Income		$3,276.00	
3	3.6	Staff Training				All Schools	$18,514.00	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,670.00	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	$43,809.00	2.70%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$119.00	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$47,017.00	
5	5.3	A-G Completion	Yes	Schoolwide	English Learners Foster Youth Low Income		$9,559.00	

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 (%)
5	5.4	Math Coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools High School	$9,110.00	
5	5.5	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,966,812.00	$1,520,217.88

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	$81,979.00	$42,671.75
1	**1.2**	Instructional Coaching	Yes	$135,411.00	$130,015.51
1	**1.3**	English Language Support	Yes	$85,843.00	$65,213.03
1	**1.4**	Instructional Support	Yes	$202,138.00	$130,868.63
1	**1.5**	Career & Technical Education (CTE)	Yes	$115,858.00	$92,580.92
1	**1.6**	Summer School	No	$21,894.00	$13,388.67
1	**1.7**	Instructional Intervention	Yes		
2	**2.1**	English Language Services	Yes	$8,272.00	$7,121.43
2	**2.2**	Engagement	Yes	$46,607.00	$38,244.08
2	**2.3**	Social Emotional Learning, Prevention, and Intervention	No	$59,283.00	$54,813.89
3	**3.1**	Student ISP	Yes	$93,250.00	$87,480.87

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	3.2	High Quality Teachers	Yes	$174,462.00	$116,733.09
3	3.3	Equity, Access & Accountability	Yes	$111,547.00	$97,359.26
3	3.4	Curriculum Specialist	Yes	$43,859.00	$35,336.09
3	3.5	Staff Training	No Yes	$32,063.00	$25,449.12
3	3.6	MKV/FY	Yes	$61,078.00	$53,964.41
4	4.1	Compass	Yes	$108,045.00	$88,618.02
4	4.2	Attendance Intervention	Yes		
5	5.1	Transcript Evaluation Service	Yes	$1,287.00	$459.19
5	5.2	Math/ELA Intervention	Yes	$87,903.00	$74,496.60
5	5.3	A-G Completion	Yes	$105,390.00	$34,998.63
5	5.4	Guidance Program	No Yes	$28,224.00	$19,551.10
5	5.5	Math Coaches	No	$362,419.00	$310,853.59

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,547,446	$888,534.00	$700,273.25	$188,260.75	4.730%	5.270%	0.540%

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	$1,276.00	$2,996.37		
1	1.2	Instructional Coaching	Yes	$132,231.00	$118,395.83		
1	1.3	English Language Support	Yes	$85,843.00	$65,529.55		
1	1.4	Instructional Support	Yes	$5,367.00	$4,535.74		
1	1.5	Career & Technical Education (CTE)	Yes	$105,151.00	$86,752.20		
1	1.7	Instructional Intervention	Yes			2.08%	2.34%
2	2.1	English Language Services	Yes	$8,272.00	$7,121.43		
2	2.2	Engagement	Yes	$19,031.00	$12,772.74		
3	3.1	Student ISP	Yes	$93,250.00	$87,480.87		
3	3.2	High Quality Teachers	Yes	$174,462.00	$116,733.09		
3	3.3	Equity, Access & Accountability	Yes	$71,062.00	$60,650.75		
3	3.4	Curriculum Specialist	Yes	$43,859.00	$35,336.09		
3	3.5	Staff Training	Yes	$48,454.00	$20,803.91		

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**	MKV/FY	Yes	$1,986.00	$1,790.67		
4	**4.1**	Compass	Yes	$35,459.00	$25,981.50		
4	**4.2**	Attendance Intervention	Yes			2.65%	2.93%
5	**5.1**	Transcript Evaluation Service	Yes	$1,287.00	$459.19		
5	**5.2**	Math/ELA Intervention	Yes	$8,804.00	$45,887.59		
5	**5.3**	A-G Completion	Yes		$7,045.73		
5	**5.4**	Guidance Program	Yes	$52,740.00			

2025-26 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)
$11,550,971	$1,547,446		13.397%	$700,273.25	5.270%	11.332%	$238,436.58	2.064%

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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Consolidated Application

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the application for federal categorical funds through the Consolidated Application, 2026-27 Application for Funding.

BACKGROUND: By submitting the Consolidated Application (Con App) to the California Department of Education, California Virtual Academy at Sonoma 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 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 educational partners have determined will support improved student achievement.

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

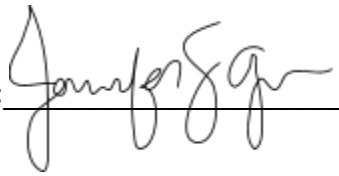
RECOMMENDATIONS: It is recommended the Governing Board approve the Consolidated Application, Application for Funding.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

2026–27 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/ca26assurancestoc.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	April Warren
Authorized Representative's Signature	
Authorized Representative's Title	Head of School
Authorized Representative's Signature Date	05/18/2026

*****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.

2026–27 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:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

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	05/18/2026
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)	

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2026–27 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	06/26/2025
Authorized Representative's Full Name	Krista Mount
Authorized Representative's Title	Director of Categorical Programs

*****Warning*****

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2026–27 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	No

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	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****
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APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Fiscal Year 2026-27 Preliminary Budget

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Sonoma 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 2026-27 May Revision.

The preliminary budget for the 2026-27 fiscal year is based on an estimated P2 ADA of 1,048 students, which is expected to generate $16,889,405 in funding. The current budget anticipates a deficit of $1,310,133, which K12 Inc. has agreed, under the terms of the Educational, Products, and Services Agreement, to issue invoice credits, to be applied to K12 Invoices, so that California Virtual Academy at Sonoma's revenues meet all expenses with no deficit. The current budget also includes a $336,236 carryforward fund balance from fiscal year 2025-26, which California Virtual Academy at Sonoma will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $16,889,405. The school anticipates an ending fund balance of $336,236 for the 2026-27 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Adopted Budget for the 2026-27 school year on behalf of California Virtual Academy at Sonoma

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

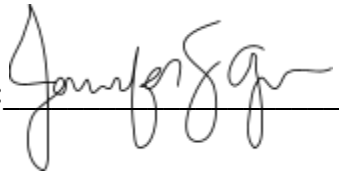
PREPARED BY:

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: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

California Virtual Academy at Sonoma

Board Presentation

Fiscal Year 2026-27

Preliminary Budget

CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at Sonoma

Summary of Changes from Fiscal Year 2025-26 Estimated Actuals

Category	Current	Incr (Decr)	Reason
ADA	1,018	53	5.4% increase compared to Fiscal Year 2025-26 Estimated Actuals
LCFF Revenue	$ 14,383,097	$ 1,284,680	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	$ 2,495,205	$ (112,667)	Increase primarily due to an enrollment driven increase in SpEd & MH funding, partially offset by expiration of one-time state restricted funds - Educator Effectiveness, Arts Music Instr Materials Block Grant, and A-G Grants.
Expenses	$ 16,889,405	$ 1,148,928	Primarily due to an increase in school's enrollment driven allocation of certificated personnel to support LCAP initiative to reduce classroom ratios, addition of hiring placeholders for Operations, Data, and Information Technology classified staff, an estimated increase in SpEd contracted services, and an enrollment driven increase in student driven materials and services, a revenue driven increase in support services and technology fees, all of which partially offset by addition of estimated FY27 K12 invoice credits.

Fiscal Year 2026-27 Preliminary Budget Highlights

SB740	55.22%	Certificated salaries and benefits, as a percent of revenue, is 15.2% higher than required
	92.57%	Instruction and instruction-related services, as a percent of revenue, is 12.6% higher than required
K12 Invoice Credits	$ (1,310,133)	Amount of credits issued by K12 for Fiscal Year 2026-27, which guarantee the school does not end the year with a deficit

California Virtual Academy at Sonoma

Fiscal Year 2026-27

Preliminary Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2025-26 Estimated Actuals	2026-27 Preliminary Budget	vs. Estimated Actuals Increase (Decrease) $ Difference	% Change	
P2 ADA		987	1,018	977	994	1,048	53	5.38%	a
A. REVENUES									
1. LCFF/Revenue Limit Sources	8010-8099	$ 12,973,716	$ 13,408,046	$ 12,890,848	$ 13,098,417	$ 14,383,097	$ 1,284,680	9.81%	b
2. Federal Revenues	8100-8299	881,039	808,096	821,309	786,913	875,976	89,063	11.32%	c
3. Other State Revenues	8300-8599	1,491,793	1,868,606	1,818,880	1,820,959	1,619,228	(201,730)	-11.08%	d
4. Other Local Revenues	8600-8799	48,184	43,238	41,928	34,189	11,103	(23,085)	-67.52%	e
5. TOTAL REVENUES		**$ 15,394,733**	**$ 16,127,986**	**$ 15,572,965**	**$ 15,740,477**	**$ 16,889,405**	**$ 1,148,928**	**7.30%**	
B. EXPENDITURES									
1. Certficated Salaries	1000-1999	$ 4,839,251	$ 4,871,564	$ 5,080,721	$ 5,293,797	$ 5,868,599	$ 574,801	10.86%	f
2. Non-certificated Salaries	2000-2999	360,598	335,243	307,085	285,885	445,359	159,474	55.78%	g
3. Employee Benefits	3000-3999	1,879,958	1,875,586	1,880,019	1,960,023	2,211,073	251,051	12.81%	h
4. Books and Supplies	4000-4999	2,695,559	2,807,830	2,875,372	2,842,168	3,230,418	388,250	13.66%	i
5. Services and Other Operating Expenditures	5000-5999	5,592,497	5,777,343	5,402,200	5,331,255	5,101,839	(229,416)	-4.30%	j
6. Capital Outlay	6000-6999	26,871	28,301	27,569	27,350	32,117	4,767	17.43%	k
7. Other Outgo	7100-7499	-	-	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 15,394,733**	**$ 15,695,867**	**$ 15,572,965**	**$ 15,740,477**	**$ 16,889,405**	**$ 1,148,928**	**7.30%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		**-**	**432,119**	**-**	**-**	**-**	**-**		
D. OTHER FINANCING SOURCES/USES		-	-	-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		**-**	**432,119**	**-**	**-**	**-**	**-**		

EXPLANATION OF VARIANCES:

a 5.4% increase compared to Fiscal Year 2025-26 Estimated Actuals

b Increase primarily due to increase in estimated P2 ADA

c Primarily due to an increase in estimated IDEA Federal SpEd funding, and planned CSI spending

d Decrease primarily due to expiration of one-time state restricted funds. All of which partially offset by an enrollment driven increase in SpEd & MH funding.

e Estimated decrease in interest income

f Primarily due to increase in school's enrollment driven allocation of certificated personnel to support LCAP initiative to reduce classroom ratios

g Primarily due to addition of hiring placeholders for Operations, Data, and Information Technology classified staff, and restricted funded positions

h Primarily due to an estimated increase in employer portion of health benefits compared to FY26 Estimated Actuals

i Primarily due to an enrollment driven increase in student instructional materials and services

j Primarily due addition of estimated FY27 K12 invoice credits, partially offset by a revenue driven increase in K12 support services and technology fees, and an increase in estimated SpEd contracted services expenditures

k Due to a decrease in asset purchases - employee computers and technology

California Virtual Academy at Sonoma

Fiscal Year 2026-27
Preliminary Budget

Senate Bill 740 Instructional Cost			
Certificated Salaries and Benefits	**Object Code**		**Total**
Certificated Teacher Salaries	1100	$	5,619,795
Cert. Supervisors' and Admin. Salaries	1300	$	248,804
Additional Certificated Personnel Pay	1900	$	-
Certificated Employee Benefits	3000-3999	$	2,043,545
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	1,408,439
Certificated Staff Cost		**$**	**9,320,582**
Non-Certificated Support Salaries	2200	$	445,359
Non-Certificated Employee Benefits	3000-3999	$	167,528
Approved Textbooks and Core Curricula Materials	4100	$	3,004,497
Books and Other Reference Materials	4200	$	-
Materials and Supplies	4300	$	201,057
Non-Capitalized Equipment (Teacher Computers)	4400	$	24,864
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	156,493
Travel and Conferences	5200	$	45,366
Inst. Computers/Printers/Leasing	5600	$	863,122
Contract - Student Instructional Technology (7%)	5800	$	1,061,780
Other Instructional and Operating Expenditures	5800	$	7,568
ISP Services/Telephone	5900	$	326,063
Instruction & Instruction-Related Costs		**$**	**6,303,697**
Total Instructional Cost		**$**	**15,624,279**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 9,320,582	$ 16,878,302	55.22%
B. Total Instructional Costs	$ 15,624,279	$ 16,878,302	92.57%
C. PTR (Pupil-Teacher Ratio)	**18.98**	**: 1**	

Note:

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

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

K12 Invoice Credit Methodology

In the school's agreement with K12, Inc., K12, Inc. issues invoice credits, to be applied to K12 invoices, within the school year so that the school's revenues meets all operating expenses with no deficit. As a result, the audited financials for fiscal year 2026-27 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,194,392	$ (1,310,133)	$ 884,259
Technology Fees (7%)	$ 1,061,780	$ -	$ 1,061,780
OLS - Curriculum & Development	$ 2,326,064	$ -	$ 2,326,064
Instruction Materials	$ 554,510	$ -	$ 554,510
Inst. Computers/Printers/Leasing	$ 837,884	$ -	$ 837,884
Total Net K12, Inc.-Related Expenditures	**$ 6,974,630**	**$ (1,310,133)**	**$ 5,664,496**

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET

Charter School Name:	**California Virtual Academy @**
(continued)	**Sonoma**
CDS #:	**49-70797-0107284**
Charter Approving Entity:	**Liberty Elementary School District**
County:	**Sonoma**
Charter #:	**0653**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(___) 2026-27 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 9, 2026
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

(___) 2026-27 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:
Chris Rafanelli	Francis "Paco" Burke
Name	Name
Superintendent	Chief Business Official
Title	Title
707.795.4380	805.232.4142
Phone	Phone
crafanelli@libertysd.org	fburke@caliva.org
E-mail	E-mail

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

_____ _____
County Representative Date

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 ADOPTED BUDGET - SUMMARY

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

Description	Object Code	2025-26 Estimated Actuals (X)	2026-27 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	13,098,417	14,383,097	1,284,680	9.81%
2. Federal Revenues	8100-8299	786,913	875,976	89,063	11.32%
3. Other State Revenues	8300-8599	1,820,959	1,619,228	-201,730	-11.08%
4. Other Local Revenues	8600-8799	34,189	11,103	-23,085	-67.52%
5. TOTAL REVENUES		15,740,477	16,889,405	1,148,928	7.30%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	5,293,797	5,868,599	574,801	10.86%
2. Non-certificated Salaries	2000-2999	285,885	445,359	159,474	55.78%
3. Employee Benefits	3000-3999	1,960,023	2,211,073	251,051	12.81%
4. Books and Supplies	4000-4999	2,842,168	3,230,418	388,250	13.66%
5. Services and Other Operating Expenditures	5000-5999	5,331,255	5,101,839	-229,416	-4.30%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	27,350	32,117	4,767	17.43%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		15,740,477	16,889,405	1,148,928	7.30%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	0	0	
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	0	0	
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	364,952	336,236	-28,716	-7.87%
b. Adjustments to Beginning Balance	9793, 9795	-28,716	0	28,716	(100%)
c. Adjusted Beginning Balance		336,236	336,236		
2. Ending Fund Balance, June 30 (E + F.1.c.)		336,236	336,236		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted	9740	-	-	-	
c Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	336,236	336,236	-	0%

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES							
1. LCFF/Revenue Limit Sources							
State Aid - Current Year	8011	5,502,162	-	5,502,162	6,148,637	-	6,148,637
Education Protection Account State Aid - Current Year	8012	1,899,980	-	1,899,980	2,290,583	-	2,290,583
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	5,696,275	-	5,696,275	5,943,877	-	5,943,877
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		13,098,417	-	13,098,417	14,383,097	-	14,383,097
2. Federal Revenues							
No Child Left Behind	8290	-	300,315	300,315	-	299,404	299,404
Special Education - Federal	8181, 8182	-	168,457	168,457	-	176,167	176,167
Child Nutrition - Federal	8220	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	318,142	318,142	-	400,406	400,406
Total, Federal Revenues		-	786,913	786,913	-	875,976	875,976
3. Other State Revenues							
Special Education - State	StateRevSE	-	1,023,883	1,023,883	-	1,081,488	1,081,488
All Other State Revenues	StateRevAO	231,249	565,827	797,076	240,457	297,284	537,740
Total, Other State Revenues		231,249	1,589,710	1,820,959	240,457	1,378,772	1,619,228
4. Other Local Revenues							
All Other Local Revenues	LocalRevAO	34,189	-	34,189	11,103	-	11,103
Total, Local Revenues		34,189	-	34,189	11,103	-	11,103
5. TOTAL REVENUES		13,363,854	2,376,623	15,740,477	14,634,657	2,254,748	16,889,405
B. EXPENDITURES							
1. Certificated Salaries							
Certificated Teachers' Salaries	1100	4,378,484	695,716	5,074,200	4,964,881	654,914	5,619,795
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	116,014	103,584	219,598	120,255	128,549	248,804
Other Certificated Salaries	1900	-	-	-	-	-	-
Total, Certificated Salaries		4,494,498	799,300	5,293,797	5,085,137	783,462	5,868,599
2. Non-certificated Salaries							
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-
Non-certificated Support Salaries	2200	90,670	195,215	285,885	141,248	304,111	445,359
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-
Total, Non-certificated Salaries		90,670	195,215	285,885	141,248	304,111	445,359
3. Employee Benefits							
STRS	3101-3102	799,796	250,643	1,050,440	971,261	149,641	1,120,902
PERS	3201-3202	21,559	46,416	67,975	37,289	80,285	117,575
OASDI / Medicare / Alternative	3301-3302	89,789	31,251	121,039	101,289	35,253	136,543
Health and Welfare Benefits	3401-3402	489,142	188,277	677,419	769,110	18,267	787,378
Unemployment Insurance	3501-3502	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	32,749	10,400	43,149	36,943	11,733	48,676
OPEB, Allocated	3701-3702	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-
Total, Employee Benefits		1,433,034	526,988	1,960,023	1,915,893	295,180	2,211,073
4. Books and Supplies							
Approved Textbooks and Core Curricula Materials	4100	2,642,624	17,976	2,660,600	2,984,197	20,299	3,004,497
Books and Other Reference Materials	4200	-	-	-	-	-	-
Materials and Supplies	4300	163,409	-	163,409	201,057	-	201,057
Noncapitalized Equipment	4400	18,159	-	18,159	24,864	-	24,864
Food	4700	-	-	-	-	-	-
Total, Books and Supplies		2,824,192	17,976	2,842,168	3,210,119	20,299	3,230,418

CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2026-27 Adopted Budget Report - Detail

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2025-26 Estimated Actuals			2026-27 Adopted Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures							
Subagreements for Services	5100	754	1,463,798	1,464,552	806	1,564,126	1,564,932
Travel and Conferences	5200	11,117	76,479	87,597	5,758	39,608	45,366
Dues and Memberships	5300	20,231	4,443	24,673	19,353	4,250	23,603
Insurance	5400	19,221	-	19,221	21,527	-	21,527
Operations and Housekeeping Services	5500	5,369	-	5,369	5,328	-	5,328
Rentals, Leases, Repairs, and Noncap. Improvements	5600	794,889	-	794,889	863,122	-	863,122
Transfers of Direct Costs	5700	-	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	2,736,695	6,416	2,743,111	2,246,632	5,267	2,251,899
Communications	5900	188,678	3,166	191,844	320,682	5,381	326,063
Total, Services and Other Operating Expenditures		3,776,953	1,554,302	5,331,255	3,483,207	1,618,632	5,101,839
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*	27,350	-	27,350	32,117	-	32,117
Total, Capital Outlay		27,350	-	27,350	32,117	-	32,117
7. Other Outgo							
Tuition to Other Schools	7110-7143			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-
All Other Transfers	7281-7299			-			-
Debt Service:							
Interest	7438			-			-
Principal (for modified accrual basis only)	7439			-			-
Total, Other Outgo		-	-	-	-	-	-
8. TOTAL EXPENDITURES		12,646,697	3,093,781	15,740,477	13,867,721	3,021,684	16,889,405
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		717,157	(717,157)	-	766,936	(766,936)	(0)
D. OTHER FINANCING SOURCES / USES							
1. Other Sources	8930-8979	-	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(717,157)	717,157	-	(766,936)	766,936	-
4. TOTAL OTHER FINANCING SOURCES / USES		(717,157)	717,157	-	(766,936)	766,936	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	-	-	(0)	-	(0)
F. FUND BALANCE, RESERVES							
1. Beginning Fund Balance							
a. As of July 1	9791	364,952	-	364,952	336,236	-	336,236
b. Adjustments to Beginning Balance	9793, 9795	(28,716)	-	(28,716)	-	-	-
c. Adjusted Beginning Balance		336,236	-	336,236	336,236	-	336,236
2. Ending Fund Balance, June 30 (E + F.1.c.)		336,236	-	336,236	336,236	-	336,236
Components of Ending Fund Balance :							
a. Nonspendable							
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-
c. Committed							
Stabilization Arrangements	9750	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-
d. Assigned							
Other Assignments	9780	-	-	-	-	-	-
e Unassigned/Unappropriated							
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	336,236	-	336,236	336,236	-	336,236

California Virtual Academy at Sonoma

Fiscal Year 2026-27
Preliminary Budget

Multi-Year Projection Assumptions			
Factor	**FY 2026-27 (Y1)**	**FY 2027-28 (Y2)**	**FY 2028-29 (Y3)**
Estimated Enrollment	1,058	1,069	1,079
Estimated # Unduplicated Pupils	711	718	725
Estimated P2 ADA	1,048	1,058	1,069
LCFF Entitlement per ADA	$ 13,728	$ 14,189	$ 14,629
Average Daily Attendance Growth Rate [1]	5.1%	1.0%	1.0%
Net State SpEd Funding Rate per ADA	$ 945	$ 955	$ 964
State Mental Health Funding Rate per ADA	$ 87	$ 88	$ 89
Estimated Special Education Growth Rate	5.1%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.08%	2.75%	2.68%
Statutory Cost-of-Living Allowance (COLA)	4.31%	3.30%	3.09%
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]	4.20%	3.36%	3.09%
Estimated Certificated FTEs	65.9	66.5	67.2
% Increase (Decrease) Certificated FTEs	11.87%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	-0.91%	2.90%	2.82%
Salaries (Min Wage Schedule)	2.96%	2.87%	2.79%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	6.4	6.4	6.4
% Increase (Decrease) Classified FTEs	30.21%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	19.64%	2.75%	2.68%
CalPERS Employer Rate (statutory)	26.40%	26.90%	26.10%
Other State Revenues: Lottery	$ 291,330	$ 299,342	$ 307,364
Other State Revenues: Mandated Block Grant	$ 37,293	$ 38,524	$ 39,714
Other State Revenues: Prop 28 Arts & Music in School Grant	$ 5,708	$ 5,897	$ 6,079
Other State Revenues: Learning Recovery Emergency Block Grant	$ 195,962	$ 202,429	$ -
Other State Revenues: Student Support PD Block Grant	$ 5,461	$ 5,641	$ 5,815
Other State Revenues: Literacy Screening PD	$ 1,985	$ 2,051	$ 2,114
Other Federal Revenues: ESSA CSI	$ 400,406	$ -	$ -

[1] FY 2026-27 growth rate based on FY 2025-26 P2 ADA

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

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

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 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	6,148,637	0	6,148,637	6,423,840	6,689,247
Education Protection Account State Aid - Current Year	8012	2,290,583	0	2,290,583	2,507,513	2,727,134
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	5,943,877	0	5,943,877	6,083,744	6,218,159
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		14,383,097	0	14,383,097	15,015,097	15,634,540
2. Federal Revenues						
No Child Left Behind	8290	0	299,404	299,404	307,637	315,882
Special Education - Federal	8181, 8182	0	176,167	176,167	177,928	179,708
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	400,406	400,406	0	0
Total, Federal Revenues		0	875,976	875,976	485,566	495,590
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,081,488	1,081,488	1,092,303	1,103,226
All Other State Revenues	StateRevAO	240,457	297,284	537,740	553,883	361,087
Total, Other State Revenues		240,457	1,378,772	1,619,228	1,646,186	1,464,313
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	11,103	0	11,103	0	0
Total, Local Revenues		11,103	0	11,103	0	0
5. TOTAL REVENUES		14,634,657	2,254,748	16,889,405	17,146,849	17,594,443
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,964,881	654,914	5,619,795	5,841,963	6,068,115
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	120,255	128,549	248,804	255,646	262,497
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		5,085,137	783,462	5,868,599	6,097,609	6,330,613
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	141,248	304,111	445,359	457,606	469,870
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		141,248	304,111	445,359	457,606	469,870
3. Employee Benefits						
STRS	3101-3102	971,261	149,641	1,120,902	1,164,643	1,209,147
PERS	3201-3202	37,289	80,285	117,575	123,096	122,636
OASDI / Medicare / Alternative	3301-3302	101,289	35,253	136,543	138,741	145,575
Health and Welfare Benefits	3401-3402	769,110	18,267	787,378	770,726	828,074
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	36,943	11,733	48,676	49,460	51,896
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		1,915,893	295,180	2,211,073	2,246,666	2,357,328

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

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 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,984,197	20,299	3,004,497	3,102,695	3,197,840
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	201,057	0	201,057	206,586	212,123
Noncapitalized Equipment	4400	24,864	0	24,864	25,548	26,233
Food	4700	0	0	0	0	0
Total, Books and Supplies		3,210,119	20,299	3,230,418	3,334,829	3,436,196
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	806	1,564,126	1,564,932	1,607,967	1,651,061
Travel and Conferences	5200	5,758	39,608	45,366	46,613	47,862
Dues and Memberships	5300	19,353	4,250	23,603	8,416	8,641
Insurance	5400	21,527	0	21,527	22,119	22,712
Operations and Housekeeping Services	5500	5,328	0	5,328	5,474	5,621
Rentals, Leases, Repairs, and Noncap. Improvements	5600	863,122	0	863,122	891,466	918,906
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	2,246,632	5,267	2,251,899	2,060,054	1,967,741
Communications	5900	320,682	5,381	326,063	335,030	344,008
Total, Services and Other Operating Expenditures		3,483,207	1,618,632	5,101,839	4,977,138.96	4,966,552.24
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*	32,117	0	32,117	33,000	33,885
Total, Capital Outlay		32,117	0	32,117	33,000	33,885
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		13,867,721	3,021,684	16,889,405	17,146,849	17,594,443
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		766,936	(766,936)	(0)	0	0
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(766,936)	766,936	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(766,936)	766,936	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	0	(0)	0	0

CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2026-27 Adopted Budget

Charter School Name: California Virtual Academy @
(continued) Sonoma
CDS #: 49-70797-0107284
Charter Approving Entity: Liberty Elementary School District
County: Sonoma
Charter #: 0653
Fiscal Year: 2026-27

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 2026-27 Unrestricted	FY 2026-27 Restricted	FY 2026-27 Total	2027-28 Projections	2028-29 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	336,236	0	336,236	336,236	336,236
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		336,236	0	336,236	336,236	336,236
2. Ending Fund Balance, June 30 (E + F.1.c.)		336,236	0	336,236	336,236	336,236
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	336,236	0	336,236	336,236	336,236

California Virtual Academy at Sonoma

Fiscal Year 2026-27

Preliminary Budget

FY 2026-27 (Y1) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accruals	Total
A. BEGINNING CASH	9110	**2,016,287**	**1,670,532**	**1,281,544**	**1,273,472**	**1,619,052**	**1,391,987**	**1,383,915**	**1,729,495**	**1,502,430**	**1,494,358**	**1,839,938**	**1,612,873**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	534,949	534,949	534,949	534,949	534,949	534,949	534,949	534,949	534,949	534,949	594,388	0	5,943,877
Net State Aid	8011	0	553,377	553,377	553,377	553,377	553,377	553,377	553,377	553,377	553,377	553,377	614,864	0	6,148,637
EPA	8012	572,646	0	0	572,646	0	0	572,646	0	0	572,646	0	0	0	2,290,583
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	0	218,994	0	0	218,994	0	0	218,994	0	0	218,994	0	875,976
Other State Revenues	8300-8599	0	0	161,923	161,923	161,923	161,923	161,923	161,923	161,923	161,923	161,923	161,923	0	1,619,228
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	11,103	0	11,103
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		**572,646**	**1,088,326**	**1,469,243**	**1,822,895**	**1,250,249**	**1,469,243**	**1,822,895**	**1,250,249**	**1,469,243**	**1,822,895**	**1,250,249**	**1,601,272**	**0**	**16,889,405**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	558,914	558,914	558,914	558,914	558,914	558,914	558,914	558,914	558,914	558,914	279,457	0	5,868,599
Classified Salaries	2000-2999	37,113	37,113	37,113	37,113	37,113	37,113	37,113	37,113	37,113	37,113	37,113	37,113	0	445,359
Employee Benefits	3000-3999	184,256	184,256	184,256	184,256	184,256	184,256	184,256	184,256	184,256	184,256	184,256	184,256	0	2,211,073
Supplies and Services	4000-5999	694,355	694,355	694,355	694,355	694,355	694,355	694,355	694,355	694,355	694,355	694,355	694,355	0	8,332,257
Capital Outlays	6000-6599	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	2,676	0	32,117
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		**918,401**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,477,315**	**1,197,858**	**0**	**16,889,405**
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)		**(345,755)**	**(388,988)**	**(8,072)**	**345,580**	**(227,066)**	**(8,072)**	**345,580**	**(227,066)**	**(8,072)**	**345,580**	**(227,066)**	**403,414**	**0**	**(0)**
F. ENDING CASH (A + E)		**1,670,532**	**1,281,544**	**1,273,472**	**1,619,052**	**1,391,987**	**1,383,915**	**1,729,495**	**1,502,430**	**1,494,358**	**1,839,938**	**1,612,873**	**2,016,287**		
G. ENDING CASH, PLUS ACCRUALS															**2,016,287**

California Virtual Academy at Sonoma

Fiscal Year 2026-27

Preliminary Budget

FY 2027-28 (Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-27	Aug-27	Sep-27	Oct-27	Nov-27	Dec-27	Jan-28	Feb-28	Mar-28	Apr-28	May-28	Jun-28	Accruals	Total
A. BEGINNING CASH	9110	**2,016,287**	**1,804,704**	**1,632,593**	**1,503,709**	**1,837,084**	**1,664,973**	**1,536,089**	**1,869,464**	**1,697,353**	**1,568,469**	**1,901,844**	**1,729,733**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	547,537	547,537	547,537	547,537	547,537	547,537	547,537	547,537	547,537	547,537	608,374	0	6,083,744
Net State Aid	8011	0	578,146	578,146	578,146	578,146	578,146	578,146	578,146	578,146	578,146	578,146	642,384	0	6,423,840
EPA	8012	626,878	0	0	626,878	0	0	626,878	0	0	626,878	0	0	0	2,507,513
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	121,391	0	0	121,391	0	0	121,391	0	0	121,391	0	0	485,566
Other State Revenues	8300-8599	82,309	82,309	246,928	82,309	82,309	246,928	82,309	82,309	246,928	82,309	82,309	246,928	0	1,646,186
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		**709,188**	**1,329,383**	**1,372,610**	**1,834,870**	**1,329,383**	**1,372,610**	**1,834,870**	**1,329,383**	**1,372,610**	**1,834,870**	**1,329,383**	**1,497,686**	**0**	**17,146,849**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	580,725	580,725	580,725	580,725	580,725	580,725	580,725	580,725	580,725	580,725	290,362	0	6,097,609
Classified Salaries	2000-2999	38,134	38,134	38,134	38,134	38,134	38,134	38,134	38,134	38,134	38,134	38,134	38,134	0	457,606
Employee Benefits	3000-3999	187,222	187,222	187,222	187,222	187,222	187,222	187,222	187,222	187,222	187,222	187,222	187,222	0	2,246,666
Supplies and Services	4000-5999	692,664	692,664	692,664	692,664	692,664	692,664	692,664	692,664	692,664	692,664	692,664	692,664	0	8,311,968
Capital Outlays	6000-6599	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	0	33,000
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		**920,770**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,501,495**	**1,211,132**	**0**	**17,146,849**
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)		**(211,582)**	**(172,111)**	**(128,884)**	**333,375**	**(172,111)**	**(128,884)**	**333,375**	**(172,111)**	**(128,884)**	**333,375**	**(172,111)**	**286,554**	**0**	**0**
F. ENDING CASH (A + E)		**1,804,704**	**1,632,593**	**1,503,709**	**1,837,084**	**1,664,973**	**1,536,089**	**1,869,464**	**1,697,353**	**1,568,469**	**1,901,844**	**1,729,733**	**2,016,287**		
G. ENDING CASH, PLUS ACCRUALS															**2,016,287**

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 Salary cupational Therap	School Psychologist/ Speech Language Pathologist Salary chool Psychologis	Lead School Psychologist/ Lead Speech Language Pathologist Salary LC5	Special Education BA Salary pecial Education B	Special Education MA Salary pecial Education M	Lead Education Specialist BA Salary LC6	Lead Education Specialist MA Salary LC7	Speech Language Pathologist Salary ch Language Patho	Assistant Sped Director Salary 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 Salary DHOS	Head of School Salary HOS	Instructional Coach BA < 45 IC1	Instructional Coach MA IC2	Guidance Counselor Salary Guidance Counselo	Lead Guidance Counselors Salary LC4	Lead Speech Language Pathologist Salary LC8	Program Specialist BA < 45 PCPS3	Program Specialist MA 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 @ Sonoma (107284) - FY27 Adopted Budget

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
General Assumptions						
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%
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	873	966	1,005	1,058	1,069	1,079
Unduplicated Pupil Count (UPC)	601	639	675	711	718	725
Unduplicated Pupil Percentage (UPP)	64.09%	66.00%	67.33%	66.85%	67.19%	67.20%
Current Year LCFF Average Daily Attendance (ADA)	844.65	954.44	994.25	1,047.71	1,058.19	1,068.77
Funded LCFF ADA	844.65	954.44	994.25	1,047.71	1,058.19	1,068.77
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	$9,144,594	$10,451,532	$11,127,082	$12,230,673	$12,760,693	$13,286,685
Grade Span Adjustment	315,249	335,645	364,427	400,609	417,742	435,179
Adjusted Base Grant	$9,459,843	$10,787,177	$11,491,509	$12,631,282	$13,178,435	$13,721,864
Supplemental Grant	1,212,562	1,423,908	1,547,446	1,688,803	1,770,918	1,844,219
Concentration Grant	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$10,672,405	$12,211,085	$13,038,955	$14,320,085	$14,949,353	$15,566,083
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	36,224	48,709	59,462	63,012	65,744	68,457
Total Allowance and Add-On Amounts	$36,224	$48,709	$59,462	$63,012	$65,744	$68,457
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$10,708,629**	**$12,259,794**	**$13,098,417**	**$14,383,097**	**$15,015,097**	**$15,634,540**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,708,629**	**$ 12,259,794**	**$ 13,098,417**	**$ 14,383,097**	**$ 15,015,097**	**$ 15,634,540**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,678	$ 12,845	$ 13,174	$ 13,728	$ 14,189	$ 14,629
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,708,629	12,259,794	13,098,417	14,383,097	15,015,097	15,634,540
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 4,800,416*	*$ 5,975,386*	*$ 5,696,275*	*$ 5,943,877*	*$ 6,083,744*	*$ 6,218,159*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 1,375,505	$ 1,436,998	$ 1,899,980	$ 2,290,583	$ 2,507,513	$ 2,727,134
Net State Aid *(excludes Additional State Aid)*	$ 4,532,708	$ 4,847,410	$ 5,502,162	$ 6,148,637	$ 6,423,840	$ 6,689,247
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,708,629**	**$ 12,259,794**	**$ 13,098,417**	**$ 14,383,097**	**$ 15,015,097**	**$ 15,634,540**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 4,532,708	$ 4,847,410	$ 5,502,162	$ 6,148,637	$ 6,423,840	$ 6,689,247
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 1,375,505	$ 1,436,998	$ 1,899,980	$ 2,290,583	$ 2,507,513	$ 2,727,134
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 6,129	$ 4,587	$ -	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	4,800,416	5,975,386	5,696,275	5,943,877	6,083,744	6,218,159
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,708,629	$ 12,259,794	$ 13,098,417	$ 14,383,097	$ 15,015,097	$ 15,634,540
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,708,629	$ 12,259,794	$ 13,098,417	$ 14,383,097	$ 15,015,097	$ 15,634,540
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 9,496,067	$ 10,835,886	$ 11,550,971	$ 12,694,294	$ 13,244,179	$ 13,790,321
Supplemental and Concentration Grant funding in the LCAP year	$ 1,212,562	$ 1,423,908	$ 1,547,446	$ 1,688,803	$ 1,770,918	$ 1,844,219
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	12.77%	13.14%	13.40%	13.30%	13.37%	13.37%

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: The ratification of disbursements made by California Virtual Academy at Sonoma from January 2026 through April 2026.

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Sonoma ratify the disbursements made by the school from January 2026 through April 2026.

BACKGROUND:
On a monthly basis, California Virtual Academy at Sonoma has been sending the board president a payment listing of all disbursements made each month, whether by check, or electronic payment processing, on behalf of the school. The monthly listing includes each payment date, reason for payment, account coding and amount. This board report presents the disbursements from January 2026 through April 2026.

BUDGET IMPLICATIONS:
The total disbursements for the months of January, February, March, and April 2026 were $795,342, $602,168, $1,602,477, and $2,310,222 respectively.

RECOMMENDATIONS:
It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at Sonoma from January 2026 through April 2026.

RESPECTFULLY SUBMITTED
April Warren
Head of School

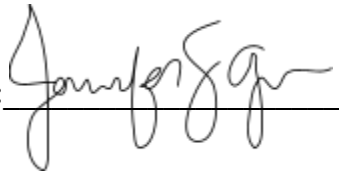
PREPARED BY:

April Warren	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

April Warren	Francis “Paco” Burke
Head of School	Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
January 01, 2026 - January 31, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	390,604.71
Sonoma County Office of Education - IT	STRS/PERS Contribution	225,878.68
Specialized Education of California, Inc.	Special Education Contracted Services	30,047.00
Rids Brother Company Inc	Transportation Services	18,694.75
School Pathways LLC	Annual Subscription	13,688.61
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	11,194.03
Behavior Education Consulting Center	Psychological Services for SPED Students	9,792.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	9,482.90
Anova Education and Behavior Consultation	Special Education Contracted Services	9,047.26
E-Therapy Intermediate, INC	Special Education Contracted Services	7,572.57
Effectual Educational Consulting Service	Special Education Services	5,556.22
Grace Speech Therapy Corp.	SLP IEP Attendance	5,219.18
Braille Abilities, LLC	Special Education Orientation and Mobility Services	5,002.67
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	4,640.58
Spectrum Center, Inc.	Special Education Contracted Services	4,558.11
Chase Boyle dba Snow Counseling	Special Education Contracted Services	4,527.54
California Teachers Association	Union Dues	4,290.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	3,826.09
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,522.58
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	3,415.18
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	2,769.61
Oxford Consulting Services	Special Education Contracted Services	2,561.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,463.76
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	2,253.44
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	2,070.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,682.50
Speech Guy, LLC	Special Education Contracted Services	1,618.07
Law Offices of Young, Minney & Corr, LLP	Legal Services	1,217.00
Jabbergym, LLC	Language and Speech Therapy	1,048.50
iTherapy	Special Education Contracted Services	875.00
Specialized Therapy Services Inc	Special Education Contracted Services	871.25
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	861.00
Augmentative Communications Solutions	Special Education Contracted Services	860.00
The Stepping Stones Group LLC	Language and Speech Therapy	698.25
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	611.25
Foundations Therapy Service	Special Education Contracted Services	598.50
SpeechRighter, Inc.	Special Education Contracted Services	405.00
Kadiant, LLC	Special Education Contracted Services	354.25
Amazon Capital Services	Staff Office Supplies	349.34
eLuma llc	Special Individual Counseling Services	183.00
SPEAK! Speech and Language	Language and Speech Therapy	180.00
Virtual Technologies Group	Computer equip. & installation	146.81
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	103.50
Grand Total		**795,341.69**

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116154 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(2,199.50)
	Bill	**01/24/2026**	INV-08230		
	Bill	**01/24/2026**	INV-08245		(79.00)
	Bill Payment	**01/27/2026**	116154		2,278.50
Bill Payment #116134 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(1,650.00)
	Bill	**01/17/2026**	INV-08204		
	Bill	**01/17/2026**	INV-08220		(192.70)
	Bill Payment	**01/20/2026**	116134		1,842.70
Bill Payment #116102 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(5,313.84)
	Bill	**01/09/2026**	INV-08175		
	Bill	**01/09/2026**	INV-08192		(47.86)
	Bill Payment	**01/09/2026**	116102		5,361.70
Amount Unapplied - Bill Payment #116102 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(0.00)
					(0.00)
Bill Payment #116159 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(878.34)
	Bill	**01/24/2026**	INV-01218		
	Bill Payment	**01/27/2026**	116159		878.34
Bill Payment #116109 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(1,891.27)
	Bill	**01/09/2026**	INV-01206		
	Bill Payment	**01/09/2026**	116109		1,891.27
					0.00
Bill Payment #116166 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(1,095.34)
	Bill	**01/24/2026**	INV-01033		
	Bill Payment	**01/27/2026**	116166		1,095.34
Bill Payment #116120 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(2,040.84)
	Bill	**01/09/2026**	INV-01000		
	Bill	**01/09/2026**	INV-01001		(124.00)
	Bill	**01/09/2026**	INV-01019		(155.00)
	Bill Payment	**01/09/2026**	116120		2,319.84
Amount Unapplied - Bill Payment #116120 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					0.00
					0.00
Bill Payment #116160 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(1,775.89)
	Bill	**01/24/2026**	INV-01456		
	Bill Payment	**01/27/2026**	116160		1,775.89
Bill Payment #116137 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(3,103.87)
	Bill	**01/17/2026**	INV-01405		
	Bill	**01/17/2026**	INV-01419		(93.00)
	Bill	**01/17/2026**	INV-01426		(31.00)
	Bill	**01/17/2026**	INV-01436		(93.00)
	Bill	**01/17/2026**	INV-01444		(59.00)
	Bill Payment	**01/20/2026**	116137		3,379.87
Bill Payment #116111 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(3,175.88)
	Bill	**01/09/2026**	INV-01346		
	Bill	**01/09/2026**	INV-01362		(802.14)
	Bill	**01/09/2026**	INV-01389		(477.99)
	Bill	**01/09/2026**	INV-01376		(1,582.26)
	Bill Payment	**01/09/2026**	116111		6,038.27
Amount Unapplied - Bill Payment #116111 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116161 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(438.50)
	Bill	**01/24/2026**	INV-10133		
	Bill	**01/24/2026**	INV-10120		(1,662.99)
	Bill	**01/24/2026**	INV-10168		(281.25)
	Bill	**01/24/2026**	INV-10096		(1,058.99)
	Bill Payment	**01/27/2026**	116161		3,441.73
Bill Payment #116112 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(1,521.85)
	Bill	**01/09/2026**	INV-09985		
	Bill	**01/09/2026**	INV-10067		(359.26)
	Bill	**01/09/2026**	INV-10080		(412.50)
	Bill	**01/09/2026**	INV-10046		(100.00)
	Bill	**01/09/2026**	INV-10028		(1,737.23)
	Bill Payment	**01/09/2026**	116112		4,130.84
					0.00
Bill Payment #116125 - PrentGraf Ltd dba TalkPath Live(CAVA @ Sonoma)					(3,522.58)
	Bill	**01/09/2026**	INV-01136		
	Bill Payment	**01/09/2026**	116125		3,522.58
					0.00
Bill Payment #ACH 1/8/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**01/01/2026**	ADP Payroll(1) (12/16/25-12/31/25) - Jan 2026	04DPjan26SO - ADP Payroll(1) (12/16/25-12/31/25) - Jan 2026	(170,242.42)
	Bill Payment	**01/08/2026**	ACH 1/8/26		170,242.42
Bill Payment #ACH 1/23/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**01/15/2026**		04aDPjan26SO - ADP Payroll (2) - Jan 2026 (01/01/26-01/15/26)	(173,011.94)
	Bill Payment	**01/23/2026**	ACH 1/23/26		173,011.94
Bill Payment #ACH 1/12/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**01/01/2026**	ADP Benefits - Jan 2026	05DPjan26SO - ADP Benefits - Jan 2026	(47,350.35)
	Bill Payment	**01/12/2026**	ACH 1/12/26		47,350.35
					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116163 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(217.00)
	Bill	**01/24/2026**	INV-02776		
	Bill	**01/24/2026**	INV-02791		(392.67)
	Bill	**01/24/2026**	INV-02801		(310.00)
	Bill Payment	**01/27/2026**	116163		919.67
Bill Payment #116141 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(1,028.17)
	Bill	**01/17/2026**	INV-02743		
	Bill	**01/17/2026**	INV-02753		(620.00)
	Bill	**01/17/2026**	INV-02763		(62.00)
	Bill Payment	**01/20/2026**	116141		1,710.17
Bill Payment #116116 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(1,012.67)
	Bill	**01/09/2026**	INV-02666		
	Bill	**01/09/2026**	INV-02687		(826.67)
	Bill	**01/09/2026**	INV-02698		(750.00)
	Bill Payment	**01/09/2026**	116116		2,589.34
					0.00
Bill Payment #116172 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(183.75)
	Bill	**01/24/2026**	INV-01336		
	Bill Payment	**01/27/2026**	116172		183.75
Bill Payment #116151 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(257.25)
	Bill	**01/17/2026**	INV-01318		
	Bill Payment	**01/20/2026**	116151		257.25
Bill Payment #116133 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(220.50)
	Bill	**01/09/2026**	INV-01285		
	Bill	**01/09/2026**	INV-01300		(36.75)
	Bill Payment	**01/09/2026**	116133		257.25
					0.00
Bill Payment #116155 - Augmentative Communications Solutions(CAVA @ Sonoma)					(160.00)
	Bill	**01/24/2026**	INV-00802		
	Bill Payment	**01/27/2026**	116155		160.00
Bill Payment #116135 - Augmentative Communications Solutions(CAVA @ Sonoma)					(120.00)
	Bill	**01/17/2026**	INV-00794		
	Bill	**01/17/2026**	INV-00798		(240.00)
	Bill Payment	**01/20/2026**	116135		360.00
Bill Payment #116104 - Augmentative Communications Solutions(CAVA @ Sonoma)					(340.00)
	Bill	**01/09/2026**	INV-00787		
	Bill Payment	**01/09/2026**	116104		340.00
					0.00
Bill Payment #116110 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Sonoma)					(2,070.00)
	Bill	**01/09/2026**	INV-00672		
	Bill Payment	**01/09/2026**	116110		2,070.00
					0.00
Bill Payment #116140 - Foundations Therapy Service(CAVA@SONOMA)					(171.00)
	Bill	**01/17/2026**	INV-01121		
	Bill Payment	**01/20/2026**	116140		171.00
Bill Payment #116115 - Foundations Therapy Service(CAVA@SONOMA)					(427.50)
	Bill	**01/09/2026**	INV-01109		
	Bill Payment	**01/09/2026**	116115		427.50
					0.00
Bill Payment #116169 - SPEAK! Speech and Language(CAVA @ Sonoma)					(120.00)
	Bill	**01/24/2026**	INV-00092		
	Bill Payment	**01/27/2026**	116169		120.00
Bill Payment #116128 - SPEAK! Speech and Language(CAVA @ Sonoma)					(30.00)
	Bill	**01/09/2026**	INV-00084		
	Bill	**01/09/2026**	INV-00077		(30.00)
	Bill Payment	**01/09/2026**	116128		60.00
					0.00
					(478.33)
Bill Payment #116171 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**01/24/2026**	INV-01658		
	Bill	**01/24/2026**	INV-01668		(318.08)
	Bill Payment	**01/27/2026**	116171		796.41
					(669.83)
Bill Payment #116132 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-01636		
	Bill	**01/09/2026**	INV-01648		(151.83)
	Bill Payment	**01/09/2026**	116132		821.66
					0.00
Bill Payment #116136 - California Teachers Association(CAVA@SONOMA)					(4,290.00)
	Bill	**01/17/2026**	Union Dues - 122025		
	Bill Payment	**01/20/2026**	116136		4,290.00
					0.00
Bill Payment #116121 - MK Innovations Inc dba The Silly Room(CAVA @ Sonoma)					(861.00)
	Bill	**01/09/2026**	INV-00858		
	Bill Payment	**01/09/2026**	116121		861.00
					0.00
Bill Payment #116146 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)					(367.38)
	Bill	**01/17/2026**	INV-10630		
	Bill	**01/17/2026**	INV-10631		(66.50)
	Bill	**01/17/2026**	INV-10632		(399.00)
	Bill	**01/17/2026**	INV-10633		(256.00)
	Bill	**01/17/2026**	INV-10634		(66.36)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116146 - National TeleTherapy Resources, a	Bill	**01/17/2026**	INV-10635		(953.65)
	Bill	**01/17/2026**	INV-10664		(665.00)
	Bill Payment	**01/20/2026**	116146		2,773.89
Bill Payment #116122 - National TeleTherapy Resources, a					(358.26)
Speech Pathology Corp.(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-10510		
	Bill	**01/09/2026**	INV-10511		(203.09)
	Bill	**01/09/2026**	INV-10512		(226.00)
	Bill	**01/09/2026**	INV-10513		(1,079.34)
	Bill Payment	**01/09/2026**	116122		1,866.69
					0.00
					(226.00)
Bill Payment #116105 - Axis Teletherapy(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-02311		
	Bill	**01/09/2026**	INV-02352		(1,093.25)
	Bill	**01/09/2026**	INV-02351		(934.19)
	Bill Payment	**01/09/2026**	116105		2,253.44
					0.00
Bill Payment #116158 - Chase Boyle dba Snow					(1,171.88)
Counseling(CAVA @ Sonoma)	Bill	**01/24/2026**	INV-00971		
	Bill	**01/24/2026**	INV-00983		(227.50)
	Bill	**01/24/2026**	INV-00991		(192.50)
	Bill Payment	**01/27/2026**	116158		1,591.88
Bill Payment #116108 - Chase Boyle dba Snow					(175.00)
Counseling(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00897		
	Bill	**01/09/2026**	INV-00904		(35.00)
	Bill	**01/09/2026**	INV-00917		(157.50)
	Bill	**01/09/2026**	INV-00886		(1,203.16)
	Bill	**01/09/2026**	INV-00934		(385.00)
	Bill	**01/09/2026**	INV-00925		(35.00)
	Bill	**01/09/2026**	INV-00939		(192.50)
	Bill	**01/09/2026**	INV-00908		(350.00)
	Bill	**01/09/2026**	INV-00956		(192.50)
	Bill	**01/09/2026**	INV-00949		(70.00)
	Bill	**01/09/2026**	INV-00962		(140.00)
	Bill Payment	**01/09/2026**	116108		2,935.66
Amount Unapplied - Bill Payment #116108 - Chase Boyle dba Snow Counseling(CAVA @ Sonoma)					(0.00)
					(0.00)
Bill Payment #116162 - Effectual Educational Consulting					(246.00)
Service(CAVA@SONOMA)	Bill	**01/24/2026**	INV-12019		
	Bill	**01/24/2026**	INV-12036		(57.50)
	Bill	**01/24/2026**	INV-12037		(25.75)
	Bill	**01/24/2026**	INV-12069		(125.00)
	Bill	**01/24/2026**	INV-12090		(734.38)
	Bill	**01/24/2026**	INV-12140		(848.00)
	Bill	**01/24/2026**	INV-12153		(560.00)
	Bill Payment	**01/27/2026**	116162		2,596.63
Bill Payment #116138 - Effectual Educational Consulting					(51.84)
Service(CAVA@SONOMA)	Bill	**01/17/2026**	INV-11976		
	Bill	**01/17/2026**	INV-11983		(369.00)
	Bill	**01/17/2026**	INV-11994		(307.50)
	Bill	**01/17/2026**	INV-11997		(246.00)
	Bill	**01/17/2026**	INV-12002		(1,026.75)
	Bill Payment	**01/20/2026**	116138		2,001.09
Bill Payment #116113 - Effectual Educational Consulting					(123.00)
Service(CAVA@SONOMA)	Bill	**01/09/2026**	INV-11895		
	Bill	**01/09/2026**	INV-11904		(430.50)
	Bill	**01/09/2026**	INV-11917		(280.00)
	Bill	**01/09/2026**	INV-11969		(125.00)
	Bill Payment	**01/09/2026**	116113		958.50
					0.00
Bill Payment #116144 - Kadiant, LLC(CAVA @ Sonoma)	Bill	**01/17/2026**	INV-00355		(354.25)
	Bill Payment	**01/20/2026**	116144		354.25
					0.00
Bill Payment #116147 - Point Quest Pediatric Therapies,					(34.50)
LLC(CAVA @ Sonoma)	Bill	**01/17/2026**	INV-00318		
	Bill Payment	**01/20/2026**	116147		34.50
Bill Payment #116124 - Point Quest Pediatric Therapies,					(69.00)
LLC(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00309		
	Bill Payment	**01/09/2026**	116124		69.00
					0.00
Bill Payment #116168 - PresenceLearning, Inc.(CAVA @					(775.00)
Sonoma)	Bill	**01/24/2026**	INV-09660		
	Bill Payment	**01/27/2026**	116168		775.00
Bill Payment #116148 - PresenceLearning, Inc.(CAVA @					(132.51)
Sonoma)	Bill	**01/17/2026**	INV-09653		
	Bill	**01/17/2026**	INV-09638		(1,556.25)
	Bill Payment	**01/20/2026**	116148		1,688.76
					0.00
Bill Payment #116157 - Braille Abilities, LLC(CAVA @					(787.50)
Sonoma)	Bill	**01/24/2026**	INV-00403		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116157 - Braille Abilities, LLC(CAVA @	Bill	**01/24/2026**	INV-00402		(4,215.17)
	Bill Payment	**01/27/2026**	116157		5,002.67
					0.00
Bill Payment #116114 - El Paseo Children's Center,					(2,026.09)
Inc.(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-01460		
	Bill	**01/09/2026**	INV-01467		(1,800.00)
	Bill Payment	**01/09/2026**	116114		3,826.09
					0.00
Bill Payment #116139 - eLuma LLC (CAVA@SONOMA)	Bill	**01/17/2026**	VST-01320		(183.00)
	Bill Payment	**01/20/2026**	116139		183.00
					0.00
Bill Payment #116130 - Specialized Therapy Services					(871.25)
Inc(CAVA@SONOMA)	Bill	**01/09/2026**	INV-01452		
	Bill Payment	**01/09/2026**	116130		871.25
					0.00
Bill Payment #116150 - SpeechRighter, Inc.(CAVA @					(405.00)
Sonoma)	Bill	**01/17/2026**	INV-00449		
	Bill Payment	**01/20/2026**	116150		405.00
					0.00
Bill Payment #116167 - Oxford Consulting					(256.50)
Services(CAVA@SONOMA)	Bill	**01/24/2026**	INV-02268		
	Bill	**01/24/2026**	INV-02266		(137.50)
	Bill	**01/24/2026**	INV-02267		(171.00)
	Bill	**01/24/2026**	INV-02264		(390.00)
	Bill	**01/24/2026**	INV-02265		(260.00)
	Bill Payment	**01/27/2026**	116167		1,215.00
Bill Payment #116123 - Oxford Consulting					(110.00)
Services(CAVA@SONOMA)	Bill	**01/09/2026**	INV-02192		
	Bill	**01/09/2026**	INV-02193		(390.00)
	Bill	**01/09/2026**	INV-02194		(390.00)
	Bill	**01/09/2026**	INV-02195		(171.00)
	Bill	**01/09/2026**	INV-02196		(285.00)
	Bill Payment	**01/09/2026**	116123		1,346.00
					0.00
Bill Payment #116164 - iTherapy(CAVA @ Sonoma)	Bill	**01/24/2026**	INV-00073		(468.75)
	Bill Payment	**01/27/2026**	116164		468.75
Bill Payment #116142 - iTherapy(CAVA @ Sonoma)	Bill	**01/17/2026**	INV-00061		(125.00)
	Bill Payment	**01/20/2026**	116142		125.00
Bill Payment #116117 - iTherapy(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00056		(281.25)
	Bill Payment	**01/09/2026**	116117		281.25
					0.00
Bill Payment #116152 - Virtual Technologies					(146.81)
Group(CAVA@SONOMA)	Bill	**01/17/2026**	INV124957		
	Bill Payment	**01/20/2026**	116152		146.81
					0.00
Bill Payment #116173 - Sonoma County Office of Education					(112,077.94)
- IT(CAVA@SONOMA)	Bill	**01/27/2026**	SO - Jan 2026 STRS	SO - Jan 2026 STRS	
	Bill Payment	**01/27/2026**	116173	SO - Jan 2026 STRS	112,077.94
Bill Payment #116100 - Sonoma County Office of Education					(113,800.74)
- IT(CAVA@SONOMA)	Bill	**12/19/2025**	SO - Dec 2025 STRS	SO - Dec 2025 STRS	
	Bill Payment	**01/05/2026**	116100	SO - Dec 2025 STRS	113,800.74
					0.00
Bill Payment #116165 - Marnie J Young dba Adapted					(407.50)
Child's Play(CAVA @ Sonoma)	Bill	**01/24/2026**	INV-00681		
	Bill Payment	**01/27/2026**	116165		407.50
Bill Payment #116119 - Marnie J Young dba Adapted					(203.75)
Child's Play(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00670		
	Bill Payment	**01/09/2026**	116119		203.75
					0.00
Bill Payment #116131 - Spectrum Center,					(4,558.11)
Inc.(CAVA@SONOMA)	Bill	**01/09/2026**	INV-000070885		
	Bill Payment	**01/09/2026**	116131		4,558.11
					0.00
Bill Payment #116153 - Amazon Capital Services(CAVA @					(263.56)
Sonoma)	Bill	**01/24/2026**	1J4F-R3G1-GGC4		
	Bill Payment	**01/27/2026**	116153		263.56
Bill Payment #116101 - Amazon Capital Services(CAVA @					(85.78)
Sonoma)	Bill	**01/09/2026**	1HJH-KYPD-CCT9		
	Bill Payment	**01/09/2026**	116101		85.78
					0.00
Bill Payment #116103 - Anova Education and Behavior					(4,473.84)
Consultation(CAVA @ Sonoma)	Bill	**01/09/2026**	12540763		
	Bill	**01/09/2026**	12540764		(4,573.42)
	Bill Payment	**01/09/2026**	116103		9,047.26
					0.00
Bill Payment #116156 - Behavior Education Consulting					(3,780.00)
Center(CAVA @ Sonoma)	Bill	**01/24/2026**	INV-00232		
	Bill Payment	**01/27/2026**	116156		3,780.00
Bill Payment #116106 - Behavior Education Consulting					(6,012.00)
Center(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00213		

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

January 01, 2026 - January 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116106 - Behavior Education Consulting	Bill Payment	**01/09/2026**	116106		6,012.00
					0.00
Bill Payment #116107 - Bridge The Gap Sped, LLC(CAVA @ Sonoma)					(1,682.50)
	Bill	**01/09/2026**	INV-00334		
	Bill Payment	**01/09/2026**	116107		1,682.50
					0.00
					(602.75)
Bill Payment #116143 - Jabbergym, LLC(CAVA @ Sonoma)	Bill	**01/17/2026**	INV-00231		
	Bill Payment	**01/20/2026**	116143		602.75
					(445.75)
Bill Payment #116118 - Jabbergym, LLC(CAVA @ Sonoma)	Bill	**01/09/2026**	INV-00219		
	Bill Payment	**01/09/2026**	116118		445.75
					0.00
Bill Payment #116149 - Rids Brother Company Inc(CAVA @ Sonoma)					(9,396.25)
	Bill	**01/17/2026**	1501		
	Bill Payment	**01/20/2026**	116149		9,396.25
Bill Payment #116126 - Rids Brother Company Inc(CAVA @ Sonoma)					(9,298.50)
	Bill	**01/09/2026**	1493		
	Bill Payment	**01/09/2026**	116126		9,298.50
					0.00
Bill Payment #116127 - School Pathways LLC(CAVA@SONOMA)					(1,389.19)
	Bill	**01/09/2026**	INV-140-09573		
	Bill	**01/09/2026**	INV-140-09682		(12,299.42)
	Bill Payment	**01/09/2026**	116127		13,688.61
					0.00
Bill Payment #116170 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(2,128.00)
	Bill	**01/24/2026**	INV228772		
	Bill	**01/24/2026**	INV228779		(1,435.00)
	Bill	**01/24/2026**	INV229088		(3,040.00)
	Bill	**01/24/2026**	INV229098		(410.00)
	Bill	**01/24/2026**	INV231524		(12,228.00)
	Bill	**01/24/2026**	INV231534		(2,255.00)
	Bill Payment	**01/27/2026**	116170		21,496.00
Bill Payment #116129 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(7,526.00)
	Bill	**01/09/2026**	INV234186		
	Bill	**01/09/2026**	INV234196		(1,025.00)
	Bill Payment	**01/09/2026**	116129		8,551.00
					0.00
Bill Payment #116145 - Law Offices of Young, Minney & Corr, LLP(CAVA@SONOMA)					(1,217.00)
	Bill	**01/17/2026**	20573		
	Bill Payment	**01/20/2026**	116145		1,217.00
					0.00
					0.00
				Total	**795,341.69**

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
The Stepping Stones Group LLC	7,821.49
Storbeck Search LLC	2,595.87
Pitney Bowes Bank Inc Purchase Power	2,356.97
Law Offices of Young, Minney & Corr, LLP	1,864.07
Rock And Roll Academy Inc.	1,676.05
Document Tracking Services	1,385.00
Kajeet Inc.	962.77
Smile From The Inside, Inc.	865.29
AppleOne Employment Services	749.96
AXIS Teletherapy	677.09
FusionPlus Inc	633.14
Effectual Educational Consulting Service	561.59
DataBasics, Inc.	293.34
AT&T Mobility	204.73
Supreme Facility Services, Inc.	182.77
Southern California Edison	180.15
Expedited Reports	170.89
Quill Corporation	163.11
UPS	154.40
UBEO Business Services	128.18
Amazon	126.97
ISAFE Enterprises LLC	120.30
Bill.com	105.84
De Lage Landen Financial Services Inc.	95.50
Solution Tree	89.84
Pitney Bowes Global Financial Services	88.64
Comm-Core	80.06
Marriott Burbank	68.79
Barrington Staffing Services	58.01
Jose's Gardening Services	50.65
Verizon Wireless	42.78
Successories	39.26
Ontario Refrigeration	39.00
BlueTriton Brands, Inc	34.63
Red Robin	31.77
City of Simi Valley	28.91
WPS	27.76
Waste Management	15.55
Paper Recycling & Shredding	14.31
Integration Inc.	8.43
Certified Languages International	8.25
Stuttering Therapy Resources, Inc.	8.15

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
NCS Pearson, Inc.	7.77
Nothing Bundt Cakes	7.42
Orkin	6.54
SkillsUSA California	4.80
Zoom Video Communications, Inc.	0.68
Grand Total	**24,837.44**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	4.77
	Office Expense	Supplies - COS	**101 General**	LLC 617276	December (12-4)		
				LLC 618378	December (12-18)	113.00	4.77
				LLC 619688	January (1-8)	113.00	4.77
	Office Expense Total					**339.00**	**14.31**
Paper Recycling & Shredding Total						**339.00**	**14.31**
UPS		54302 Postage & Delivery Expense :				71.70	3.03
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E016	January (1-3)		
				LLC 000073Y68E505	December (12-13)	873.68	36.88
				LLC 000073Y68E515	December (12-20)	695.87	29.37
				LLC 000073Y68E525	December (12-27)	109.95	4.64
				LLC 000073Y68E026	January (1-10)	422.93	17.85
				LLC 000073Y68E036	January (1-17)	284.81	12.02
			280 SPED	LLC 0000V9159W016	January (1-3)	52.41	2.30
				LLC 0000V9159W505	December (12-13)	352.55	15.48
				LLC 0000V9159W515	December (12-20)	189.19	8.31
				LLC 0000V9159W525	December (12-27)	12.18	0.53
				LLC 0000V9159W026	January (1-10)	330.76	14.52
				LLC 0000V9159W036	January (1-17)	215.64	9.47
	Shipping Total					**3,611.67**	**154.40**
UPS Total						**3,611.67**	**154.40**
Waste Management	**Operations and**	53400 Rent and Utilities : Repairs and				171.31	7.23
	Housekeeping Services	Maintenance	**101 General**	LLC 7291155-0283-7	January		
				LLC 7291170-0283-6	January	197.01	8.32
	Operations and Housekeeping Services Total					**368.32**	**15.55**
Waste Management Total						**368.32**	**15.55**
Barrington Staffing Services		51806 Professional Svcs & Outside Labor :				1,374.34	58.01
	Outside Service	Outside Labor/Temporary Help	**280 SPED**	LLC 45230	December (12-14)		
	Outside Service Total					**1,374.34**	**58.01**
Barrington Staffing Services Total						**1,374.34**	**58.01**
Law Offices of Young, Minney &		51807 Professional Svcs & Outside Labor :				3,668.00	0.00
Corr, LLP	**Legal Fees**	Legal	**101 General**	LLC 20244	December		
			280 SPED	LLC 20110	January (1-5)	35,960.50	1,864.07
	Legal Fees Total					**39,628.50**	**1,864.07**
Law Offices of Young, Minney & Corr, LLP Total						**39,628.50**	**1,864.07**
	Operations and	53400 Rent and Utilities : Repairs and				3,290.00	138.87
Supreme Facility Services, Inc.	**Housekeeping Services**	Maintenance	**101 General**	LLC 4701	January		
				LLC 4685	December (12-9)	1,040.00	43.90
	Operations and Housekeeping Services Total					**4,330.00**	**182.77**
Supreme Facility Services, Inc. Total						**4,330.00**	**182.77**
		52802 Office Supplies Expense : Office				48.87	2.06
Amazon	**Office Expense**	Supplies - COS	**101 General**	112-2246701-7859448	December		
				114-8015244-4990634	December	20.55	0.87
				114-3565305-7717065	December	20.32	0.86
				114-9624663-4963416	December	67.96	2.87
				114-5569442-3324205	December	173.85	7.34
				111-6146969-5212262	December	256.23	10.82
				114-4959206-5633852	December	65.04	2.75
				114-8300674-7969061	December	106.11	4.48
				114-6949471-3717067	December	141.48	5.97
				114-0748150-0424205	December	70.74	2.99
				112-3513971-0418665	January	185.59	7.83
				112-1407628-2512257	January	103.73	4.38
				112-7287815-2834631	January	11.23	0.47
				112-5846933-2632269	January	370.50	15.64
				112-3329923-2941851	January	328.90	13.88
				112-6365778-2254649	January	15.27	0.64
				112-9109578-1114612	January	9.64	0.41
				112-5343954-6493865	January	107.40	4.53
				112-8056285-1913826	January	10.70	0.45
				112-6622788-0609864	January	8.56	0.36
				111-0107174-3597035	January	35.49	1.50
				112-2455997-5582622	January	12.87	0.54
				112-3272271-7036245	January	50.92	2.15
				111-2222988-9552232	January	31.57	1.33
				111-7303694-5329058	January	33.45	1.41
				112-0361377-1801839	January	257.46	10.87
				112-9860456-4016267	January	463.58	19.57
	Office Expense Total					**3,008.01**	**126.97**
Amazon Total						**3,008.01**	**126.97**
		53801 Phone & Internet Expense :				1,761.93	74.37
AT&T Mobility	**Communications**	Telephone	**101 General**	LLC 3278700113	December		
				LLC 80557846671578		1,326.59	55.99
				122825	January		
				LLC 9541041119	January (1-10)	1,761.93	74.37
	Communications Total					**4,850.45**	**204.73**
AT&T Mobility Total						**4,850.45**	**204.73**
		51806 Professional Svcs & Outside Labor :				4,355.29	183.83
AppleOne Employment Services	**Outside Service**	Outside Labor/Temporary Help	**101 General**	LLC 01-7212041	December (12-6)		
				LLC 01-7216219	December (12-13)	4,762.47	201.02
				LLC 01-7219554	December (12-20)	4,190.82	176.89
				LLC 01-7230776	January (1-10)	4,459.04	188.21
	Outside Service Total					**17,767.62**	**749.96**
AppleOne Employment Services Total						**17,767.62**	**749.96**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
		55801 Dues, Memberships & Research				1,439.00	105.84
Bill.com	Dues and Memberships	Svcs : Memberships	101 General	26014228382	January		
	Dues and Memberships Total					1,439.00	105.84
Bill.com Total						1,439.00	105.84
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 594389086	January	2,262.48	95.50
	Equipment Rental Expense Total					2,262.48	95.50
De Lage Landen Financial Services Inc. Total						2,262.48	95.50
		51801 Professional Svcs & Outside Labor :				20,500.00	865.29
Smile From The Inside, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 2235	January		
	Outside Service-General Total					20,500.00	865.29
Smile From The Inside, Inc. Total						20,500.00	865.29
		51801 Professional Svcs & Outside Labor :	320 Supp- ELD			1,012.50	8.25
Certified Languages International	Outside Service-General	Other Professional Services	Services	LLC 74586123125	December		
	Outside Service-General Total					1,012.50	8.25
Certified Languages International Total						1,012.50	8.25
		51801 Professional Svcs & Outside Labor :	320 Supp- ELD			1,300.00	175.00
Document Tracking Services	Outside Service-General	Other Professional Services	Services	LLC FT9306551	December		
				LLC T-930650093	December	8,005.60	1,210.00
	Outside Service-General Total					9,305.60	1,385.00
Document Tracking Services Total						9,305.60	1,385.00
		53801 Phone & Internet Expense :				1,896.73	80.06
Comm-Core	Communications	Telephone	101 General	LLC 1111650	January		
	Communications Total					1,896.73	80.06
Comm-Core Total						1,896.73	80.06
						70,920.00	3,676.25
		51817 Professional Svcs & Outside Labor :					
The Stepping Stones Group LLC	Subagreements for Services	Special Education Professional Services	280 SPED	LLC M0268105	November		
				LLC M0271818	December	79,967.50	4,145.24
	Subagreements for Services Total					150,887.50	7,821.49
The Stepping Stones Group LLC Total						150,887.50	7,821.49
		51801 Professional Svcs & Outside Labor :				6,949.65	293.34
DataBasics, Inc.	Outside Service-General	Other Professional Services	101 General	LLC 0815981	December		
	Outside Service-General Total					6,949.65	293.34
DataBasics, Inc. Total						6,949.65	293.34
		56504 Program Fees & Other				1,013.43	42.78
Verizon Wireless	Telephone - Adminstration	Instructional : Admin - Telephone	101 General	LLC 6132622514	January (1-3)		
	Telephone - Adminstration Total					1,013.43	42.78
Verizon Wireless Total						1,013.43	42.78
		52802 Office Supplies Expense : Office				175.89	7.42
Nothing Bundt Cakes	Office Expense	Supplies - COS	101 General	051885703	December		
	Office Expense Total					175.89	7.42
Nothing Bundt Cakes Total						175.89	7.42
		52802 Office Supplies Expense : Office				313.76	13.24
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 05L8710033059	December		
				LLC 05H8710033059	August	309.74	13.07
				LLC 06A8710033059	December	196.85	8.31
	Office Expense Total					820.35	34.63
BlueTriton Brands, Inc Total						820.35	34.63
						2,406.25	84.23
Effectual Educational Consulting Service		51817 Professional Svcs & Outside Labor :					
	Subagreements for Services	Special Education Professional Services	280 SPED	LLC 13510	November		
				LLC 13511	November	1,755.00	90.97
				LLC 13512	November	8,800.00	386.39
	Subagreements for Services Total					12,961.25	561.59
Effectual Educational Consulting Service Total						12,961.25	561.59
						3,892.00	170.89
		51817 Professional Svcs & Outside Labor :					
Expedited Reports	Subagreements for Services	Special Education Professional Services	280 SPED	LLC INVOICE001232	November		
	Subagreements for Services Total					3,892.00	170.89
Expedited Reports Total						3,892.00	170.89
	Operations and	53400 Rent and Utilities : Repairs and				600.00	25.33
Jose's Gardening Services	Housekeeping Services	Maintenance	101 General	LLC 3025	November		
				LLC 3026	December	600.00	25.33
	Operations and Housekeeping Services Total					1,200.00	50.65
Jose's Gardening Services Total						1,200.00	50.65
	Operations and	53400 Rent and Utilities : Repairs and				155.00	6.54
Orkin	Housekeeping Services	Maintenance	101 General	LLC 287354128	December (12-18)		
	Operations and Housekeeping Services Total					155.00	6.54
Orkin Total						155.00	6.54
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 121625	December (12-16)	19,720.95	832.41
				LLC 8000-9090-1005-2145 011626	January (1-16)	36,119.26	1,524.57
	Postage Total					55,840.21	2,356.97
Pitney Bowes Bank Inc Purchase Power Total						55,840.21	2,356.97

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Pitney Bowes Global Financial Services		52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 1028637897	December (12-13)	2,100.00	88.64
	Office Expense Total					**2,100.00**	**88.64**
Pitney Bowes Global Financial Services Total						**2,100.00**	**88.64**
		56334 Program Fees & Other Instructional : Program Fees - Non K12				632.36	27.76
WPS	**Materials and Supplies**	Teacher Materials	**280 SPED**	LLC Q49097	December (12-15)		
	Materials and Supplies Total					**632.36**	**27.76**
WPS Total						**632.36**	**27.76**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				16.00	0.68
Zoom Video Communications, Inc.	**Materials and Supplies**	Curriculum	**300 Supp**	LLC INV338188620	January (1-18)		
	Materials and Supplies Total					**16.00**	**0.68**
Zoom Video Communications, Inc. Total						**16.00**	**0.68**
						5,590.00	245.45
		51817 Professional Svcs & Outside Labor :					
AXIS Teletherapy	**Subagreements for Services**	Special Education Professional Services	**280 SPED**	LLC 4122	December		
	Subagreements for Services Total					**5,590.00**	**245.45**
						9,830.60	431.64
		51817 Professional Svcs & Outside Labor :					
	Materials and Supplies	Special Education Professional Services	**280 SPED**	LLC 4050	November		
	Materials and Supplies Total					**9,830.60**	**431.64**
AXIS Teletherapy Total						**15,420.60**	**677.09**
		55801 Dues, Memberships & Research Svcs : Memberships				2,850.00	120.30
ISAFE Enterprises LLC	**Dues and Memberships**		**101 General**	LLC IVC13709	August (8-20)		
	Dues and Memberships Total					**2,850.00**	**120.30**
ISAFE Enterprises LLC Total						**2,850.00**	**120.30**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance				924.00	39.00
Ontario Refrigeration			**101 General**	LLC GW37533M	January (1-1)		
	Operations and Housekeeping Services Total					**924.00**	**39.00**
Ontario Refrigeration Total						**924.00**	**39.00**
		52802 Office Supplies Expense : Office				905.58	38.22
Quill Corporation	**Office Expense**	Supplies - COS	**101 General**	LLC 46806121	December (12-2)		
				LLC 47052884	December (12-17)	862.29	36.40
				LLC 47215120	January (1-5)	862.29	36.40
				LLC 47243156	January (1-6)	803.09	33.90
				LLC 47294084	January (1-9)	431.15	18.20
	Office Expense Total					**3,864.40**	**163.11**
Quill Corporation Total						**3,864.40**	**163.11**
		56313 Program Fees & Other Instructional : Program Fees -				155.00	4.80
SkillsUSA California	**Teacher Training**	Professional Development	**310 SUPP – CRE**	LLC 9827	December (12-7)		
	Teacher Training Total					**155.00**	**4.80**
SkillsUSA California Total						**155.00**	**4.80**
		53302 Rent and Utilities : Utilities, CAM,		LLC 700203189681		2,204.66	93.06
Southern California Edison	**Utilities**	and Real Estate	**101 General**	121125	November		
				LLC 700203189681		2,063.25	87.09
				011326	December		
	Utilities Total					**4,267.91**	**180.15**
Southern California Edison Total						**4,267.91**	**180.15**
		53302 Rent and Utilities : Utilities, CAM,				684.88	28.91
City of Simi Valley	**Utilities**	and Real Estate	**101 General**	LLC 71028065	December (12-31)		
	Utilities Total					**684.88**	**28.91**
City of Simi Valley Total						**684.88**	**28.91**
		54301 Postage & Delivery Expense :	*** (80Line 30) 101**			24.18	1.02
Integration Inc.	**Postage**	Postage	**General**	LLC 260104	January (1-8)		
	Postage Total					**24.18**	**1.02**
						175.50	7.41
		52801 Office Supplies Expense : Business	*** (80Line 30) 101**				
	Printing Expense	Expense/Printing & Reproduction	**General**	LLC 260104	January (1-8)		
	Printing Expense Total					**175.50**	**7.41**
Integration Inc. Total						**199.68**	**8.43**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				21,929.04	853.04
Kajeet Inc.	**Non K12 Curriculum**	Curriculum	**560 Title I**	LLC INV40417	August (8-31)		
				LLC INV40956	October (10-10)	2,194.57	109.73
	Non K12 Curriculum Total					**24,123.61**	**962.77**
Kajeet Inc. Total						**24,123.61**	**962.77**
		51801 Professional Svcs & Outside Labor :				61,500.00	2,595.87
Storbeck Search LLC	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-19808	December (12-31)		
	Outside Service-General Total					**61,500.00**	**2,595.87**
Storbeck Search LLC Total						**61,500.00**	**2,595.87**
		56334 Program Fees & Other Instructional : Program Fees - Non K12				185.74	8.15
Stuttering Therapy Resources, Inc.	**Materials and Supplies**	Teacher Materials	**280 SPED**	LLC 25909	January (1-12)		
	Materials and Supplies Total					**185.74**	**8.15**
Stuttering Therapy Resources, Inc. Total						**185.74**	**8.15**
		55304 Facilities & Equipment Rental				3,036.70	128.18
UBEO Business Services	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 5136275	January (1-12)		
	Equipment Rental Expense Total					**3,036.70**	**128.18**
UBEO Business Services Total						**3,036.70**	**128.18**
		51801 Professional Svcs & Outside Labor :				7,500.00	316.57
FusionPlus Inc	**Outside Service-General**	Other Professional Services	**101 General**	LLC INV-1029	December		

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
FusionPlus Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor :	**101 General**	LLC INV-1030	January	7,500.00	316.57
	Outside Service-General Total					**15,000.00**	**633.14**
FusionPlus Inc Total						**15,000.00**	**633.14**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				258.00	7.77
NCS Pearson, Inc.	**Non K12 Curriculum**	Curriculum	**310 SUPP – CRE**	LLC 28619668	May (5-9)		
	Non K12 Curriculum Total					**258.00**	**7.77**
NCS Pearson, Inc. Total						**258.00**	**7.77**
Rock And Roll Academy Inc.	**Non K12 Curriculum**	13514 Prepaid Other	**860 AMIMBG**	LLC 011426	January (1-14)	37,375.00	1,676.05
	Non K12 Curriculum Total					**37,375.00**	**1,676.05**
Rock And Roll Academy Inc. Total						**37,375.00**	**1,676.05**
		56313 Program Fees & Other Instructional : Program Fees -				2,240.00	89.84
Solution Tree	**Teacher Training**	Professional Development	**560 Title I**	LLC S336254	January (1-20)		
	Teacher Training Total					**2,240.00**	**89.84**
Solution Tree Total						**2,240.00**	**89.84**
		52802 Office Supplies Expense : Office				930.13	39.26
Successories	**Office Expense**	Supplies - COS	**101 General**	SO-676911/S463195	January		
	Office Expense Total					**930.13**	**39.26**
Successories Total						**930.13**	**39.26**
		56313 Program Fees & Other Instructional : Program Fees -				1,500.00	68.79
Marriott Burbank	**Teacher Training**	Professional Development	**620 Title II**	M-VLXF5BP	January		
	Teacher Training Total					**1,500.00**	**68.79**
Marriott Burbank Total						**1,500.00**	**68.79**
		52802 Office Supplies Expense : Office				752.61	31.77
Red Robin	**Office Expense**	Supplies - COS	**101 General**	1051922	January		
	Office Expense Total					**752.61**	**31.77**
Red Robin Total						**752.61**	**31.77**
Grand Total						**523,606.12**	**24,837.44**

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
February 01, 2026 - February 28, 2026

Vendor	Description	Total
ADP, Inc.	Payroll Services	376,280.81
Sonoma County Office of Education - IT	STRS/PERS Contribution	112,172.63
Rids Brother Company Inc	Transportation Services	12,703.00
Anova Education and Behavior Consultation	Special Education Contracted Services	9,366.82
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	7,467.52
Anchor Counseling & Education Solutions	Special Education Contracted Services	7,127.88
Specialized Education of California, Inc.	Special Education Contracted Services	6,694.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	5,830.30
Effectual Educational Consulting Service	Special Education Services	5,059.79
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	4,980.37
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	4,672.58
Augmentative Communications Solutions	Special Education Contracted Services	4,400.00
Grace Speech Therapy Corp.	SLP IEP Attendance	4,336.91
California Teachers Association	Union Dues	4,290.00
E-Therapy Intermediate, INC	Special Education Contracted Services	4,102.57
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	3,980.87
Backstage Health	Mileage Reimbursement	3,588.60
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	3,583.52
Behavior Education Consulting Center	Psychological Services for SPED Students	3,178.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	3,118.50
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	2,376.67
Specialized Therapy Services Inc	Special Education Contracted Services	1,973.75
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,597.50
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,593.75
Oxford Consulting Services	Special Education Contracted Services	1,289.00
Virtual Technologies Group	Computer equip. & installation	969.86
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	960.00
Foundations Therapy Service	Special Education Contracted Services	798.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	615.00
Speech Guy, LLC	Special Education Contracted Services	526.42
Jabbergym, LLC	Language and Speech Therapy	390.00
Kadiant, LLC	Special Education Contracted Services	362.50
SpeechRighter, Inc.	Special Education Contracted Services	303.75
Amazon Capital Services	Staff Office Supplies	271.26
SPEAK! Speech and Language	Language and Speech Therapy	270.00
The Stepping Stones Group LLC	Language and Speech Therapy	220.50
eLuma llc	Special Individual Counseling Services	183.00
iTherapy	Special Education Contracted Services	156.25
Children's Choice for Hearing and Talking-Sacramento: CCHAT Center	Special Education Contracted Services	150.00
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	122.25
Alyssa Guerrero	AT Report Reviews	37.95
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	34.50
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	31.75
Grand Total		**602,168.33**

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116218 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(4,182.59)
	Bill	**02/21/2026**	INV-08302		
	Bill	**02/21/2026**	INV-08319		(159.14)
	Bill Payment	**02/23/2026**	116218		4,341.73
Bill Payment #116174 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(539.56)
	Bill	**02/06/2026**	INV-08254		
	Bill	**02/06/2026**	INV-08273		(2,200.34)
	Bill	**02/06/2026**	INV-08287		(46.25)
	Bill Payment	**02/11/2026**	116174		2,786.15
Amount Unapplied - Bill Payment #116218 - Anchor Counseling & Education Solutions(CAVA@SONOMA)					(0.00)
					(0.00)
Bill Payment #116222 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(1,012.92)
	Bill	**02/21/2026**	INV-01265		
	Bill Payment	**02/23/2026**	116222		1,012.92
Bill Payment #116201 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(807.50)
	Bill	**02/18/2026**	INV-01253		
	Bill Payment	**02/18/2026**	116201		807.50
Bill Payment #116181 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(2,160.45)
	Bill	**02/06/2026**	INV-01245		
	Bill Payment	**02/11/2026**	116181		2,160.45
					0.00
Bill Payment #116228 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(1,570.67)
	Bill	**02/21/2026**	INV-01065		
	Bill Payment	**02/23/2026**	116228		1,570.67
Bill Payment #116187 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(806.00)
	Bill	**02/06/2026**	INV-01046		
	Bill Payment	**02/11/2026**	116187		806.00
					0.00
Bill Payment #116223 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(108.50)
	Bill	**02/21/2026**	INV-01571		
	Bill	**02/21/2026**	INV-01585		(1,937.57)
	Bill	**02/21/2026**	INV-01601		(93.00)
	Bill Payment	**02/23/2026**	116223		2,139.07
Bill Payment #116203 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(2,125.09)
	Bill	**02/18/2026**	INV-01544		
	Bill	**02/18/2026**	INV-01557		(434.50)
	Bill Payment	**02/18/2026**	116203		2,559.59
Bill Payment #116183 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(93.00)
	Bill	**02/06/2026**	INV-01503		
	Bill	**02/06/2026**	INV-01478		(422.91)
	Bill	**02/06/2026**	INV-01490		(302.00)
	Bill	**02/06/2026**	INV-01515		(1,950.95)
	Bill Payment	**02/11/2026**	116183		2,768.86
Amount Unapplied - Bill Payment #116223 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116224 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(1,284.12)
	Bill	**02/21/2026**	INV-10215		
	Bill	**02/21/2026**	INV-10272		(65.00)
	Bill	**02/21/2026**	INV-10292		(32.50)
	Bill	**02/21/2026**	INV-10300		(475.00)
	Bill Payment	**02/23/2026**	116224		1,856.62
Bill Payment #116204 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(1,606.49)
	Bill	**02/18/2026**	INV-10182		
	Bill	**02/18/2026**	INV-10232		(125.00)
	Bill	**02/18/2026**	INV-10253		(65.00)
	Bill Payment	**02/18/2026**	116204		1,796.49
Bill Payment #116184 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(187.50)
	Bill	**02/06/2026**	INV-10194		
	Bill	**02/06/2026**	INV-10200		(26.66)
	Bill	**02/06/2026**	INV-10154		(208.63)
	Bill	**02/06/2026**	INV-10185		(26.67)
	Bill Payment	**02/11/2026**	116184		449.46
Amount Unapplied - Bill Payment #116184 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(0.00)
					(0.00)
Bill Payment #116189 - PrentGraf Ltd dba TalkPath Live(CAVA @ Sonoma)					(4,672.58)
	Bill	**02/06/2026**	INV-01151		
	Bill Payment	**02/11/2026**	116189		4,672.58
					0.00
Bill Payment #ACH 2/9/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**02/01/2026**	(01/16/26-01/31/26) - Feb 2026	04DPfeb26SO - ADP Payroll(1) (01/16/26-01/31/26) - Feb 2026	(172,186.76)
	Bill Payment	**02/09/2026**	ACH 2/9/26		172,186.76
Bill Payment #ACH 2/25/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**02/15/2026**		04aDPfeb26SO - ADP Payroll (2) - Feb 2026 (02/01/26-02/15/26)	(158,256.20)
	Bill Payment	**02/25/2026**	ACH 2/25/26		158,256.20
Bill Payment #ACH 2/10/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**02/01/2026**	ADP Benefits - Feb 2026	05DPfeb26SO - ADP Benefits - Feb 2026	(45,837.85)
	Bill Payment	**02/10/2026**	ACH 2/10/26		45,837.85

Board Disbursements A/P Payment History by Vendor

February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #116226 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(217.00)
	Bill	**02/21/2026**	INV-02911		
	Bill	**02/21/2026**	INV-02927		(578.67)
	Bill	**02/21/2026**	INV-02944		(248.00)
	Bill	**02/21/2026**	INV-02962		(511.50)
	Bill Payment	**02/23/2026**	116226		1,555.17
Bill Payment #116208 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(795.67)
	Bill	**02/18/2026**	INV-02873		
	Bill	**02/18/2026**	INV-02886		(477.40)
	Bill	**02/18/2026**	INV-02894		(248.00)
	Bill Payment	**02/18/2026**	116208		1,521.07
Bill Payment #116186 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(279.00)
	Bill	**02/06/2026**	INV-02817		
	Bill	**02/06/2026**	INV-02828		(93.00)
	Bill	**02/06/2026**	INV-02852		(888.67)
	Bill Payment	**02/11/2026**	116186		1,260.67
					0.00
Bill Payment #116235 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(73.50)
	Bill	**02/21/2026**	INV-01388		
	Bill Payment	**02/23/2026**	116235		73.50
Bill Payment #116217 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(73.50)
	Bill	**02/18/2026**	INV-01373		
	Bill Payment	**02/18/2026**	116217		73.50
Bill Payment #116193 - The Stepping Stones Group LLC (CAVA @ Sonoma)					(73.50)
	Bill	**02/06/2026**	INV-01358		
	Bill Payment	**02/11/2026**	116193		73.50
					0.00
Bill Payment #116220 - Augmentative Communications Solutions(CAVA @ Sonoma)					(320.00)
	Bill	**02/21/2026**	INV-00831		
	Bill	**02/21/2026**	INV-00835		(3,800.00)
	Bill Payment	**02/23/2026**	116220		4,120.00
Bill Payment #116197 - Augmentative Communications Solutions(CAVA @ Sonoma)					(200.00)
	Bill	**02/18/2026**	INV-00825		
	Bill Payment	**02/18/2026**	116197		200.00
Bill Payment #116176 - Augmentative Communications Solutions(CAVA @ Sonoma)					(80.00)
	Bill	**02/06/2026**	INV-00810		
	Bill Payment	**02/11/2026**	116176		80.00
					0.00
Bill Payment #116202 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Sonoma)					(480.00)
	Bill	**02/18/2026**	INV-00690		
	Bill Payment	**02/18/2026**	116202		480.00
Bill Payment #116182 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ Sonoma)					(480.00)
	Bill	**02/06/2026**	INV-00681		
	Bill Payment	**02/11/2026**	116182		480.00
					0.00
Bill Payment #116207 - Foundations Therapy Service(CAVA@SONOMA)					(342.00)
	Bill	**02/18/2026**	INV-01143		
	Bill	**02/18/2026**	INV-01132		(456.00)
	Bill Payment	**02/18/2026**	116207		798.00
					0.00
Bill Payment #116232 - SPEAK! Speech and Language(CAVA @ Sonoma)					(180.00)
	Bill	**02/21/2026**	INV-00106		
	Bill Payment	**02/23/2026**	116232		180.00
Bill Payment #116190 - SPEAK! Speech and Language(CAVA @ Sonoma)					(90.00)
	Bill	**02/06/2026**	INV-00099		
	Bill Payment	**02/11/2026**	116190		90.00
					0.00
					(170.67)
Bill Payment #116234 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**02/21/2026**	INV-01695		
	Bill	**02/21/2026**	INV-01705		(118.58)
	Bill Payment	**02/23/2026**	116234		289.25
					(237.17)
Bill Payment #116215 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-01685		
	Bill Payment	**02/18/2026**	116215		237.17
					0.00
Bill Payment #116199 - California Teachers Association(CAVA@SONOMA)					(4,290.00)
	Bill	**02/18/2026**	Union Dues - 012026		
	Bill Payment	**02/18/2026**	116199		4,290.00
					0.00
Bill Payment #116212 - MK Innovations Inc dba The Silly Room(CAVA @ Sonoma)					(3,118.50)
	Bill	**02/18/2026**	INV-00869		
	Bill Payment	**02/18/2026**	116212		3,118.50
					0.00
Bill Payment #116229 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ Sonoma)					(66.50)
	Bill	**02/21/2026**	INV-10902		
	Bill	**02/21/2026**	INV-10913		(37.50)
	Bill Payment	**02/23/2026**	116229		104.00

Board Disbursements A/P Payment History by Vendor

February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116188 - National TeleTherapy Resources, a					(333.59)
Speech Pathology Corp.(CAVA @ Sonoma)	Bill	**02/06/2026**	INV-10729		
	Bill	**02/06/2026**	INV-10730		(417.25)
	Bill	**02/06/2026**	INV-10731		(92.25)
	Bill	**02/06/2026**	INV-10732		(66.50)
	Bill	**02/06/2026**	INV-10733		(194.50)
	Bill	**02/06/2026**	INV-10734		(1,097.59)
	Bill	**02/06/2026**	INV-10794		(75.00)
	Bill	**02/06/2026**	INV-10801		(75.00)
	Bill	**02/06/2026**	INV-10842		(189.50)
	Bill	**02/06/2026**	INV-10843		(66.50)
	Bill	**02/06/2026**	INV-10844		(86.17)
	Bill	**02/06/2026**	INV-10845		(785.67)
	Bill Payment	**02/11/2026**	116188		3,479.52
					0.00
					(348.10)
Bill Payment #116177 - Axis Teletherapy(CAVA @ Sonoma)	Bill	**02/06/2026**	INV-02455		
	Bill	**02/06/2026**	INV-02456		(238.75)
	Bill	**02/06/2026**	INV-02411		(960.52)
	Bill	**02/06/2026**	INV-02412		(868.00)
	Bill	**02/06/2026**	INV-02413		(635.00)
	Bill	**02/06/2026**	INV-02414		(1,930.00)
	Bill Payment	**02/11/2026**	116177		4,980.37
					0.00
Bill Payment #116200 - Chase Boyle dba Snow					(192.50)
Counseling(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-01021		
	Bill	**02/18/2026**	INV-01001		(1,125.00)
	Bill	**02/18/2026**	INV-01013		(280.00)
	Bill Payment	**02/18/2026**	116200		1,597.50
					0.00
Bill Payment #116225 - Effectual Educational Consulting					(184.50)
Service(CAVA@SONOMA)	Bill	**02/21/2026**	INV-12195		
	Bill	**02/21/2026**	INV-12198		(184.50)
	Bill	**02/21/2026**	INV-12211		(246.00)
	Bill	**02/21/2026**	INV-12219		(546.88)
	Bill	**02/21/2026**	INV-12237		(390.00)
	Bill	**02/21/2026**	INV-12248		(1,472.10)
	Bill	**02/21/2026**	INV-12291		(369.00)
	Bill	**02/21/2026**	INV-12296		(36.25)
	Bill	**02/21/2026**	INV-12298		(51.50)
	Bill	**02/21/2026**	INV-12320		(105.00)
	Bill	**02/21/2026**	INV-12346		(70.47)
	Bill	**02/21/2026**	INV-12351		(51.84)
	Bill	**02/21/2026**	INV-12359		(780.00)
	Bill	**02/21/2026**	INV-12370		(276.75)
	Bill	**02/21/2026**	INV-12389		(70.00)
	Bill	**02/21/2026**	INV-12404		(187.50)
	Bill	**02/21/2026**	INV-12410		(37.50)
	Bill Payment	**02/23/2026**	116225		5,059.79
					0.00
Bill Payment #116211 - Kadiant, LLC(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00366		(362.50)
	Bill Payment	**02/18/2026**	116211		362.50
					0.00
Bill Payment #116213 - Point Quest Pediatric Therapies,					(34.50)
LLC(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00327		
	Bill Payment	**02/18/2026**	116213		34.50
					0.00
Bill Payment #116214 - PresenceLearning, Inc.(CAVA @					(1,593.75)
Sonoma)	Bill	**02/18/2026**	INV-09672		
	Bill Payment	**02/18/2026**	116214		1,593.75
					0.00
Bill Payment #116205 - El Paseo Children's Center,					(3,245.30)
Inc.(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-01491		
	Bill Payment	**02/18/2026**	116205		3,245.30
Bill Payment #116185 - El Paseo Children's Center,					(2,585.00)
Inc.(CAVA @ Sonoma)	Bill	**02/06/2026**	INV-01480		
	Bill Payment	**02/11/2026**	116185		2,585.00
					0.00
Bill Payment #116206 - eLuma LLC (CAVA@SONOMA)	Bill	**02/18/2026**	VST-01331		(183.00)
	Bill Payment	**02/18/2026**	116206		183.00
					0.00
Bill Payment #116233 - Specialized Therapy Services					(825.00)
Inc(CAVA@SONOMA)	Bill	**02/21/2026**	INV-01481		
	Bill Payment	**02/23/2026**	116233		825.00
Bill Payment #116192 - Specialized Therapy Services					(1,148.75)
Inc(CAVA@SONOMA)	Bill	**02/06/2026**	INV-01465		
	Bill Payment	**02/11/2026**	116192		1,148.75
					0.00

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116216 - SpeechRighter, Inc.(CAVA @ Sonoma)					(303.75)
	Bill	**02/18/2026**	INV-00459		
	Bill Payment	**02/18/2026**	116216		303.75
					0.00
Bill Payment #116230 - Oxford Consulting Services(CAVA@SONOMA)					(260.00)
	Bill	**02/21/2026**	INV-02338		
	Bill	**02/21/2026**	INV-02339		(110.00)
	Bill	**02/21/2026**	INV-02340		(256.50)
	Bill	**02/21/2026**	INV-02341		(142.50)
	Bill	**02/21/2026**	INV-02337		(520.00)
	Bill Payment	**02/23/2026**	116230		1,289.00
					0.00
Bill Payment #116209 - iTherapy(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00085		(156.25)
	Bill Payment	**02/18/2026**	116209		156.25
					0.00
Bill Payment #116194 - Virtual Technologies Group(CAVA@SONOMA)					(969.86)
	Bill	**02/06/2026**	INV125185		
	Bill Payment	**02/11/2026**	116194		969.86
					0.00
Bill Payment #116236 - Sonoma County Office of Education - IT(CAVA@SONOMA)					(112,172.63)
	Bill	**02/24/2026**	SO - Feb 2026 STRS	SO - Feb 2026 STRS	
	Bill Payment	**02/24/2026**	116236	SO - Feb 2026 STRS	112,172.63
					0.00
Bill Payment #116227 - Marnie J Young dba Adapted Child's Play(CAVA @ Sonoma)					(122.25)
	Bill	**02/21/2026**	INV-00697		
	Bill Payment	**02/23/2026**	116227		122.25
					0.00
Bill Payment #116196 - Amazon Capital Services(CAVA @ Sonoma)					(271.26)
	Bill	**02/18/2026**	1DWJ -RP3D-J 7LP		
	Bill Payment	**02/18/2026**	116196		271.26
					0.00
Bill Payment #116175 - Anova Education and Behavior Consultation(CAVA @ Sonoma)					(4,473.84)
	Bill	**02/06/2026**	12806549		
	Bill	**02/06/2026**	12806550		(4,892.98)
	Bill Payment	**02/11/2026**	116175		9,366.82
					0.00
Bill Payment #116221 - Behavior Education Consulting Center(CAVA @ Sonoma)					(3,178.00)
	Bill	**02/21/2026**	INV-00252		
	Bill Payment	**02/23/2026**	116221		3,178.00
					0.00
Bill Payment #116179 - Bridge The Gap Sped, LLC(CAVA @ Sonoma)					(615.00)
	Bill	**02/06/2026**	INV-00345		
	Bill Payment	**02/11/2026**	116179		615.00
					0.00
					(390.00)
Bill Payment #116210 - Jabbergym, LLC(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00244		
	Bill Payment	**02/18/2026**	116210		390.00
					0.00
Bill Payment #116231 - Rids Brother Company Inc(CAVA @ Sonoma)					(12,703.00)
	Bill	**02/21/2026**	1519		
	Bill Payment	**02/23/2026**	116231		12,703.00
					0.00
Bill Payment #116191 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(6,489.00)
	Bill	**02/06/2026**	INV236033		
	Bill	**02/06/2026**	INV236043		(205.00)
	Bill Payment	**02/11/2026**	116191		6,694.00
					0.00
					(615.60)
Bill Payment #116198 - Backstage Health(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00152		
	Bill Payment	**02/18/2026**	116198		615.60
					(2,148.00)
Bill Payment #116178 - Backstage Health(CAVA @ Sonoma)	Bill	**02/06/2026**	INV-00146		
	Bill	**02/06/2026**	INV-00141		(825.00)
	Bill Payment	**02/11/2026**	116178		2,973.00
					0.00
Bill Payment #116180 - Children's Choice for Hearing and Talking-Sacramento: CCHAT Center(CAVA @ Sonoma					(150.00)
	Bill	**02/06/2026**	INV-00006		
	Bill Payment	**02/11/2026**	116180		150.00
					0.00
					(37.95)
Bill Payment #116195 - Alyssa Guerrero(CAVA @ Sonoma)	Bill	**02/18/2026**	INV-00038		
	Bill Payment	**02/18/2026**	116195		37.95
					0.00
Bill Payment #116219 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Sonoma)					(31.75)
	Bill	**02/21/2026**	INV-01547		
	Bill Payment	**02/23/2026**	116219		31.75
					0.00
					0.00

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

February 01, 2026 - February 28, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
				Total	602,168.33

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
Smile From The Inside, Inc.	865.29
Document Tracking Services	836.00
AppleOne Employment Services	779.20
NCS Pearson, Inc.	649.03
FusionPlus Inc	316.57
Pitney Bowes Bank Inc Purchase Power	265.83
Solution Tree	256.83
Marriott Burbank	252.24
DataBasics, Inc.	230.43
Law Offices of Young, Minney & Corr, LLP	221.24
City Printing Graphics	194.15
Amazon	164.65
AXIS Teletherapy	156.97
The Back Room Inc	155.33
Supreme Facility Services, Inc.	138.87
AT&T Mobility	130.73
De Lage Landen Financial Services Inc.	115.23
Bill.com	105.84
Southern California Edison	98.18
UPS	97.60
Comm-Core	80.96
Certified Languages International	60.75
Quill Corporation	50.75
ULINE	47.32
Successories	42.61
Green Hasson & Janks LLP	39.13
Verizon Wireless	36.75
Red Robin	31.77
Jose's Gardening Services	25.33
Home Depot	24.47
Everon, LLC	20.64
Viva La Pasta	20.28
Waste Management	15.55
Paper Recycling & Shredding	10.13
Doctors Wellness Company LLC dba WellnessMart MD	7.85
Pitney Bowes Global Financial Services	7.53
Orkin	7.07
Bjorem Speech Publications, LLC	6.58
Nothing Bundt Cakes	5.97
BlueTriton Brands, Inc	3.37
Zoom Video Communications, Inc.	1.18
Grand Total	**6,576.16**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				127.00	5.36
	Office Expense	Supplies - COS	**101 General**	LLC 620861	January (1-22)		
				LLC 622058	February (2-5)	113.00	4.77
	Office Expense Total					**240.00**	**10.13**
Paper Recycling & Shredding Total						**240.00**	**10.13**
UPS		54302 Postage & Delivery Expense :				442.57	18.68
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E046	January (1-24)		
				LLC 000073Y68E056	January (1-31)	300.32	12.68
				LLC 000073Y68E066	February (2-7)	403.56	17.03
				LLC 000073Y68E076	February (2-14)	249.39	10.53
			280 SPED	LLC 0000V9159W046	January (1-24)	81.56	3.58
				LLC 0000V9159W056	January (1-31)	305.24	13.40
				LLC 0000V9159W066	February (2-7)	196.24	8.62
				LLC 0000V9159W076	February (2-14)	298.03	13.09
	Shipping Total					**2,276.91**	**97.60**
UPS Total						**2,276.91**	**97.60**
Waste Management	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 7326057-0283-4	February	171.31	7.23
				LLC 7326072-0283-3	February	197.01	8.32
	Operations and Housekeeping Services Total					**368.32**	**15.55**
Waste Management Total						**368.32**	**15.55**
Law Offices of Young, Minney & Corr, LLP		51807 Professional Svcs & Outside Labor				1,229.50	0.00
	Legal Fees	: Legal	**101 General**	LLC 20819	January		
			280 SPED	LLC 20666	January	4,268.00	221.24
	Legal Fees Total					**5,497.50**	**221.24**
Law Offices of Young, Minney & Corr, LLP Total						**5,497.50**	**221.24**
Supreme Facility Services, Inc.	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 4729	February	3,290.00	138.87
	Operations and Housekeeping Services Total					**3,290.00**	**138.87**
Supreme Facility Services, Inc. Total						**3,290.00**	**138.87**
Amazon	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	112-2455997-5582622	January	12.87	0.54
				112-3272271-7036245	January	50.92	2.15
				111-2222988-9552232	January	31.57	1.33
				111-7303694-5329058	January	33.45	1.41
				112-0361377-1801839	January	257.46	10.87
				112-9860456-4016267	January	463.58	19.57
				113-2260602-4421050	January	940.18	39.68
				113-7995709-4909005	January	10.71	0.45
				111-5132499-3986636	January	53.61	2.26
				111-2912999-0849850	January	28.17	1.19
				113-6303379-1818632	January	68.39	2.89
				113-2267519-3902663	February	9.64	0.41
				111-0379171-0670660	February	34.31	1.45
				113-7505834-8483469	February	23.64	1.00
				113-2139958-4266639	February	107.44	4.53
				113-9582279-1231459	February	127.00	5.36
				113-9232677-4260224	February	35.53	1.50
				113-6974947-2853832	February	271.51	11.46
				113-2432478-6141864	February	338.60	14.29
				113-9720331-6302668	February	44.94	1.90
				113-1218539-7519435	February	123.42	5.21
				113-7412991-2538601	February	124.38	5.25
				113-3691487-0289822	February	136.63	5.77
				113-5309266-7427456	February	106.17	4.48
				113-4671138-9105001	February	137.50	5.80
				113-6960802-3073814	February	105.33	4.45
				113-8553333-8013813	February	223.80	9.45
	Office Expense Total					**3,900.75**	**164.65**
Amazon Total						**3,900.75**	**164.65**
AT&T Mobility	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 80557846671578 012826	February	1,335.23	56.36
				LLC 7472622115	February	1,761.93	74.37
	Communications Total					**3,097.16**	**130.73**
AT&T Mobility Total						**3,097.16**	**130.73**
AppleOne Employment Services	**Outside Service**	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	**101 General**	LLC 01-7233831	January (1-17)	4,470.23	188.68
				LLC 01-7237322	January (1-24)	3,294.72	139.07
				LLC 01-7241457	January (1-31)	5,357.13	226.12
				LLC 01-7244591	February (2-7)	5,060.24	213.59
				LLC 01-7245972	February (2-7)	278.15	11.74
	Outside Service Total					**18,460.47**	**779.20**
AppleOne Employment Services Total						**18,460.47**	**779.20**
Bill.com	**Dues and Memberships**	55801 Dues, Memberships & Research Svcs : Memberships	**101 General**	26024577940	February	1,439.00	105.84
	Dues and Memberships Total					**1,439.00**	**105.84**
Bill.com Total						**1,439.00**	**105.84**
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	55304 Facilities & Equipment Rental Expense : Equipment Rental	**101 General**	LLC 595750743	February	2,729.86	115.23
	Equipment Rental Expense Total					**2,729.86**	**115.23**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
De Lage Landen Financial Services Inc. Total						**2,729.86**	**115.23**
Smile From The Inside, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 2236	February	20,500.00	865.29
	Outside Service-General Total					**20,500.00**	**865.29**
Smile From The Inside, Inc. Total						**20,500.00**	**865.29**
Certified Languages International	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**320 Supp- ELD Services**	LLC 74586013126	January	2,266.50	60.75
	Outside Service-General Total					**2,266.50**	**60.75**
Certified Languages International Total						**2,266.50**	**60.75**
Document Tracking Services	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**320 Supp- ELD Services**	LLC T-930650094	January	2,884.02	836.00
			410 SUPP - Transcripts	LLC FT9306552	January	1,400.00	0.00
	Outside Service-General Total					**4,284.02**	**836.00**
Document Tracking Services Total						**4,284.02**	**836.00**
Comm-Core	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 1112916	February	1,917.96	80.96
	Communications Total					**1,917.96**	**80.96**
Comm-Core Total						**1,917.96**	**80.96**
DataBasics, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 0816129	January	5,459.35	230.43
	Outside Service-General Total					**5,459.35**	**230.43**
DataBasics, Inc. Total						**5,459.35**	**230.43**
Verizon Wireless	**Telephone - Adminstration**	56504 Program Fees & Other Instructional : Admin - Telephone	**101 General**	LLC 6135124977	January	870.55	36.75
	Telephone - Adminstration Total					**870.55**	**36.75**
Verizon Wireless Total						**870.55**	**36.75**
Nothing Bundt Cakes	**Internal Meals & Entertainment**	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	054536392	February	141.52	5.97
	Internal Meals & Entertainment Total					**141.52**	**5.97**
Nothing Bundt Cakes Total						**141.52**	**5.97**
BlueTriton Brands, Inc	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 06B8710033059	February	79.94	3.37
	Office Expense Total					**79.94**	**3.37**
BlueTriton Brands, Inc Total						**79.94**	**3.37**
Jose's Gardening Services	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 3031	January	600.00	25.33
	Operations and Housekeeping Services Total					**600.00**	**25.33**
Jose's Gardening Services Total						**600.00**	**25.33**
Orkin	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 288993278	January (1-19)	167.40	7.07
	Operations and Housekeeping Services Total					**167.40**	**7.07**
Orkin Total						**167.40**	**7.07**
Pitney Bowes Bank Inc Purchase Power	**Postage**	54301 Postage & Delivery Expense : Postage	**101 General**	LLC 8000-9090-1005-2145 021626	February (2-16)	6,297.80	265.83
	Postage Total					**6,297.80**	**265.83**
Pitney Bowes Bank Inc Purchase Power Total						**6,297.80**	**265.83**
Pitney Bowes Global Financial Services	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 1028881168	January (1-29)	178.43	7.53
	Office Expense Total					**178.43**	**7.53**
Pitney Bowes Global Financial Services Total						**178.43**	**7.53**
Zoom Video Communications, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**480 SUPP - Student Training**	LLC INV342297280	January	28.00	1.18
	Non K12 Curriculum Total					**28.00**	**1.18**
Zoom Video Communications, Inc. Total						**28.00**	**1.18**
AXIS Teletherapy	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC 4214	January	3,575.00	156.97
	Subagreements for Services Total					**3,575.00**	**156.97**
AXIS Teletherapy Total						**3,575.00**	**156.97**
Quill Corporation	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 47521485	January (1-23)	258.69	10.92
				LLC 47645336	February (2-3)	943.59	39.83
	Office Expense Total					**1,202.28**	**50.75**
Quill Corporation Total						**1,202.28**	**50.75**
Southern California Edison	**Utilities**	53302 Rent and Utilities : Utilities, CAM, and Real Estate	**101 General**	LLC 700203189681 021126	January	2,326.00	98.18
	Utilities Total					**2,326.00**	**98.18**
Southern California Edison Total						**2,326.00**	**98.18**
FusionPlus Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-1031	February (2-1)	7,500.00	316.57
	Outside Service-General Total					**7,500.00**	**316.57**
FusionPlus Inc Total						**7,500.00**	**316.57**
NCS Pearson, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**310 SUPP – CRE**	LLC 30380321	December (12-5)	14,178.00	382.81

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
NCS Pearson, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional	**310 SUPP – CRE**	LLC 30380350	December (12-5)	9,860.00	266.22
	Non K12 Curriculum Total					**24,038.00**	**649.03**
NCS Pearson, Inc. Total						**24,038.00**	**649.03**
		56313 Program Fees & Other Instructional : Program Fees -				5,600.00	256.83
Solution Tree	**Teacher Training**	Professional Development	**560 Title I**	LLC S336543	January (1-28)		
	Teacher Training Total					**5,600.00**	**256.83**
Solution Tree Total						**5,600.00**	**256.83**
		52802 Office Supplies Expense : Office				930.13	39.26
Successories	**Office Expense**	Supplies - COS	**101 General**	SO-676911/S463195	January		
				SO-681223 / S464820	February	79.32	3.35
	Office Expense Total					**1,009.45**	**42.61**
Successories Total						**1,009.45**	**42.61**
		56313 Program Fees & Other Instructional : Program Fees -				1,500.00	68.79
Marriott Burbank	**Teacher Training**	Professional Development	**620 Title II**	M-VLXF5BP	January		
				02192026	February	4,000.00	183.45
	Teacher Training Total					**5,500.00**	**252.24**
Marriott Burbank Total						**5,500.00**	**252.24**
		52802 Office Supplies Expense : Office				752.61	31.77
Red Robin	**Office Expense**	Supplies - COS	**101 General**	1051922	January		
	Office Expense Total					**752.61**	**31.77**
Red Robin Total						**752.61**	**31.77**
Doctors Wellness Company LLC		51801 Professional Svcs & Outside Labor				186.00	7.85
dba WellnessMart MD	**Outside Service-General**	: Other Professional Services	**101 General**	LLC INV-0016067	January		
	Outside Service-General Total					**186.00**	**7.85**
Doctors Wellness Company LLC dba WellnessMart MD Total						**186.00**	**7.85**
	Operations and	53400 Rent and Utilities : Repairs and				489.02	20.64
Everon, LLC	**Housekeeping Services**	Maintenance	**101 General**	LLC 160335385	February		
	Operations and Housekeeping Services Total					**489.02**	**20.64**
Everon, LLC Total						**489.02**	**20.64**
		51801 Professional Svcs & Outside Labor				3,680.00	155.33
The Back Room Inc	**Outside Service-General**	: Other Professional Services	**101 General**	LLC INV-4159	December		
	Outside Service-General Total					**3,680.00**	**155.33**
The Back Room Inc Total						**3,680.00**	**155.33**
		56334 Program Fees & Other Instructional : Program Fees - Non K12				149.99	6.58
Bjorem Speech Publications, LLC	**Materials and Supplies**	Teacher Materials	**280 SPED**	LLC 120300	February (2-3)		
	Materials and Supplies Total					**149.99**	**6.58**
Bjorem Speech Publications, LLC Total						**149.99**	**6.58**
						3,861.00	184.98
		52801 Office Supplies Expense : Business					
City Printing Graphics	**Printing Expense**	Expense/Printing & Reproduction	**101 General**	LLC 26-32720	January (1-29)		
				LLC 26-32723	January (1-29)	217.18	9.17
	Printing Expense Total					**4,078.18**	**194.15**
City Printing Graphics Total						**4,078.18**	**194.15**
		56321 Program Fees & Other Instructional : Program Fees -				927.00	39.13
Green Hasson & Janks LLP	**Accounting Fees**	Accounting	**101 General**	LLC 37428	January (1-24)		
	Accounting Fees Total					**927.00**	**39.13**
Green Hasson & Janks LLP Total						**927.00**	**39.13**
		52802 Office Supplies Expense : Office				1,121.10	47.32
ULINE	**Office Expense**	Supplies - COS	**101 General**	LLC 204034513	February (2-10)		
	Office Expense Total					**1,121.10**	**47.32**
ULINE Total						**1,121.10**	**47.32**
		52802 Office Supplies Expense : Office				579.66	24.47
Home Depot	**Office Expense**	Supplies - COS	**101 General**	WN47580895	January		
	Office Expense Total					**579.66**	**24.47**
Home Depot Total						**579.66**	**24.47**
	Internal Meals &	51304 Travel & Entertainment : Internal				480.54	20.28
Viva La Pasta	**Entertainment**	Meals & Entertainment	**101 General**	050535	February		
	Internal Meals & Entertainment Total					**480.54**	**20.28**
Viva La Pasta Total						**480.54**	**20.28**
Grand Total						**147,286.27**	**6,576.16**

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
March 01, 2026 - March 31, 2026

Vendor	Description	Total
K12 California LLC, dba K12 CA Educational Solutions LLC	Damaged/Lost Computers	414,347.87
California Virtual Academy @ Los Angeles	Intercompany Settlement	414,062.00
ADP, Inc.	Payroll Services	362,770.21
California Virtual Academy @ Sutter	Intercompany Settlement	112,437.00
Sonoma County Office of Education - IT	STRS/PERS Contribution	110,048.38
Specialized Education of California, Inc.	Special Education Contracted Services	30,450.72
Anova Education and Behavior Consultation	Special Education Contracted Services	23,307.06
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	13,960.33
Rids Brother Company Inc	Transportation Services	10,317.50
Anchor Counseling & Education Solutions	Special Education Contracted Services	9,805.24
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	8,444.11
Spectrum Center, Inc.	Special Education Contracted Services	7,532.60
El Paseo Children's Center, Inc.	Special Education Contracted Services	7,529.24
E-Therapy Intermediate, INC	Special Education Contracted Services	7,372.48
TalkPath Live	Special Education Contracted Services	6,582.58
Cornerstone Educational Solutions	Special Education Contracted Services	6,444.40
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	5,819.00
Grace Speech Therapy Corp.	SLP IEP Attendance	5,673.02
Effectual Educational Consulting Service	Special Education Services	5,316.39
Virtual Technologies Group	Computer equip. & installation	5,242.85
California Teachers Association	Union Dues	4,030.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	3,938.32
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,033.82
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,222.50
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	2,118.34
Speech Guy, LLC	Special Education Contracted Services	1,939.59
ACES Clinics INC	Language and Speech Therapy	1,918.75
Chase Boyle dba Snow Counseling	Special Education Contracted Services	1,642.50
Specialized Therapy Services Inc	Special Education Contracted Services	1,590.00
The Silly Room	Special Education Contracted Services	1,464.00
iTherapy	Special Education Contracted Services	1,406.25
Jabbergym, LLC	Language and Speech Therapy	1,384.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,350.00
Speech Therapy Link Inc.	Occupational Therapy	1,105.00
Augmentative Communications Solutions	Special Education Contracted Services	1,080.00
SPEAK! Speech and Language	Language and Speech Therapy	975.00
Milestones Therapy Group	Language and Speech Therapy	652.99
Link Teletherapy	Occupational Therapy	635.00
Apple Inc.	Special Education Contracted Services	489.10
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	476.25
Kadiant, LLC	Special Education Contracted Services	445.00
The Stepping Stones Group LLC	Special Education Contracted Services	441.00
eLuma LLC	Special Individual Counseling Services	213.50
Marnie J Young dba Adapted Child's Play	Special Education Contracted Services	163.00
Partners in Special Education	Special Education Contracted Services	138.75
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	103.50
Virtual Speech Solutions	Language and Speech Therapy	52.08
Amazon Capital Services	Staff Office Supplies	5.96
Grand Total		**1,602,477.18**

K12 : SA : Full Financials CA Node : CAVASO

Board Disbursements A/P Payment History by Vendor

March 01, 2026 - March 31, 2026

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116286 - Anchor Counseling & Education Solutions(CAVA @ Sonoma)					(5,018.28)
	Bill	**03/24/2026**	INV-08368		
	Bill	**03/24/2026**	INV-08384		(442.39)
	Bill Payment	**03/24/2026**	116286		5,460.67
Bill Payment #116238 - Anchor Counseling & Education Solutions(CAVA @ Sonoma)					(4,047.52)
	Bill	**03/05/2026**	INV-08335		
	Bill	**03/05/2026**	INV-08347		(297.05)
	Bill Payment	**03/06/2026**	116238		4,344.57
					0.00
Bill Payment #116290 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(850.00)
	Bill	**03/24/2026**	INV-01324		
	Bill	**03/24/2026**	INV-01311		(1,112.08)
	Bill Payment	**03/24/2026**	116290		1,962.08
Bill Payment #116265 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(1,112.08)
	Bill	**03/13/2026**	INV-01298		
	Bill Payment	**03/13/2026**	116265		1,112.08
Bill Payment #116244 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ Sonoma)					(864.16)
	Bill	**03/05/2026**	INV-01284		
	Bill Payment	**03/06/2026**	116244		864.16
					0.00
Bill Payment #116275 - MICHELLE MILLER DBA THERASTAFFERS (CAVA @ SONOMA)					(2,118.34)
	Bill	**03/13/2026**	INV-01085		
	Bill Payment	**03/13/2026**	116275		2,118.34
					0.00
Bill Payment #116291 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(2,995.64)
	Bill	**03/24/2026**	INV-01727		
	Bill	**03/24/2026**	INV-01741		(124.00)
	Bill	**03/24/2026**	INV-01755		(2,702.30)
	Bill	**03/24/2026**	INV-01769		(77.50)
	Bill Payment	**03/24/2026**	116291		5,899.44
Bill Payment #116267 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(2,155.02)
	Bill	**03/13/2026**	INV-01687		
	Bill	**03/13/2026**	INV-01701		(77.50)
	Bill	**03/13/2026**	INV-01708		(740.25)
	Bill Payment	**03/13/2026**	116267		2,972.77
Bill Payment #116245 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(2,040.39)
	Bill	**03/05/2026**	INV-01616		
	Bill	**03/05/2026**	INV-01639		(987.50)
	Bill	**03/05/2026**	INV-01631		(124.00)
	Bill	**03/05/2026**	INV-01657		(1,812.23)
	Bill	**03/05/2026**	INV-01673		(124.00)
	Bill Payment	**03/06/2026**	116245		5,088.12
Amount Unapplied - Bill Payment #116291 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(0.00)
Amount Unapplied - Bill Payment #116245 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					(0.00)
					(0.00)
Bill Payment #116292 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(65.00)
	Bill	**03/24/2026**	INV-10400		
	Bill	**03/24/2026**	INV-10344		(1,385.24)
	Bill	**03/24/2026**	INV-10425		(125.00)
	Bill Payment	**03/24/2026**	116292		1,575.24
Bill Payment #116268 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(125.00)
	Bill	**03/13/2026**	INV-10362		
	Bill	**03/13/2026**	INV-10367		(65.00)
	Bill	**03/13/2026**	INV-10314		(1,661.25)
	Bill Payment	**03/13/2026**	116268		1,851.25
Bill Payment #116246 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					(2,076.37)
	Bill	**03/05/2026**	INV-10245		
	Bill	**03/05/2026**	INV-10288		(1,837.12)
	Bill	**03/05/2026**	INV-10334		(32.50)
	Bill Payment	**03/06/2026**	116246		3,945.99
					0.00
Bill Payment #116253 - TalkPath Live(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-01165		(6,582.58)
	Bill Payment	**03/06/2026**	116253		6,582.58
					0.00
Bill Payment #ACH 3/9/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**03/01/2026**	(02/16/26-02/28/26) - Mar 2026	04DPmar26SO - ADP Payroll(1) (02/16/26-02/28/26) - Mar 2026	(156,727.26)
	Bill Payment	**03/09/2026**	ACH 3/9/26		156,727.26
Bill Payment #ACH 3/25/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**03/15/2026**	ADP Payroll (2) - Mar2026 (03/01/26-03/15/26)	04aDPmar26SO - ADP Payroll (2) - Mar2026 (03/01/26-03/15/26)	(156,462.52)
	Bill Payment	**03/25/2026**	ACH 3/25/26		156,462.52
Bill Payment #ACH 3/10/26 - ADP, Inc.(CAVA @ Sonoma)	Bill	**03/01/2026**	SO - ADP Benefits - Mar 2026	05DPmar26SO - ADP Benefits - Mar 2026	(49,580.43)
	Bill Payment	**03/17/2026**	ACH 3/10/26		49,580.43
					0.00
Bill Payment #116295 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					(341.00)
	Bill	**03/24/2026**	INV-03091		

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Bill Payment #116295 - Grace Speech Therapy Corp.(CAVA @	Bill	**03/24/2026**	INV-03107		(651.00)
	Bill	**03/24/2026**	INV-03129		(888.67)
	Bill	**03/24/2026**	INV-03144		(237.67)
	Bill	**03/24/2026**	INV-03155		(62.00)
	Bill	**03/24/2026**	INV-03160		(62.00)
	Bill Payment	**03/24/2026**	116295		2,242.34
Bill Payment #116271 - Grace Speech Therapy Corp.(CAVA					(1,033.34)
@ Sonoma)	Bill	**03/13/2026**	INV-03062		
	Bill Payment	**03/13/2026**	116271		1,033.34
Bill Payment #116249 - Grace Speech Therapy Corp.(CAVA					(372.00)
@ Sonoma)	Bill	**03/05/2026**	INV-02974		
	Bill	**03/05/2026**	INV-02985		(279.00)
	Bill	**03/05/2026**	INV-03010		(1,260.67)
	Bill	**03/05/2026**	INV-03020		(206.67)
	Bill	**03/05/2026**	INV-03032		(279.00)
	Bill Payment	**03/06/2026**	116249		2,397.34
Amount Unapplied - Bill Payment #116295 - Grace Speech Therapy Corp.(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116311 - The Stepping Stones Group					(73.50)
LLC(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-01470		
	Bill	**03/24/2026**	INV-01456		(36.75)
	Bill Payment	**03/24/2026**	116311		110.25
Bill Payment #116283 - The Stepping Stones Group					(73.50)
LLC(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-01442		
	Bill Payment	**03/13/2026**	116283		73.50
Bill Payment #116258 - The Stepping Stones Group					(73.50)
LLC(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-01403		
	Bill	**03/05/2026**	INV-01416		(110.25)
	Bill	**03/05/2026**	INV-01430		(73.50)
	Bill Payment	**03/06/2026**	116258		257.25
					0.00
Bill Payment #116289 - Augmentative Communications					(440.00)
Solutions(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-00853		
	Bill Payment	**03/24/2026**	116289		440.00
Bill Payment #116262 - Augmentative Communications					(520.00)
Solutions(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00840		
	Bill	**03/13/2026**	INV-00844		(120.00)
	Bill Payment	**03/13/2026**	116262		640.00
					0.00
Bill Payment #116266 - Cornerstone Educational					(6,444.40)
Solutions(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00703		
	Bill Payment	**03/13/2026**	116266		6,444.40
					0.00
Bill Payment #116305 - SPEAK! Speech and Language(CAVA					(595.00)
@ Sonoma)	Bill	**03/24/2026**	INV-00129		
	Bill Payment	**03/24/2026**	116305		595.00
Bill Payment #116254 - SPEAK! Speech and Language(CAVA					(380.00)
@ Sonoma)	Bill	**03/05/2026**	INV-00118		
	Bill Payment	**03/06/2026**	116254		380.00
					0.00
					(139.42)
Bill Payment #116309 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-01735		
	Bill	**03/24/2026**	INV-01745		(742.92)
	Bill Payment	**03/24/2026**	116309		882.34
					(786.83)
Bill Payment #116282 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-01726		
	Bill Payment	**03/13/2026**	116282		786.83
					(270.42)
Bill Payment #116256 - Speech Guy, LLC(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-01715		
	Bill Payment	**03/06/2026**	116256		270.42
					0.00
Bill Payment #116264 - California Teachers					(4,030.00)
Association(CAVA @ Sonoma)	Bill	**03/13/2026**	Union Dues - 022026		
	Bill Payment	**03/13/2026**	116264		4,030.00
					0.00
Bill Payment #116276 - The Silly Room(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00880		(1,464.00)
	Bill Payment	**03/13/2026**	116276		1,464.00
					0.00
Bill Payment #116302 - National TeleTherapy Resources, a					(119.42)
Speech Pathology Corp.(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-11226		
	Bill	**03/24/2026**	INV-11227		(678.25)
	Bill	**03/24/2026**	INV-11228		(1,599.42)
	Bill Payment	**03/24/2026**	116302		2,397.09
Bill Payment #116277 - National TeleTherapy Resources, a					(1,212.59)
Speech Pathology Corp.(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-11153		
	Bill Payment	**03/13/2026**	116277		1,212.59
Bill Payment #116252 - National TeleTherapy Resources, a					(824.50)
Speech Pathology Corp.(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-11011		

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Bill Payment #116252 - National TeleTherapy Resources, a	Bill	**03/05/2026**	INV-11012		(1,034.00)
	Bill	**03/05/2026**	INV-11013		(478.76)
	Bill	**03/05/2026**	INV-11014		(481.25)
	Bill	**03/05/2026**	INV-11015		(150.68)
	Bill	**03/05/2026**	INV-11016		(226.00)
	Bill	**03/05/2026**	INV-11017		(66.50)
	Bill	**03/05/2026**	INV-11018		(832.13)
	Bill	**03/05/2026**	INV-11019		(740.61)
	Bill Payment	**03/06/2026**	116252		4,834.43
					0.00
Bill Payment #116242 - Axis Teletherapy(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-02566		(251.25)
	Bill	**03/05/2026**	INV-02516		(972.69)
	Bill	**03/05/2026**	INV-02517		(1,091.13)
	Bill	**03/05/2026**	INV-02565		(250.00)
	Bill	**03/05/2026**	INV-02518		(468.75)
	Bill Payment	**03/06/2026**	116242		3,033.82
					0.00
Bill Payment #116243 - Chase Boyle dba Snow Counseling(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-01042		(70.00)
	Bill	**03/05/2026**	INV-01050		(192.50)
	Bill	**03/05/2026**	INV-01057		(192.50)
	Bill	**03/05/2026**	INV-01028		(1,187.50)
	Bill Payment	**03/06/2026**	116243		1,642.50
					0.00
Bill Payment #116293 - Effectual Educational Consulting Service(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-12526		(110.00)
	Bill	**03/24/2026**	INV-12534		(390.00)
	Bill	**03/24/2026**	INV-12539		(250.00)
	Bill	**03/24/2026**	INV-12550		(86.67)
	Bill	**03/24/2026**	INV-12551		(125.00)
	Bill	**03/24/2026**	INV-12572		(62.50)
	Bill	**03/24/2026**	INV-12573		(17.17)
	Bill	**03/24/2026**	INV-12583		(70.00)
	Bill	**03/24/2026**	INV-12601		(70.00)
	Bill	**03/24/2026**	INV-12611		(420.00)
	Bill	**03/24/2026**	INV-12628		(184.50)
	Bill Payment	**03/24/2026**	116293		1,785.84
Bill Payment #116269 - Effectual Educational Consulting Service(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-12433		(430.50)
	Bill	**03/13/2026**	INV-12443		(215.25)
	Bill	**03/13/2026**	INV-12456		(307.50)
	Bill	**03/13/2026**	INV-12463		(750.00)
	Bill	**03/13/2026**	INV-12489		(202.80)
	Bill	**03/13/2026**	INV-12505		(1,317.00)
	Bill Payment	**03/13/2026**	116269		3,223.05
Bill Payment #116247 - Effectual Educational Consulting Service(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-12425		(307.50)
	Bill Payment	**03/06/2026**	116247		307.50
					0.00
Bill Payment #116298 - Kadiant, LLC(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-00381		(445.00)
	Bill Payment	**03/24/2026**	116298		445.00
					0.00
Bill Payment #116279 - Point Quest Pediatric Therapies, LLC(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00336		(103.50)
	Bill Payment	**03/13/2026**	116279		103.50
					0.00
Bill Payment #116303 - PresenceLearning, Inc.(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-09707		(75.00)
	Bill	**03/24/2026**	INV-09722		(75.00)
	Bill	**03/24/2026**	INV-09724		(66.25)
	Bill Payment	**03/24/2026**	116303		216.25
Bill Payment #116280 - PresenceLearning, Inc.(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-09706		(2,006.25)
	Bill Payment	**03/13/2026**	116280		2,006.25
					0.00
Bill Payment #116294 - El Paseo Children's Center, Inc.(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-01515		(1,480.00)
	Bill	**03/24/2026**	INV-01526		(1,100.00)
	Bill Payment	**03/24/2026**	116294		2,580.00
Bill Payment #116248 - El Paseo Children's Center, Inc.(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-01503		(4,949.24)
	Bill Payment	**03/06/2026**	116248		4,949.24
					0.00
Bill Payment #116270 - eLuma LLC (CAVA@SONOMA)	Bill	**03/13/2026**	VST-01342		(213.50)
	Bill Payment	**03/13/2026**	116270		213.50
					0.00
Bill Payment #116307 - Specialized Therapy Services Inc(CAVA@SONOMA)	Bill	**03/24/2026**	INV-01494		(990.00)

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Bill Payment #116307 - Specialized Therapy Services	Bill	**03/24/2026**	INV-01498		(600.00)
	Bill Payment	**03/24/2026**	116307		1,590.00
					0.00
Bill Payment #116297 - iTherapy(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-00105		(562.50)
	Bill Payment	**03/24/2026**	116297		562.50
Bill Payment #116272 - iTherapy(CAVA @ Sonoma)	Bill	**10/25/2025**	INV-00019		(250.00)
	Bill	**11/06/2025**	INV-00028		(312.50)
	Bill Payment	**03/13/2026**	116272		562.50
Bill Payment #116250 - iTherapy(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-00095		(281.25)
	Bill Payment	**03/06/2026**	116250		281.25
					0.00
Bill Payment #116312 - Virtual Technologies Group(CAVA@SONOMA)					(1,330.89)
	Bill	**03/24/2026**	INV126173		
	Bill Payment	**03/24/2026**	116312		1,330.89
Bill Payment #116284 - Virtual Technologies Group(CAVA@SONOMA)					(991.16)
	Bill	**03/13/2026**	INV126065		
	Bill	**03/13/2026**	INV126069		(969.86)
	Bill	**03/13/2026**	INV126129		(975.47)
	Bill Payment	**03/13/2026**	116284		2,936.49
Bill Payment #116260 - Virtual Technologies Group(CAVA@SONOMA)					(975.47)
	Bill	**03/05/2026**	INV126031		
	Bill Payment	**03/06/2026**	116260		975.47
					0.00
Bill Payment #116313 - Sonoma County Office of Education - IT(CAVA@SONOMA)					(110,048.38)
	Bill	**03/27/2026**	SO - Mar 2026 STRS	SO - Mar 2026 STRS	
	Bill Payment	**03/27/2026**	116313	SO - Mar 2026 STRS	110,048.38
					0.00
Bill Payment #116300 - Marnie J Young dba Adapted Child's Play(CAVA @ Sonoma)					(163.00)
	Bill	**03/24/2026**	INV-00710		
	Bill Payment	**03/24/2026**	116300		163.00
					0.00
Bill Payment #116285 - Amazon Capital Services(CAVA @ Sonoma)					(5.96)
	Bill	**03/24/2026**	1GMY-J QXY-G 76V		
	Bill Payment	**03/24/2026**	116285		5.96
					0.00
Bill Payment #116287 - Anova Education and Behavior Consultation(CAVA @ Sonoma)					(5,752.08)
	Bill	**03/24/2026**	13429379		
	Bill	**03/24/2026**	13429380		(5,851.66)
	Bill Payment	**03/24/2026**	116287		11,603.74
Bill Payment #116239 - Anova Education and Behavior Consultation(CAVA @ Sonoma)					(5,752.08)
	Bill	**03/05/2026**	13136650		
	Bill	**03/05/2026**	13136652		(5,951.24)
	Bill Payment	**03/06/2026**	116239		11,703.32
					0.00
Bill Payment #116263 - Bridge The Gap Sped, LLC(CAVA @ Sonoma)					(1,350.00)
	Bill	**03/13/2026**	INV-00358		
	Bill Payment	**03/13/2026**	116263		1,350.00
					0.00
Bill Payment #116273 - Jabbergym, LLC(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00261		(1,384.00)
	Bill Payment	**03/13/2026**	116273		1,384.00
					0.00
Bill Payment #116304 - Rids Brother Company Inc(CAVA @ Sonoma)					(10,317.50)
	Bill	**03/24/2026**	1532		
	Bill Payment	**03/24/2026**	116304		10,317.50
					0.00
Bill Payment #116306 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(5,881.00)
	Bill	**03/24/2026**	INV241019		
	Bill Payment	**03/24/2026**	116306		5,881.00
Bill Payment #116255 - Specialized Education of California, Inc.(CAVA @ Sonoma)					(3,657.81)
	Bill	**03/05/2026**	INV215858		
	Bill	**03/05/2026**	INV218146		(5,346.03)
	Bill	**03/05/2026**	INV220312		(2,250.96)
	Bill	**03/05/2026**	INV222666		(4,501.92)
	Bill	**03/05/2026**	INV239248		(8,813.00)
	Bill Payment	**03/06/2026**	116255		24,569.72
					0.00
Bill Payment #116288 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Sonoma)					(222.25)
	Bill	**03/24/2026**	INV-01594		
	Bill Payment	**03/24/2026**	116288		222.25
Bill Payment #116241 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ Sonoma)					(254.00)
	Bill	**03/05/2026**	INV-01574		
	Bill Payment	**03/06/2026**	116241		254.00
					0.00
					(118.75)
Bill Payment #116261 - ACES Clinics INC(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00054		
	Bill Payment	**03/13/2026**	116261		118.75
					(1,800.00)
Bill Payment #116237 - ACES Clinics INC(CAVA @ Sonoma)	Bill	**03/05/2026**	INV-00044		
	Bill Payment	**03/06/2026**	116237		1,800.00

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					0.00
Bill Payment #116240 - Apple Inc.(CAVA@SONOMA)	Bill	**03/05/2026**	MC49414386		(25.00)
	Bill	**03/05/2026**	MC49779009		(464.10)
	Bill Payment	**03/06/2026**	116240		489.10
					0.00
Bill Payment #116301 - Milestones Therapy Group(CAVA @ Sonoma)					(465.49)
	Bill	**03/24/2026**	INV-00114		
	Bill Payment	**03/24/2026**	116301		465.49
Bill Payment #116251 - Milestones Therapy Group(CAVA @ Sonoma)					(187.50)
	Bill	**03/05/2026**	INV-00103		
	Bill Payment	**03/06/2026**	116251		187.50
					0.00
Bill Payment #116310 - Speech Therapy Link Inc.(CAVA @ Sonoma)					(455.00)
	Bill	**03/24/2026**	INV-00057		
	Bill Payment	**03/24/2026**	116310		455.00
Bill Payment #116257 - Speech Therapy Link Inc.(CAVA @ Sonoma)					(650.00)
	Bill	**03/05/2026**	INV-00048		
	Bill Payment	**03/06/2026**	116257		650.00
					0.00
Bill Payment #116259 - Virtual Speech Solutions(CAVA @ Sonoma)					(52.08)
	Bill	**03/05/2026**	INV-00028		
	Bill Payment	**03/06/2026**	116259		52.08
					0.00
					(225.00)
Bill Payment #116299 - Link Teletherapy(CAVA @ Sonoma)	Bill	**03/24/2026**	INV-00095		
	Bill Payment	**03/24/2026**	116299		225.00
					(410.00)
Bill Payment #116274 - Link Teletherapy(CAVA @ Sonoma)	Bill	**03/13/2026**	INV-00081		
	Bill Payment	**03/13/2026**	116274		410.00
					0.00
Bill Payment #116278 - Partners in Special Education(CAVA @ Sonoma)					(138.75)
	Bill	**03/13/2026**	INV-01284		
	Bill Payment	**03/13/2026**	116278		138.75
					0.00
Bill Payment #116308 - Spectrum Center, Inc.(CAVA@SONOMA)					(5,623.95)
	Bill	**03/24/2026**	INV-000084132		
	Bill Payment	**03/24/2026**	116308		5,623.95
Bill Payment #116281 - Spectrum Center, Inc.(CAVA@SONOMA)					(1,908.65)
	Bill	**03/13/2026**	INV-000079723		
	Bill Payment	**03/13/2026**	116281		1,908.65
					0.00
Bill Payment #116296 - Green Hasson & Janks LLP(CAVA @ Sonoma)					(5,819.00)
	Bill	**03/24/2026**	35036 - 10% Withheld		
	Bill Payment	**03/24/2026**	116296		5,819.00
					0.00
Bill Payment #116314 - California Virtual Academy @ Los Angeles(CAVA@SONOMA)					(414,062.00)
	Bill	**03/27/2026**		Intercompany payment to CAVALA - Mar '26	
	Bill Payment	**03/27/2026**	116314	Intercompany payment to CAVALA - Mar '26	414,062.00
					0.00
Bill Payment #116315 - California Virtual Academy @ Sutter(CAVA@SONOMA)					(112,437.00)
	Bill	**03/27/2026**		SO * Interco to CAVASU - Mar '26	
	Bill Payment	**03/27/2026**	116315	SO * Interco to CAVASU - Mar '26	112,437.00
					0.00
Bill Payment #ACH 3/30/26 - K12 California LLC, dba K12 CA Educational Solutions LLC(CAVA @ Sonoma)			INV-003-20841 _ SO-Jul.25-SS&T		(182,356.00)
	Bill	**08/14/2025**		INV-003-20841 _ SO-Jul.25-SS&T	
			INV-003-22113 _ SO-Aug.25-SS&T		(231,991.87)
	Bill	**12/04/2025**		INV-003-22113 _ SO-Aug.25-SS&T	
	Bill Payment	**03/30/2026**	ACH 3/30/26		414,347.87
					0.00
					0.00
				Total	**1,602,477.18**

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
The Stepping Stones Group LLC	4,994.46
Language Line Services	1,837.50
AppleOne Employment Services	1,598.67
Effectual Educational Consulting Service	1,181.61
Pitney Bowes Bank Inc Purchase Power	1,169.29
Smile From The Inside, Inc.	865.29
Cornerstone Educational Solutions	390.78
AXIS Teletherapy	389.86
Tech to School	334.95
FusionPlus Inc	316.57
Integration Inc.	306.01
Apple Inc.	299.99
Solution Tree	258.36
NCS Pearson, Inc.	240.84
DataBasics, Inc.	237.48
Expedited Reports	214.36
Barrington Staffing Services	197.26
AT&T Mobility	167.87
Green Hasson & Janks LLP	162.84
The Back Room Inc	155.33
Supreme Facility Services, Inc.	138.87
Everway LLC	137.42
Storbeck Search LLC	123.50
UPS	114.24
Bill.com	105.84
Crisis Prevention Institute	105.48
Southern California Edison	104.17
Comm-Core	81.13
School Pathways LLC	63.88
Quill Corporation	62.71
Certified Languages International	61.50
Everon, LLC	61.41
Amazon	58.58
City of Simi Valley	50.31
Pitney Bowes Global Financial Services	44.14
Verizon Wireless	36.75
Urbane Café	33.66
Backstage Health	30.09
VC Furniture & Facility Services	27.44
NASSP	23.86
BlueTriton Brands, Inc	19.61
Waste Management	15.55

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
Doctors Wellness Company LLC dba WellnessMart MD	12.45
VC Tax Collector	11.41
Paper Recycling & Shredding	9.54
School Services of California	8.65
Orkin	7.07
HALO Branded Solutions, Inc.	3.90
Zoom Video Communications, Inc.	2.41
Grand Total	**16,874.87**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	4.77
	Office Expense	Supplies - COS	**101 General**	LLC 623155	February (2-19)		
				LLC 624313	March (3-5)	113.00	4.77
	Office Expense Total					**226.00**	**9.54**
Paper Recycling & Shredding Total						**226.00**	**9.54**
UPS		54302 Postage & Delivery Expense :				517.36	21.84
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E096	February (2-28)		
				LLC 000073Y68E86	February (2-21)	113.03	4.77
				LLC 000073Y68E106	March (3-7)	272.63	11.51
				LLC 000073Y68E116	March (3-14)	629.15	26.56
			280 SPED	LLC 0000V9159W086	February (2-21)	241.80	10.62
				LLC 0000V9159W096	February (2-28)	120.69	5.30
				LLC 0000V9159W106	March (3-7)	414.55	18.20
				LLC 0000V9159W116	March (3-14)	351.85	15.45
	Shipping Total					**2,661.06**	**114.24**
UPS Total						**2,661.06**	**114.24**
Waste Management	**Operations and**	53400 Rent and Utilities : Repairs and				171.31	7.23
	Housekeeping Services	Maintenance	**101 General**	LLC 7330884-0283-5	March		
				LLC 7330899-0283-3	March	197.01	8.32
	Operations and Housekeeping Services Total					**368.32**	**15.55**
Waste Management Total						**368.32**	**15.55**
	Operations and	53400 Rent and Utilities : Repairs and				3,290.00	138.87
Supreme Facility Services, Inc.	**Housekeeping Services**	Maintenance	**101 General**	LLC 4766	March		
	Operations and Housekeeping Services Total					**3,290.00**	**138.87**
Supreme Facility Services, Inc. Total						**3,290.00**	**138.87**
		52802 Office Supplies Expense : Office				571.50	24.12
Amazon	**Office Expense**	Supplies - COS	**101 General**	113-9561032-9117024	February		
				114-0841108-0913014	February	280.72	11.85
				111-5850370-4187441	March	55.02	2.32
				111-3649570-2165829	March	83.64	3.53
				114-4333052-0708245	March	13.02	0.55
				114-7065640-2685069	March	148.39	6.26
				111-7380432-4608239	March	191.90	8.10
				111-3043557-4449857	March	4.58	0.19
				111-0909404-3936266	March	39.12	1.65
	Office Expense Total					**1,387.89**	**58.58**
Amazon Total						**1,387.89**	**58.58**
		53801 Phone & Internet Expense :		LLC 80557846671578		1,335.33	56.36
AT&T Mobility	**Communications**	Telephone	**101 General**	022826	March		
				LLC 0817993117	March (3-6)	879.72	37.13
				LLC 5774483110	March	1,761.93	74.37
	Communications Total					**3,976.98**	**167.87**
AT&T Mobility Total						**3,976.98**	**167.87**
		51806 Professional Svcs & Outside Labor				5,370.96	226.70
AppleOne Employment Services	**Outside Service**	: Outside Labor/Temporary Help	**101 General**	LLC 01-7249408	February (2-14)		
				LLC 01-7253536	February (2-21)	4,105.20	173.28
				LLC 01-7257124	February (2-28)	6,923.44	292.23
				LLC 01-7261900	March (3-7)	8,832.69	372.82
				LLC 01-7265484	March (3-14)	12,642.57	533.63
	Outside Service Total					**37,874.86**	**1,598.67**
AppleOne Employment Services Total						**37,874.86**	**1,598.67**
		55801 Dues, Memberships & Research				1,498.00	105.84
Bill.com	**Dues and Memberships**	Svcs : Memberships	**101 General**	26034981376	March		
	Dues and Memberships Total					**1,498.00**	**105.84**
Bill.com Total						**1,498.00**	**105.84**
		51801 Professional Svcs & Outside Labor				20,500.00	865.29
Smile From The Inside, Inc.	**Outside Service-General**	: Other Professional Services	**101 General**	LLC 2237	March		
	Outside Service-General Total					**20,500.00**	**865.29**
Smile From The Inside, Inc. Total						**20,500.00**	**865.29**
		51801 Professional Svcs & Outside Labor	**320 Supp- ELD**			2,520.75	61.50
Certified Languages International	**Outside Service-General**	: Other Professional Services	**Services**	LLC 74586022826	February		
	Outside Service-General Total					**2,520.75**	**61.50**
Certified Languages International Total						**2,520.75**	**61.50**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				1,749.94	299.99
Apple Inc.	**Non K12 Curriculum**	Curriculum	**280 SPED**	LLC MC50637928	February (2-9)		
				LLC MC53776330	February (2-25)	899.97	0.00
				LLC MC56979763	March (3-11)	1,299.95	0.00
	Non K12 Curriculum Total					**3,949.86**	**299.99**
Apple Inc. Total						**3,949.86**	**299.99**
		53801 Phone & Internet Expense :				1,922.14	81.13
Comm-Core	**Communications**	Telephone	**101 General**	LLC 1114115	March		
	Communications Total					**1,922.14**	**81.13**
Comm-Core Total						**1,922.14**	**81.13**
		51801 Professional Svcs & Outside Labor				5,626.30	237.48
DataBasics, Inc.	**Outside Service-General**	: Other Professional Services	**101 General**	LLC 0816257	February		
	Outside Service-General Total					**5,626.30**	**237.48**
DataBasics, Inc. Total						**5,626.30**	**237.48**
		56504 Program Fees & Other				870.55	36.75
Verizon Wireless	**Telephone - Adminstration**	Instructional : Admin - Telephone	**101 General**	LLC 6137633899	February		
	Telephone - Adminstration Total					**870.55**	**36.75**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Verizon Wireless Total						**870.55**	**36.75**
BlueTriton Brands, Inc	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 06C8710033059	March	464.63	19.61
	Office Expense Total					**464.63**	**19.61**
BlueTriton Brands, Inc Total						**464.63**	**19.61**
Orkin	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 290473471	February (2-27)	167.40	7.07
	Operations and Housekeeping Services Total					**167.40**	**7.07**
Orkin Total						**167.40**	**7.07**
Pitney Bowes Bank Inc Purchase Power	**Postage**	54301 Postage & Delivery Expense : Postage	**101 General**	LLC 8000-9090-1005-2145 031626	March (3-16)	27,702.26	1,169.29
	Postage Total					**27,702.26**	**1,169.29**
Pitney Bowes Bank Inc Purchase Power Total						**27,702.26**	**1,169.29**
Pitney Bowes Global Financial Services	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 3107715444	March (3-5)	1,045.74	44.14
	Office Expense Total					**1,045.74**	**44.14**
Pitney Bowes Global Financial Services Total						**1,045.74**	**44.14**
Zoom Video Communications, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**480 SUPP - Student Training**	LLC INV346267499	March (3-18)	57.00	2.41
	Non K12 Curriculum Total					**57.00**	**2.41**
Zoom Video Communications, Inc. Total						**57.00**	**2.41**
AXIS Teletherapy	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC 4286	February	8,879.00	389.86
	Subagreements for Services Total					**8,879.00**	**389.86**
AXIS Teletherapy Total						**8,879.00**	**389.86**
Quill Corporation	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	LLC 47743173	February (2-10)	189.17	7.98
				LLC 47743201	February (2-10)	153.37	6.47
				LLC 47976451	February (2-27)	943.59	39.83
				LLC 48035535	March (3-4)	199.51	8.42
	Office Expense Total					**1,485.64**	**62.71**
Quill Corporation Total						**1,485.64**	**62.71**
Southern California Edison	**Utilities**	53302 Rent and Utilities : Utilities, CAM, and Real Estate	**101 General**	LLC 700203189681 031326	March (3-13)	2,468.06	104.17
	Utilities Total					**2,468.06**	**104.17**
Southern California Edison Total						**2,468.06**	**104.17**
FusionPlus Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-1032	March (3-1)	7,500.00	316.57
	Outside Service-General Total					**7,500.00**	**316.57**
FusionPlus Inc Total						**7,500.00**	**316.57**
NCS Pearson, Inc.	**Non K12 Curriculum**	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	**280 SPED**	LLC 31312471	February (2-27)	5,100.00	240.84
	Non K12 Curriculum Total					**5,100.00**	**240.84**
NCS Pearson, Inc. Total						**5,100.00**	**240.84**
Solution Tree	**Teacher Training**	56313 Program Fees & Other Instructional : Program Fees - Professional Development	**560 Title I**	LLC S337778	February (2-18)	3,240.00	129.95
				LLC S337990	February (2-23)	2,800.00	128.41
	Teacher Training Total					**6,040.00**	**258.36**
Solution Tree Total						**6,040.00**	**258.36**
Doctors Wellness Company LLC dba WellnessMart MD	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-0016735	February	295.00	12.45
	Outside Service-General Total					**295.00**	**12.45**
Doctors Wellness Company LLC dba WellnessMart MD Total						**295.00**	**12.45**
Everon, LLC	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 160492159	March	489.02	20.64
				LLC 160162881	January	476.84	20.13
				LLC 160651130	March (3-9)	489.02	20.64
	Operations and Housekeeping Services Total					**1,454.88**	**61.41**
Everon, LLC Total						**1,454.88**	**61.41**
The Back Room Inc	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC INV-4205	January	3,680.00	155.33
	Outside Service-General Total					**3,680.00**	**155.33**
The Back Room Inc Total						**3,680.00**	**155.33**
Green Hasson & Janks LLP	**Accounting Fees**	56321 Program Fees & Other Instructional : Program Fees - Accounting	**101 General**	LLC 38863	February 92-21)	3,399.00	162.84
	Accounting Fees Total					**3,399.00**	**162.84**
Green Hasson & Janks LLP Total						**3,399.00**	**162.84**
Barrington Staffing Services	**Outside Service**	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	**280 SPED**	LLC 45424	February (2-22)	535.74	23.52
				LLC 45445	March (3-1)	1,245.13	54.67
				LLC 45466	March (3-8)	1,383.61	58.40
				LLC 45486	March (3-15)	1,381.55	60.66
	Outside Service Total					**4,546.03**	**197.26**
Barrington Staffing Services Total						**4,546.03**	**197.26**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
		56410 Program Fees & Other Instructional : Program Fees - Non K12				2,499.00	105.48
Crisis Prevention Institute	**Non K12 Curriculum**	Curriculum	**280 SPED**	LLC NAIN-215774	February (2-18)		
	Non K12 Curriculum Total					**2,499.00**	**105.48**
Crisis Prevention Institute Total						**2,499.00**	**105.48**
						4,680.00	242.60
Effectual Educational Consulting Service	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**101 General**	LLC 13635	December		
				LLC 13707	January	1,040.00	53.91
			280 SPED	LLC 13636	December	2,362.50	99.79
				LLC 13637	December	6,600.00	289.79
				LLC 13706	January	6,031.25	205.73
				LLC 13708	January	6,600.00	289.79
	Subagreements for Services Total					**27,313.75**	**1,181.61**
Effectual Educational Consulting Service Total						**27,313.75**	**1,181.61**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				2,754.00	137.42
Everway LLC	**Non K12 Curriculum**	Curriculum	**280 SPED**	LLC 00273406N	December (12-3)		
	Non K12 Curriculum Total					**2,754.00**	**137.42**
Everway LLC Total						**2,754.00**	**137.42**
						4,274.25	214.36
Expedited Reports	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC INVOICE001241	February (2-16)		
	Subagreements for Services Total					**4,274.25**	**214.36**
Expedited Reports Total						**4,274.25**	**214.36**
		54301 Postage & Delivery Expense :	*** (80Line 30)**			36.66	1.55
Integration Inc.	**Postage**	Postage	**101 General**	LLC 2601160	January (1-27)		
				LLC 2602168	February (2-28)	4,088.76	172.58
	Postage Total					**4,125.42**	**174.13**
						243.50	10.28
		52801 Office Supplies Expense : Business	*** (80Line 30)**				
	Printing Expense	Expense/Printing & Reproduction	**101 General**	LLC 2601160	January (1-27)		
				LLC 2602168	February (2-28)	2,881.00	121.60
	Printing Expense Total					**3,124.50**	**131.88**
Integration Inc. Total						**7,249.92**	**306.01**
School Pathways LLC	**Prepaid Other**	13514 Prepaid Other	**101 General**	LLC INV-140-09842	February (2-27)	1,333.40	63.88
	Prepaid Other Total					**1,333.40**	**63.88**
School Pathways LLC Total						**1,333.40**	**63.88**
		51801 Professional Svcs & Outside Labor				2,926.00	123.50
Storbeck Search LLC	**Outside Service-General**	: Other Professional Services	**101 General**	LLC INV-20634	February (2-28)		
	Outside Service-General Total					**2,926.00**	**123.50**
Storbeck Search LLC Total						**2,926.00**	**123.50**
		56410 Program Fees & Other Instructional : Program Fees - Non K12				3,349.53	334.95
Tech to School	**Non K12 Curriculum**	Curriculum	**280 SPED**	LLC MTS79649	February (2-18)		
	Non K12 Curriculum Total					**3,349.53**	**334.95**
Tech to School Total						**3,349.53**	**334.95**
						96,350.00	4,994.46
The Stepping Stones Group LLC	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC M0274368	January		
	Subagreements for Services Total					**96,350.00**	**4,994.46**
The Stepping Stones Group LLC Total						**96,350.00**	**4,994.46**
		67199 SG&A - Taxes & Licenses Expense :				270.27	11.41
VC Tax Collector	**Sales and Use Tax**	Sales and Use Tax	**101 General**	LLC 202607005219	January (1-16)		
	Sales and Use Tax Total					**270.27**	**11.41**
VC Tax Collector Total						**270.27**	**11.41**
		51801 Professional Svcs & Outside Labor	**320 Supp- ELD**			17,623.67	1,837.50
Language Line Services	**Outside Service-General**	: Other Professional Services	**Services**	LLC 11871030	February		
	Outside Service-General Total					**17,623.67**	**1,837.50**
Language Line Services Total						**17,623.67**	**1,837.50**
						580.50	30.09
Backstage Health	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**101 General**	LLC INV-024573	February		
	Subagreements for Services Total					**580.50**	**30.09**
Backstage Health Total						**580.50**	**30.09**
		53302 Rent and Utilities : Utilities, CAM,				1,191.86	50.31
City of Simi Valley	**Utilities**	and Real Estate	**101 General**	LLC 71054417	March		
	Utilities Total					**1,191.86**	**50.31**
City of Simi Valley Total						**1,191.86**	**50.31**
						8,900.00	390.78
Cornerstone Educational Solutions	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**200 MH**	LLC INV-1661	October		
	Subagreements for Services Total					**8,900.00**	**390.78**
Cornerstone Educational Solutions Total						**8,900.00**	**390.78**
		56313 Program Fees & Other Instructional : Program Fees -				125.74	3.90
HALO Branded Solutions, Inc.	**Teacher Training**	Professional Development	**310 SUPP – CRE**	LLC 8924584	February (2-10)		
	Teacher Training Total					**125.74**	**3.90**
HALO Branded Solutions, Inc. Total						**125.74**	**3.90**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
			330 SUPP - Engagement	LLC 9002139923	January (1-16)	385.00	11.93
NASSP	**Prepaid Other**	13514 Prepaid Other		LLC 9002139924	January (1-16)	385.00	11.93
	Prepaid Other Total					**770.00**	**23.86**
NASSP Total						**770.00**	**23.86**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 1049	March (3-11)	650.00	27.44
VC Furniture & Facility Services	**Operations and Housekeeping Services Total**					**650.00**	**27.44**
						650.00	**27.44**
VC Furniture & Facility Services Total							
		66001 SG&A - Conferences and Events Expense : Events-Information Sessions	**101 General**	9FVKXQ62XUY - Q5Y82	February	205.00	8.65
School Services of California	**Events-Information Sessions**						
	Events-Information Sessions Total					**205.00**	**8.65**
School Services of California Total						**205.00**	**8.65**
	Internal Meals & Entertainment	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	175730	March	797.53	33.66
Urbane Café	**Internal Meals & Entertainment Total**					**797.53**	**33.66**
Urbane Café Total						**797.53**	**33.66**
Grand Total						**340,121.77**	**16,874.87**

California Virtual Academy at Sonoma
Board Disbursements A/P Payment History
April 01, 2026 - April 30, 2026

Vendor	Description	Total
K12 California LLC, dba K12 CA Educational Solutions LLC	Damaged/Lost Computers	1,036,384.25
California Virtual Academy @ San Diego	Intercompany Settlement	391,019.00
ADP, Inc.	Payroll Services	374,917.29
California Virtual Academy @ Kings	Intercompany Settlement	138,108.00
Sonoma County Office of Education - IT	STRS/PERS Contribution	112,232.12
California Virtual Academy @ Los Angeles	Intercompany Settlement	97,171.00
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	16,799.74
School Pathways LLC	Annual Subscription	14,672.91
Rids Brother Company Inc	Transportation Services	12,710.00
Anova Education and Behavior Consultation	Special Education Contracted Services	11,014.41
Anchor Counseling & Education Solutions	Special Education Contracted Services	8,750.64
Effectual Educational Consulting Service	Special Education Services	7,819.55
Spectrum Center, Inc.	Special Education Contracted Services	7,157.67
Cornerstone Educational Solutions	Special Education Contracted Services	7,060.30
E-Therapy Intermediate, INC	Special Education Contracted Services	6,862.00
Behavior Education Consulting Center	Psychological Services for SPED Students	6,084.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	4,984.38
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	4,889.26
MICHELLE MILLER DBA THERASTAFFERS	Special Education Contracted Services	4,344.00
TalkPath Live	Special Education Contracted Services	4,334.91
Oxford Consulting Services	Special Education Contracted Services	4,088.00
California Teachers Association	Union Dues	4,030.00
Grace Speech Therapy Corp.	SLP IEP Attendance	3,689.01
ACES Clinics INC	Language and Speech Therapy	2,883.13
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	2,791.53
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	2,676.32
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,646.26
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	2,486.25
Backstage Health	Mileage Reimbursement	1,836.65
Partners in Special Education	Special Education Contracted Services	1,500.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	1,442.00
The Silly Room	Special Education Contracted Services	1,291.50
Foundations Therapy Service	Special Education Contracted Services	1,254.00
Specialized Therapy Services Inc	Special Education Contracted Services	1,155.00
Gold Country Hearing	Special Education Contracted Services	1,050.00
SpeechRighter, Inc.	Special Education Contracted Services	1,012.50
El Paseo Children's Center, Inc.	Special Education Contracted Services	932.01
iTherapy	Special Education Contracted Services	843.75
Jabbergym, LLC	Language and Speech Therapy	825.83
Kadiant, LLC	Special Education Contracted Services	820.00
SPEAK! Speech and Language	Language and Speech Therapy	765.00
Augmentative Communications Solutions	Special Education Contracted Services	360.00
Braille Abilities, LLC	Special Education Orientation and Mobility Services	350.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	349.25
The Stepping Stones Group LLC	Special Education Contracted Services	330.75
eLuma	Special Individual Counseling Services	244.00
Speech Guy, LLC	Special Education Contracted Services	214.33
Virtual Speech Solutions	Language and Speech Therapy	208.32
Adapted Child's Play	Special Education Contracted Services	203.75
Link Teletherapy	Occupational Therapy	180.00
Virtual Technologies Group	Computer equip. & installation	145.46
Alyssa Guerrero	AT Report Reviews	143.75
Point Quest Pediatric Therapies, LLC	Special Education Contracted Services	138.00
California Department of Education	CA Pre-K Prog Planning & Implementation AB130	20.58
Grand Total		**2,310,222.36**

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116368 - Anchor Counseling & Education		**04/27/20**			(2,787.09)
Solutions(CAVA @ Sonoma)	Bill	**26**	INV-08451		
	Bill	**04/27/2026**	INV-08466		(440.78)
	Bill Payment	**04/28/2026**	116368		3,227.87
Bill Payment #116317 - Anchor Counseling & Education		**04/03/20**			(741.00)
Solutions(CAVA @ Sonoma)	Bill	**26**	INV-08394		
	Bill	**04/03/2026**	INV-08416		(4,574.74)
	Bill	**04/03/2026**	INV-08432		(207.03)
	Bill Payment	**04/06/2026**	116317		5,522.77
Amount Unapplied - Bill Payment #116317 - Anchor Counseling & Education Solutions(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116342 - Christopher Chaidez dba		**04/15/20**			(821.66)
Upward Bound School Inc.(CAVA @ Sonoma)	Bill	**26**	INV-01361		
	Bill Payment	**04/16/2026**	116342		821.66
Bill Payment #116324 - Christopher Chaidez dba		**04/03/20**			(552.51)
Upward Bound School Inc.(CAVA @ Sonoma)	Bill	**26**	INV-01346		
	Bill	**04/03/2026**	INV-01335		(1,112.08)
	Bill Payment	**04/06/2026**	116324		1,664.59
					0.00
Bill Payment #116380 - MICHELLE MILLER DBA		**04/27/20**			(1,229.66)
THERASTAFFERS (CAVA @ SONOMA)	Bill	**26**	INV-01125		
	Bill Payment	**04/28/2026**	116380		1,229.66
Bill Payment #116330 - MICHELLE MILLER DBA		**04/03/20**			(3,114.34)
THERASTAFFERS (CAVA @ SONOMA)	Bill	**26**	INV-01101		
	Bill Payment	**04/06/2026**	116330		3,114.34
					0.00
Bill Payment #116343 - Communicology, Inc., DBA,		**04/15/20**			(1,872.35)
TeleSesh(CAVA @ Sonoma)	Bill	**26**	INV-01820		
	Bill	**04/15/2026**	INV-01833		(93.00)
	Bill	**04/15/2026**	INV-01841		(685.50)
	Bill	**04/15/2026**	INV-01853		(117.99)
	Bill Payment	**04/16/2026**	116343		2,768.84
Bill Payment #116325 - Communicology, Inc., DBA,		**04/03/20**			(206.50)
TeleSesh(CAVA @ Sonoma)	Bill	**26**	INV-01775		
	Bill	**04/03/2026**	INV-01791		(1,836.42)
	Bill	**04/03/2026**	INV-01806		(77.50)
	Bill Payment	**04/06/2026**	116325		2,120.42
Amount Unapplied - Bill Payment #116343 - Communicology, Inc., DBA, TeleSesh(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116372 - E-Therapy Intermediate,		**04/27/20**			(65.00)
INC(CAVA @ Sonoma)	Bill	**26**	INV-10564		
	Bill	**04/27/2026**	INV-10535		(121.25)
	Bill Payment	**04/28/2026**	116372		186.25
Bill Payment #116345 - E-Therapy Intermediate,		**04/15/20**			(309.50)
INC(CAVA @ Sonoma)	Bill	**26**	INV-10518		
	Bill	**04/15/2026**	INV-10521		(32.50)
	Bill	**04/15/2026**	INV-10492		(861.11)
	Bill	**04/15/2026**	INV-10493		(338.13)
	Bill Payment	**04/16/2026**	116345		1,541.24
Bill Payment #116326 - E-Therapy Intermediate,		**04/03/20**			(2,144.74)
INC(CAVA @ Sonoma)	Bill	**26**	INV-10380		
	Bill	**04/03/2026**	INV-10412		(1,345.11)
	Bill	**04/03/2026**	INV-10437		(32.50)
	Bill	**04/03/2026**	INV-10444		(1,387.99)
	Bill	**04/03/2026**	INV-10461		(26.67)
	Bill	**04/03/2026**	INV-10464		(65.00)
	Bill	**04/03/2026**	INV-10473		(100.00)
	Bill	**04/03/2026**	INV-10476		(32.50)
	Bill Payment	**04/06/2026**	116326		5,134.51
Amount Unapplied - Bill Payment #116326 - E-Therapy Intermediate, INC(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116336 - TalkPath Live(CAVA @		**04/03/20**			(4,334.91)
Sonoma)	Bill	**26**	INV-01180		
	Bill Payment	**04/06/2026**	116336		4,334.91
					0.00
Bill Payment #ACH 4/9/26 - ADP, Inc.(CAVA @		**04/09/20**	ADP Payroll(1) (03/16/26-		(167,766.38)
Sonoma)	Bill	**26**	03/31/26) - Apr 2026	04DPapr26SO - ADP Payroll(1) (03/16/26-03/31/26) - Apr 2026	
	Bill Payment	**04/09/2026**	ACH 4/9/26		167,766.38
Bill Payment #ACH 4/23/26 - ADP, Inc.(CAVA @		**04/15/20**	ADP Payroll (2) - Apr 2026		(160,659.83)
Sonoma)	Bill	**26**	(04/01/26-04/15/26	04aDPapr26SO - ADP Payroll (2) - Apr 2026 (04/01/26-04/15/26)	
	Bill Payment	**04/24/2026**	ACH 4/23/26		160,659.83
Bill Payment #ACH 4/10/26 - ADP, Inc.(CAVA @		**04/01/20**			(46,491.08)
Sonoma)	Bill	**26**	ADP Benefits - Apr 2026	05DPapr26SO - ADP Benefits - Apr 2026	
	Bill Payment	**04/14/2026**	ACH 4/10/26		46,491.08
					0.00
Bill Payment #116376 - Grace Speech Therapy		**04/27/20**			(826.67)
Corp.(CAVA @ Sonoma)	Bill	**26**	INV-03229		

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116376 - Grace Speech Therapy	Bill	**04/27/2026**	INV-03246		(496.00)
	Bill Payment	**04/28/2026**	116376		1,322.67
Bill Payment #116348 - Grace Speech Therapy		**04/15/20**			(857.67)
Corp.(CAVA @ Sonoma)	Bill	**26**	INV-03218		
	Bill Payment	**04/16/2026**	116348		857.67
Bill Payment #116329 - Grace Speech Therapy		**04/03/20**			(434.00)
Corp.(CAVA @ Sonoma)	Bill	**26**	INV-03166		
	Bill	**04/03/2026**	INV-03191		(795.67)
	Bill	**04/03/2026**	INV-03204		(279.00)
	Bill Payment	**04/06/2026**	116329		1,508.67
					0.00
Bill Payment #116388 - The Stepping Stones Group		**04/27/20**			(220.50)
LLC(CAVA @ Sonoma)	Bill	**26**	INV-01521		
	Bill Payment	**04/28/2026**	116388		220.50
Bill Payment #116360 - The Stepping Stones Group		**04/15/20**			(110.25)
LLC(CAVA @ Sonoma)	Bill	**26**	INV-01510		
	Bill Payment	**04/16/2026**	116360		110.25
					0.00
Bill Payment #116371 - Augmentative Communications		**04/27/20**			(240.00)
Solutions(CAVA @ Sonoma)	Bill	**26**	INV-00864		
	Bill Payment	**04/28/2026**	116371		240.00
Bill Payment #116319 - Augmentative Communications		**04/03/20**			(120.00)
Solutions(CAVA @ Sonoma)	Bill	**26**	INV-00859		
	Bill Payment	**04/06/2026**	116319		120.00
					0.00
Bill Payment #116344 - Cornerstone Educational		**04/15/20**			(7,060.30)
Solutions(CAVA @ Sonoma)	Bill	**26**	INV-00719		
	Bill Payment	**04/16/2026**	116344		7,060.30
					0.00
Bill Payment #116385 - SPEAK! Speech and		**04/27/20**			(210.00)
Language(CAVA @ Sonoma)	Bill	**26**	INV-00151		
	Bill Payment	**04/28/2026**	116385		210.00
Bill Payment #116334 - SPEAK! Speech and		**04/03/20**			(555.00)
Language(CAVA @ Sonoma)	Bill	**26**	INV-00140		
	Bill Payment	**04/06/2026**	116334		555.00
					0.00
Bill Payment #116357 - Speech Guy, LLC(CAVA @		**04/15/20**			(160.25)
Sonoma)	Bill	**26**	INV-01765		
	Bill Payment	**04/16/2026**	116357		160.25
Bill Payment #116335 - Speech Guy, LLC(CAVA @		**04/03/20**			(54.08)
Sonoma)	Bill	**26**	INV-01755		
	Bill Payment	**04/06/2026**	116335		54.08
					0.00
Bill Payment #116340 - California Teachers		**04/15/20**			(4,030.00)
Association(CAVA @ Sonoma)	Bill	**26**	Union Dues - 032026		
	Bill Payment	**04/16/2026**	116340		4,030.00
					0.00
Bill Payment #116359 - The Silly Room(CAVA @		**04/15/20**			(1,291.50)
Sonoma)	Bill	**26**	INV-00891		
	Bill Payment	**04/16/2026**	116359		1,291.50
					0.00
Bill Payment #116353 - National TeleTherapy					(222.75)
Resources, a Speech Pathology Corp.(CAVA @		**04/15/20**			
Sonoma)	Bill	**26**	INV-11403		
	Bill	**04/15/2026**	INV-11404		(66.50)
	Bill	**04/15/2026**	INV-11405		(225.25)
	Bill	**04/15/2026**	INV-11406		(119.42)
	Bill	**04/15/2026**	INV-11407		(596.17)
	Bill	**04/15/2026**	INV-11416		(37.50)
	Bill Payment	**04/16/2026**	116353		1,267.59
Bill Payment #116331 - National TeleTherapy					(37.50)
Resources, a Speech Pathology Corp.(CAVA @		**04/03/20**			
Sonoma)	Bill	**26**	INV-11278		
	Bill	**04/03/2026**	INV-11319		(150.17)
	Bill	**04/03/2026**	INV-11320		(256.00)
	Bill	**04/03/2026**	INV-11321		(225.25)
	Bill	**04/03/2026**	INV-11322		(739.81)
	Bill Payment	**04/06/2026**	116331		1,408.73
					0.00
Bill Payment #116337 - Axis Teletherapy(CAVA @		**04/15/20**			(1,073.50)
Sonoma)	Bill	**26**	INV-02653		
	Bill	**04/15/2026**	INV-02652		(950.86)
	Bill	**04/15/2026**	INV-02654		(437.50)
	Bill	**04/15/2026**	INV-02679		(297.17)
	Bill	**04/15/2026**	INV-02595		(32.50)
	Bill Payment	**04/16/2026**	116337		2,791.53
					0.00
Bill Payment #116341 - Chase Boyle dba Snow		**04/15/20**			(1,000.00)
Counseling(CAVA @ Sonoma)	Bill	**26**	INV-01111		
	Bill	**04/15/2026**	INV-01130		(192.50)
	Bill	**04/15/2026**	INV-01120		(35.00)

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #116341 - Chase Boyle dba Snow	Bill Payment	**04/16/2026**	116341		1,227.50
Bill Payment #116323 - Chase Boyle dba Snow		**04/03/20**			(3,015.63)
Counseling(CAVA @ Sonoma)	Bill	**26**	INV-01066		
	Bill	**04/03/2026**	INV-01086		(227.50)
	Bill	**04/03/2026**	INV-01102		(93.75)
	Bill	**04/03/2026**	INV-01079		(192.50)
	Bill	**04/03/2026**	INV-01093		(227.50)
	Bill Payment	**04/06/2026**	116323		3,756.88
					0.00
Bill Payment #116373 - Effectual Educational		**04/27/20**			(369.00)
Consulting Service(CAVA @ Sonoma)	Bill	**26**	INV-12659		
	Bill	**04/27/2026**	INV-12667		(492.00)
	Bill	**04/27/2026**	INV-12679		(307.50)
	Bill	**04/27/2026**	INV-12696		(645.75)
	Bill	**04/27/2026**	INV-12707		(1,850.00)
	Bill	**04/27/2026**	INV-12721		(250.00)
	Bill	**04/27/2026**	INV-12724		(875.00)
	Bill	**04/27/2026**	INV-12737		(375.00)
	Bill	**04/27/2026**	INV-12744		(752.25)
	Bill	**04/27/2026**	INV-12752		(141.30)
	Bill	**04/27/2026**	INV-12759		(72.50)
	Bill	**04/27/2026**	INV-12761		(228.00)
	Bill	**04/27/2026**	INV-12774		(420.00)
	Bill	**04/27/2026**	INV-12797		(440.00)
	Bill	**04/27/2026**	INV-12811		(215.25)
	Bill	**04/27/2026**	INV-12822		(140.00)
	Bill Payment	**04/28/2026**	116373		7,573.55
Bill Payment #116327 - Effectual Educational		**04/03/20**			(246.00)
Consulting Service(CAVA @ Sonoma)	Bill	**26**	INV-12636		
	Bill Payment	**04/06/2026**	116327		246.00
					0.00
Amount Unapplied - Bill Payment #116373 - Effectual Educational Consulting Service(CAVA @ Sonoma)					
					0.00
		04/27/20			(820.00)
Bill Payment #116378 - Kadiant, LLC(CAVA @ Sonoma)	Bill	**26**	INV-00389		
	Bill Payment	**04/28/2026**	116378		820.00
					0.00
Bill Payment #116354 - Point Quest Pediatric		**04/15/20**			(138.00)
Therapies, LLC(CAVA @ Sonoma)	Bill	**26**	INV-00344		
	Bill Payment	**04/16/2026**	116354		138.00
					0.00
Bill Payment #116382 - PresenceLearning, Inc.(CAVA @		**04/27/20**			(18.75)
Sonoma)	Bill	**26**	INV-09755		
	Bill Payment	**04/28/2026**	116382		18.75
Bill Payment #116355 - PresenceLearning, Inc.(CAVA @		**04/15/20**			(2,362.50)
Sonoma)	Bill	**26**	INV-09736		
	Bill	**04/15/2026**	INV-09740		(265.01)
	Bill Payment	**04/16/2026**	116355		2,627.51
					0.00
Bill Payment #116346 - El Paseo Children's Center,		**04/15/20**			(932.01)
Inc.(CAVA @ Sonoma)	Bill	**26**	INV-01539		
	Bill Payment	**04/16/2026**	116346		932.01
					0.00
Bill Payment #116374 - eLuma(CAVA @ Sonoma)	Bill	**04/27/2026**	VST-01364		(244.00)
	Bill Payment	**04/28/2026**	116374		244.00
					0.00
Bill Payment #116386 - Specialized Therapy Services		**04/27/20**			(1,155.00)
Inc(CAVA @ Sonoma)	Bill	**26**	INV-01505		
	Bill Payment	**04/28/2026**	116386		1,155.00
					0.00
Bill Payment #116377 - iTherapy(CAVA @ Sonoma)	Bill	**04/27/2026**	INV-00129		(250.00)
	Bill Payment	**04/28/2026**	116377		250.00
Bill Payment #116350 - iTherapy(CAVA @ Sonoma)	Bill	**04/15/2026**	INV-00116		(593.75)
	Bill Payment	**04/16/2026**	116350		593.75
					0.00
Bill Payment #116389 - Virtual Technologies		**04/27/20**			(145.46)
Group(CAVA @ Sonoma)	Bill	**26**	INV126790		
	Bill Payment	**04/28/2026**	116389		145.46
					0.00
Bill Payment #116384 - Sonoma County Office of		**04/27/20**			(600.00)
Education - IT(CAVA @ Sonoma)	Bill	**26**	IN26-00516		
	Bill Payment	**04/28/2026**	116384		600.00
Bill Payment #116365 - Sonoma County Office of		**04/28/20**			(111,632.12)
Education - IT(CAVA @ Sonoma)	Bill	**26**	SO - Apr 2026 STRS	SO - Apr 2026 STRS	
	Bill Payment	**04/28/2026**	116365	SO - Apr 2026 STRS	111,632.12
					0.00
Bill Payment #116367 - Adapted Child's Play(CAVA @		**04/27/20**			(203.75)
Sonoma)	Bill	**26**	INV-00722		
	Bill Payment	**04/28/2026**	116367		203.75
					0.00

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Bill Payment #116369 - Anova Education and Behavior		**04/27/20**			(5,581.89)
Consultation(CAVA @ Sonoma)	Bill	**26**	13716937		
	Bill	**04/27/2026**	13716938		(5,432.52)
	Bill Payment	**04/28/2026**	116369		11,014.41
					0.00
Bill Payment #116351 - Jabbergym, LLC(CAVA @		**04/15/20**			(825.83)
Sonoma)	Bill	**26**	INV-00275		
	Bill Payment	**04/16/2026**	116351		825.83
					0.00
Bill Payment #116383 - Rids Brother Company		**04/27/20**			(12,710.00)
Inc(CAVA @ Sonoma)	Bill	**26**	1546		
	Bill Payment	**04/28/2026**	116383		12,710.00
					0.00
					(190.50)
Bill Payment #116370 - Arc Speech Pathology Network		**04/27/20**			
DBA Arc Therapy Network(CAVA @ Sonoma)	Bill	**26**	INV-01632		
	Bill Payment	**04/28/2026**	116370		190.50
					(158.75)
Bill Payment #116318 - Arc Speech Pathology Network		**04/03/20**			
DBA Arc Therapy Network(CAVA @ Sonoma)	Bill	**26**	INV-01613		
	Bill Payment	**04/06/2026**	116318		158.75
					0.00
Bill Payment #116366 - ACES Clinics INC(CAVA @		**04/27/20**			(2,883.13)
Sonoma)	Bill	**26**	INV-00067		
	Bill Payment	**04/28/2026**	116366		2,883.13
					0.00
Bill Payment #116361 - Virtual Speech Solutions(CAVA		**04/15/20**			(208.32)
@ Sonoma)	Bill	**26**	INV-00030		
	Bill Payment	**04/16/2026**	116361		208.32
					0.00
Bill Payment #116379 - Link Teletherapy(CAVA @		**04/27/20**			(60.00)
Sonoma)	Bill	**26**	INV-00114		
	Bill Payment	**04/28/2026**	116379		60.00
Bill Payment #116352 - Link Teletherapy(CAVA @		**04/15/20**			(120.00)
Sonoma)	Bill	**26**	INV-00105		
	Bill Payment	**04/16/2026**	116352		120.00
					0.00
Bill Payment #116333 - Partners in Special		**04/03/20**			(1,500.00)
Education(CAVA @ Sonoma)	Bill	**26**	INV-01287		
	Bill Payment	**04/06/2026**	116333		1,500.00
					0.00
Bill Payment #116387 - Spectrum Center, Inc.(CAVA @		**04/27/20**			(7,157.67)
Sonoma)	Bill	**26**	INV-000088321		
	Bill Payment	**04/28/2026**	116387		7,157.67
					0.00
Bill Payment #116349 - Green Hasson & Janks		**04/15/20**			(412.00)
LLP(CAVA @ Sonoma)	Bill	**26**	40839		
	Bill	**04/15/2026**	41158		(1,030.00)
	Bill Payment	**04/16/2026**	116349		1,442.00
					0.00
Bill Payment #116363 - California Virtual Academy @		**04/28/20**	Intercompany payment to		(97,171.00)
Los Angeles(CAVA@SONOMA)	Bill	**26**	CAVALA - Apr '26	Intercompany payment to CAVALA - Apr '26	
	Bill Payment	**04/28/2026**	116363	Intercompany payment to CAVALA - Apr '26	97,171.00
					0.00
		07/24/20	INV-003-20648 _ SO-		(1,806.09)
Bill Payment #ACH 04/28/26 - K12 MANAGEMENT INC	Bill	**25**	Jun.25-Lease	INV-003-20648 _ SO-Jun.25-Lease	
		07/24/20	INV-003-20718 _ SO-		(14,894.65)
	Bill	**25**	Jun.25-COM	INV-003-20718 _ SO-Jun.25-COM	
		07/24/20	INV-003-20755 _ SO-		(99.00)
	Bill	**25**	Jun.25-OLS	INV-003-20755 _ SO-Jun.25-OLS	
	Bill Payment	**04/28/2026**	ACH 04/28/26		16,799.74
Amount Unapplied - Bill Payment #ACH 04/28/26 - K12 MANAGEMENT INC					0.00
					0.00
		10/15/20	INV-003-21546 _ SO-		(1,806.09)
Bill Payment #ACH 4/28/26 - K12 California LLC, dba K12 CA Educational Solutions LLC(CAVA @ Sonoma)	Bill	**25**	Sep.25-Lease	INV-003-21546 _ SO-Sep.25-Lease	
		08/14/20	INV-003-20870 _ SO-		(14,187.50)
	Bill	**25**	Jun.25-MAT	INV-003-20870 _ SO-Jun.25-MAT	
		08/14/20	INV-003-20901 _ SO-		(1,806.09)
	Bill	**25**	Jul.25-Lease	INV-003-20901 _ SO-Jul.25-Lease	
		12/04/20	INV-003-22113 _ SO-		(134,904.13)
	Bill	**25**	Aug.25-SS&T	INV-003-22113 _ SO-Aug.25-SS&T	
		12/04/20	INV-003-22092 _ SO-		(235,295.00)
	Bill	**25**	Sep.25-SS&T	INV-003-22092 _ SO-Sep.25-SS&T	
		12/04/20	INV-003-22112 _ SO-		(276,129.00)
	Bill	**25**	Oct.25-SS&T	INV-003-22112 _ SO-Oct.25-SS&T	
		12/09/20	INV-003-22133 _ SO-		(1,806.09)
	Bill	**25**	Nov.25-Lease	INV-003-22133 _ SO-Nov.25-Lease	
		12/09/20	INV-003-22188 _ SO-		(78,121.67)
	Bill	**25**	Nov.25-SS&T	INV-003-22188 _ SO-Nov.25-SS&T	

K12 : SA : Full Financials CA Node : CAVASO
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 4/28/26 - K12 California LLC, dba		**08/25/20**	INV-003-20995 _ SO-		(370.00)
K12 CA Educational Solutions LLC(CAVA @ Sonoma)	Bill	**25**	Aug.25-Adobe Lic	INV-003-20995 _ SO-Aug.25-Adobe Lic	
		08/25/20	INV-003-21012 _ SO-		(118,625.00)
	Bill	**25**	Aug.25-COM	INV-003-21012 _ SO-Aug.25-COM	
		08/25/20	INV-003-21055 _ SO-		(169,721.50)
	Bill	**25**	Aug.25-MAT	INV-003-21055 _ SO-Aug.25-MAT	
		09/15/20	INV-003-21199 _ SO-		(1,806.09)
	Bill	**25**	Aug.25-Lease	INV-003-21199 _ SO-Aug.25-Lease	
		11/13/20	INV-003-21863 _ SO-		(1,806.09)
	Bill	**25**	Oct.25-Lease	INV-003-21863 _ SO-Oct.25-Lease	
	Bill Payment	**04/28/2026**	ACH 4/28/26		1,036,384.25
Amount Unapplied - Bill Payment #ACH 4/28/26 - K12 California LLC, dba K12 CA Educational Solutions LLC(CAVA @ Sonoma)					0.00
					0.00
Bill Payment #116316 - Alyssa Guerrero(CAVA @		**04/03/20**			(143.75)
Sonoma)	Bill	**26**	INV-00053		
	Bill Payment	**04/06/2026**	116316		143.75
					0.00
Bill Payment #116338 - Backstage Health(CAVA @		**04/15/20**			(575.00)
Sonoma)	Bill	**26**	INV-00225		
	Bill Payment	**04/16/2026**	116338		575.00
Bill Payment #116320 - Backstage Health(CAVA @		**04/03/20**			(619.95)
Sonoma)	Bill	**26**	INV-00224		
	Bill	**04/03/2026**	INV-00209		(641.70)
	Bill Payment	**04/06/2026**	116320		1,261.65
					0.00
Bill Payment #116321 - Behavior Education Consulting		**04/03/20**			(6,084.00)
Center(CAVA @ Sonoma)	Bill	**26**	INV-00267		
	Bill Payment	**04/06/2026**	116321		6,084.00
					0.00
Bill Payment #116322 - California Department of		**04/03/20**			(20.58)
Education(CAVA @ Sonoma)	Bill	**26**	20260320-CAVASO		
	Bill Payment	**04/06/2026**	116322		20.58
					0.00
Bill Payment #116328 - Foundations Therapy		**04/03/20**			(342.00)
Service(CAVA @ Sonoma)	Bill	**26**	INV-01157		
	Bill	**04/03/2026**	INV-01180		(456.00)
	Bill	**04/03/2026**	INV-01168		(456.00)
	Bill Payment	**04/06/2026**	116328		1,254.00
					0.00
Bill Payment #116381 - Oxford Consulting		**04/27/20**			(357.50)
Services(CAVA @ Sonoma)	Bill	**26**	INV-02508		
	Bill	**04/27/2026**	INV-02504		(520.00)
	Bill	**04/27/2026**	INV-02505		(399.00)
	Bill	**04/27/2026**	INV-02506		(275.00)
	Bill	**04/27/2026**	INV-02507		(585.00)
	Bill	**04/27/2026**	INV-02509		(142.50)
	Bill Payment	**04/28/2026**	116381		2,279.00
Bill Payment #116332 - Oxford Consulting		**04/03/20**			(199.50)
Services(CAVA @ Sonoma)	Bill	**26**	INV-02435		
	Bill	**04/03/2026**	INV-02432		(520.00)
	Bill	**04/03/2026**	INV-02433		(302.50)
	Bill	**04/03/2026**	INV-02434		(55.00)
	Bill	**04/03/2026**	INV-02430		(390.00)
	Bill	**04/03/2026**	INV-02431		(342.00)
	Bill Payment	**04/06/2026**	116332		1,809.00
					0.00
Bill Payment #116339 - Braille Abilities, LLC(CAVA @		**04/15/20**			(350.00)
Sonoma)	Bill	**26**	INV-00438		
	Bill Payment	**04/16/2026**	116339		350.00
					0.00
Bill Payment #116375 - Gold Country Hearing(CAVA @		**04/27/20**			(450.00)
Sonoma)	Bill	**26**	INV-00014		
	Bill Payment	**04/28/2026**	116375		450.00
Bill Payment #116347 - Gold Country Hearing(CAVA @		**04/15/20**			(400.00)
Sonoma)	Bill	**26**	INV-00012		
	Bill	**04/15/2026**	INV-00013		(200.00)
	Bill Payment	**04/16/2026**	116347		600.00
					0.00
Bill Payment #116356 - School Pathways LLC(CAVA @		**04/15/20**			(2,373.51)
Sonoma)	Bill	**26**	INV-140-09912		
	Bill	**04/15/2026**	INV-140-10026		(12,299.40)
	Bill Payment	**04/16/2026**	116356		14,672.91
					0.00
Bill Payment #116358 - SpeechRighter, Inc.(CAVA @		**04/15/20**			(472.50)
Sonoma)	Bill	**26**	INV-00473		
	Bill	**04/15/2026**	INV-00474		(540.00)
	Bill Payment	**04/16/2026**	116358		1,012.50
					0.00

K12 : SA : Full Financials CA Node : CAVASO
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 #116362 - California Virtual Academy @ Kings(CAVA@SONOMA)		**04/28/20 26**	SO * Intercompany payment to KI - Apr '26	SO * Intercompany payment to KI - Apr '26	(138,108.00)
	Bill Payment	**04/28/2026**	116362	SO * Intercompany payment to KI - Apr '26	138,108.00
					0.00
Bill Payment #116364 - California Virtual Academy @ San Diego(CAVA@SONOMA)		**04/28/20 26**	Intercompany payment to CAVASD - Apr '26	Intercompany payment to CAVASD - Apr '26	(391,019.00)
	Bill Payment	**04/28/2026**	116364	Intercompany payment to CAVASD - Apr '26	391,019.00
					0.00
					0.00
				Total	**2,310,222.36**

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
The Stepping Stones Group LLC	6,302.90
AppleOne Employment Services	1,680.23
Document Tracking Services	1,432.26
AXIS Teletherapy	943.11
Smile From The Inside, Inc.	865.29
Pitney Bowes Bank Inc Purchase Power	792.25
Effectual Educational Consulting Service	712.83
Concept 3D, Inc.	416.35
Tech to School	334.95
FusionPlus Inc	316.57
DataBasics, Inc.	270.13
Cornerstone Educational Solutions	259.18
De Lage Landen Financial Services Inc.	236.21
Doubletree Airport	224.24
Barrington Staffing Services	206.06
Pitney Bowes Global Financial Services	178.64
UBEO Business Services	175.48
USA Custom Pad Corp	168.86
AT&T Mobility	160.55
The Back Room Inc	155.33
Supreme Facility Services, Inc.	138.87
Lucky Strike	122.52
Bill.com	105.84
UPS	94.71
Crisis Prevention Institute	93.06
Comm-Core	81.26
DROPBOX, INC.	75.98
Certified Languages International	73.50
Southern California Edison	73.46
Jose's Gardening Services	50.65
Quill Corporation	42.57
Ontario Refrigeration	41.74
Verizon Wireless	37.13
Domino's	33.80
ULINE	30.81
Everon, LLC	20.64
BlueTriton Brands, Inc	19.95
Doctors Wellness Company LLC dba WellnessMart MD	18.32
Costco	15.84
Waste Management	15.55
County Fire Protection	13.80
Amazon	12.78

Transaction Summary
CAVA @ Sonoma

Vendor	Amount
NCS Pearson, Inc.	12.15
Paper Recycling & Shredding	9.54
Nothing Bundt Cake	7.42
Orkin	7.07
Grand Total	**17,080.37**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Paper Recycling & Shredding		52802 Office Supplies Expense : Office				113.00	4.77
	Office Expense	Supplies - COS	**101 General**	LLC 625506	March (3-19)		
				LLC 626608	April (4-2)	113.00	4.77
	Office Expense Total					**226.00**	**9.54**
Paper Recycling & Shredding Total						**226.00**	**9.54**
UPS		54302 Postage & Delivery Expense :				201.98	8.53
	Shipping	Messenger & Delivery	**101 General**	LLC 000073Y68E126	March (3-21)		
				LLC 000073Y68E136	March (3-28)	260.94	11.01
				LLC 000073Y68E146	April (4-4)	451.58	19.06
				LLC 000073Y68E156	April (4-11)	162.11	6.84
				LLC 000073Y68E166	April (4-18)	217.09	9.16
			280 SPED	LLC 0000V9159W126	March (3-21)	281.47	11.88
				LLC 0000V9159W136	March (3-28)	188.22	7.94
				LLC 0000V9159W146	April (4-4)	202.15	8.53
				LLC 0000V9159W156	April (4-11)	65.93	2.78
				LLC 0000V9159W166	April (4-18)	240.75	8.97
	Shipping Total					**2,272.22**	**94.71**
UPS Total						**2,272.22**	**94.71**
Waste Management	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 7365676-0283-3	April	171.31	7.23
				LLC 7365691-0283-2	April	197.01	8.32
	Operations and Housekeeping Services Total					**368.32**	**15.55**
Waste Management Total						**368.32**	**15.55**
Supreme Facility Services, Inc.	**Operations and Housekeeping Services**	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 4795	April	3,290.00	138.87
	Operations and Housekeeping Services Total					**3,290.00**	**138.87**
Supreme Facility Services, Inc. Total						**3,290.00**	**138.87**
Amazon	**Office Expense**	52802 Office Supplies Expense : Office Supplies - COS	**101 General**	111-6900988-7093019	March	34.30	1.45
				111-0315634-0910602	April	32.12	1.36
				111-0297514-0230603	April	14.44	0.61
				111-5441627-0892210	April	111.99	4.73
				111-7038353-1691402	April	79.86	3.37
				111-4739803-8835419	April	19.79	0.84
				111-9090366-2384241	April	10.16	0.43
	Office Expense Total					**302.66**	**12.78**
Amazon Total						**302.66**	**12.78**
AT&T Mobility	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 80557846671578 032826	March(3-19)	535.85	22.62
				LLC 8279194117	March	1,761.93	74.37
				LLC 4605674111	March	1,505.79	63.56
	Communications Total					**3,803.57**	**160.55**
AT&T Mobility Total						**3,803.57**	**160.55**
AppleOne Employment Services	**Outside Service**	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	**101 General**	LLC 01-7268878	March (3-21)	14,802.00	624.78
				LLC 01-7273326	March (3-28)	14,130.73	596.45
				LLC 01-7276208	April (4-4)	10,579.84	446.57
				LLC 01-7280614	March (3-14)	294.72	12.44
	Outside Service Total					**39,807.29**	**1,680.23**
AppleOne Employment Services Total						**39,807.29**	**1,680.23**
Bill.com	**Dues and Memberships**	55801 Dues, Memberships & Research Svcs : Memberships	**101 General**	26045511697	April	1,498.00	105.84
	Dues and Memberships Total					**1,498.00**	**105.84**
Bill.com Total						**1,498.00**	**105.84**
Smile From The Inside, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 2238	April	20,500.00	865.29
	Outside Service-General Total					**20,500.00**	**865.29**
Smile From The Inside, Inc. Total						**20,500.00**	**865.29**
Certified Languages International	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**320 Supp- ELD Services**	LLC 74586033126	March	2,731.50	73.50
	Outside Service-General Total					**2,731.50**	**73.50**
Certified Languages International Total						**2,731.50**	**73.50**
Document Tracking Services	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**320 Supp- ELD Services**	LLC T-930650096	March	15,698.75	1,432.26
			410 SUPP - Transcripts	LLC FT9306554	March	600.00	0.00
	Outside Service-General Total					**16,298.75**	**1,432.26**
Document Tracking Services Total						**16,298.75**	**1,432.26**
Comm-Core	**Communications**	53801 Phone & Internet Expense : Telephone	**101 General**	LLC 1115906	April	1,925.26	81.26
	Communications Total					**1,925.26**	**81.26**
Comm-Core Total						**1,925.26**	**81.26**
DataBasics, Inc.	**Outside Service-General**	51801 Professional Svcs & Outside Labor : Other Professional Services	**101 General**	LLC 0816371	March	6,399.80	270.13
	Outside Service-General Total					**6,399.80**	**270.13**
DataBasics, Inc. Total						**6,399.80**	**270.13**
Verizon Wireless	**Telephone - Adminstration**	56504 Program Fees & Other Instructional : Admin - Telephone	**101 General**	LLC 6140169996	March	879.69	37.13
	Telephone - Adminstration Total					**879.69**	**37.13**
Verizon Wireless Total						**879.69**	**37.13**

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
		52802 Office Supplies Expense : Office				472.62	19.95
BlueTriton Brands, Inc	Office Expense	Supplies - COS	101 General	LLC 06D8710033059	March		
	Office Expense Total					472.62	19.95
BlueTriton Brands, Inc Total						472.62	19.95
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 292138726	March (3-26)	167.40	7.07
Orkin	Operations and Housekeeping Services Total					167.40	7.07
Orkin Total						167.40	7.07
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 041626	April (4-16)	18,769.54	792.25
	Postage Total					18,769.54	792.25
Pitney Bowes Bank Inc Purchase Power Total						18,769.54	792.25
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107825173	March (3-31)	601.53	25.39
				LLC 1029125623	March (3-13)	2,100.00	88.64
				LLC 1029271796	April (4-10)	729.19	30.78
				LLC 3107736625	March (3-13)	58.71	2.48
				LLC 1029296352	April (4-15)	742.75	31.35
	Office Expense Total					4,232.18	178.64
Pitney Bowes Global Financial Services Total						4,232.18	178.64
						18,900.00	943.11
AXIS Teletherapy	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 4369	March		
	Subagreements for Services Total					18,900.00	943.11
AXIS Teletherapy Total						18,900.00	943.11
		52802 Office Supplies Expense : Office				120.31	5.08
Quill Corporation	Office Expense	Supplies - COS	101 General	LLC 48220173	March (3-18)		
				LLC 48220627	March (3-18)	180.47	7.62
				LLC 48330568	March (3-28)	707.69	29.87
	Office Expense Total					1,008.47	42.57
Quill Corporation Total						1,008.47	42.57
		53302 Rent and Utilities : Utilities, CAM,		LLC 700203189681		1,740.29	73.46
Southern California Edison	Utilities	and Real Estate	101 General	041426	March		
	Utilities Total					1,740.29	73.46
Southern California Edison Total						1,740.29	73.46
		51801 Professional Svcs & Outside Labor				7,500.00	316.57
FusionPlus Inc	Outside Service-General	: Other Professional Services	101 General	LLC INV-1033	April		
	Outside Service-General Total					7,500.00	316.57
FusionPlus Inc Total						7,500.00	316.57
		56410 Program Fees & Other Instructional : Program Fees - Non K12				276.82	12.15
NCS Pearson, Inc.	Non K12 Curriculum	Curriculum	280 SPED	LLC 31347969	March (3-5)		
	Non K12 Curriculum Total					276.82	12.15
NCS Pearson, Inc. Total						276.82	12.15
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0017419	March	434.00	18.32
	Outside Service-General Total					434.00	18.32
Doctors Wellness Company LLC dba WellnessMart MD Total						434.00	18.32
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 160805672	May	489.02	20.64
Everon, LLC	Operations and Housekeeping Services Total					489.02	20.64
Everon, LLC Total						489.02	20.64
		51801 Professional Svcs & Outside Labor				3,680.00	155.33
The Back Room Inc	Outside Service-General	: Other Professional Services	101 General	LLC INV-4258	February (2-28)		
	Outside Service-General Total					3,680.00	155.33
The Back Room Inc Total						3,680.00	155.33
		51806 Professional Svcs & Outside Labor				1,380.52	60.62
Barrington Staffing Services	Outside Service	: Outside Labor/Temporary Help	280 SPED	LLC 45506	March (3-22)		
				LLC 45527	March (3-29)	1,104.42	48.49
				LLC 45547	April (4-5)	1,036.29	45.50
				LLC 45594	April (4-19)	1,381.55	51.45
	Outside Service Total					4,902.78	206.06
Barrington Staffing Services Total						4,902.78	206.06
		56410 Program Fees & Other Instructional : Program Fees - Non K12				2,499.00	93.06
Crisis Prevention Institute	Non K12 Curriculum	Curriculum	280 SPED	LLC NAIN-215778	February (2-18)		
	Non K12 Curriculum Total					2,499.00	93.06
Crisis Prevention Institute Total						2,499.00	93.06
						2,860.00	148.25
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	101 General	LLC 13773	February		
			280 SPED	LLC 13772	February	4,687.50	178.19
				LLC 13774	February	8,800.00	386.39
	Subagreements for Services Total					16,347.50	712.83
Effectual Educational Consulting Service Total						16,347.50	712.83
		56410 Program Fees & Other Instructional : Program Fees - Non K12				3,349.53	334.95
Tech to School	Non K12 Curriculum	Curriculum	280 SPED	LLC MTS79792	March (2-23)		
	Non K12 Curriculum Total					3,349.53	334.95

Transaction Details
CAVA @ Sonoma

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SO
Tech to School Total						**3,349.53**	**334.95**
						146,190.00	6,302.90
The Stepping Stones Group LLC	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC M0284831	March		
	Subagreements for Services Total					**146,190.00**	**6,302.90**
The Stepping Stones Group LLC Total						**146,190.00**	**6,302.90**
						6,600.00	259.18
Cornerstone Educational Solutions	**Subagreements for Services**	51817 Professional Svcs & Outside Labor : Special Education Professional Services	**280 SPED**	LLC INV-1737	November		
	Subagreements for Services Total					**6,600.00**	**259.18**
Cornerstone Educational Solutions Total						**6,600.00**	**259.18**
		51801 Professional Svcs & Outside Labor				327.00	13.80
County Fire Protection	**Outside Service-General**	: Other Professional Services	**101 General**	LLC 26-33227	April (4-7)		
	Outside Service-General Total					**327.00**	**13.80**
County Fire Protection Total						**327.00**	**13.80**
		55304 Facilities & Equipment Rental				2,866.35	120.99
De Lage Landen Financial Services Inc.	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 596497938	April		
				LLC 596180403	March	2,729.86	115.23
	Equipment Rental Expense Total					**5,596.21**	**236.21**
De Lage Landen Financial Services Inc. Total						**5,596.21**	**236.21**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC GW38349M	April (4-1)	989.00	41.74
Ontario Refrigeration	**Operations and Housekeeping Services Total**					**989.00**	**41.74**
Ontario Refrigeration Total						**989.00**	**41.74**
		55304 Facilities & Equipment Rental				4,157.39	175.48
UBEO Business Services	**Equipment Rental Expense**	Expense : Equipment Rental	**101 General**	LLC 5232260	April (4-13)		
	Equipment Rental Expense Total					**4,157.39**	**175.48**
UBEO Business Services Total						**4,157.39**	**175.48**
		56328 Program Fees & Other Instructional : Program Fees - School				3,377.28	168.86
USA Custom Pad Corp	**School Event**	Events Expense	**101 General**	LLC 95740	April (4-14)		
	School Event Total					**3,377.28**	**168.86**
USA Custom Pad Corp Total						**3,377.28**	**168.86**
Concept 3D, Inc.	**Prepaid Other**	13514 Prepaid Other	**560 Title I**	LLC 23530	April (4-2)	10,382.90	416.35
	Prepaid Other Total					**10,382.90**	**416.35**
Concept 3D, Inc. Total						**10,382.90**	**416.35**
DROPBOX, INC.	**Prepaid Other**	13514 Prepaid Other	**730 CSI**	LLC INV-40132	April (4-18)	1,800.00	75.98
	Prepaid Other Total					**1,800.00**	**75.98**
DROPBOX, INC. Total						**1,800.00**	**75.98**
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	**101 General**	LLC 3035	February	600.00	25.33
Jose's Gardening Services				LLC 3040	March	600.00	25.33
	Operations and Housekeeping Services Total					**1,200.00**	**50.65**
Jose's Gardening Services Total						**1,200.00**	**50.65**
		52802 Office Supplies Expense : Office				729.96	30.81
ULINE	**Office Expense**	Supplies - COS	**101 General**	LLC 206735508	April (4-14)		
	Office Expense Total					**729.96**	**30.81**
ULINE Total						**729.96**	**30.81**
		56328 Program Fees & Other Instructional : Program Fees - School		7743054710306390204		2,841.83	122.52
Lucky Strike	**School Event**	Events Expense	**101 General**	882	March		
	School Event Total					**2,841.83**	**122.52**
Lucky Strike Total						**2,841.83**	**122.52**
		52802 Office Supplies Expense : Office				375.26	15.84
Costco	**Office Expense**	Supplies - COS	**101 General**	1272860489	March		
	Office Expense Total					**375.26**	**15.84**
Costco Total						**375.26**	**15.84**
			310 SUPP			8,028.15	224.24
Doubletree Airport	**Lodging**	51303 Travel & Entertainment : Lodging	**CRE/CTE**	2506206 A	April		
	Lodging Total					**8,028.15**	**224.24**
Doubletree Airport Total						**8,028.15**	**224.24**
	Internal Meals & Entertainment	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	32	April	415.38	17.53
Domino's				04222026	April	385.38	16.27
	Internal Meals & Entertainment Total					**800.76**	**33.80**
Domino's Total						**800.76**	**33.80**
	Internal Meals & Entertainment	51304 Travel & Entertainment : Internal Meals & Entertainment	**101 General**	058093441	April	175.70	7.42
Nothing Bundt Cake	**Internal Meals & Entertainment Total**					**175.70**	**7.42**
Nothing Bundt Cake Total						**175.70**	**7.42**
Grand Total						**378,643.65**	**17,080.37**

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #15

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Authorization to Execute and Submit CalSTRS Charter School Certification Form 0765

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma authorize execution and submission of the attached California State Teachers' Retirement System (CalSTRS) Charter School Certification Form 0765.

BACKGROUND: Pursuant to Notice 2015-07, the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

BUDGET IMPLICATIONS: None

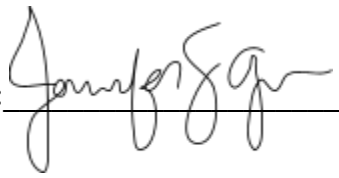
RECOMMENDATIONS: It is recommended the Governing Board authorize the head of school to sign and submit the forms on behalf of California Virtual Academy at Sonoma.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

CalSTRS Charter School/Nonprofit Public Benefit Corporation Certification
(IRS Notice 2015-07)

Section 1: Charter School Identification

CHARTER SCHOOL NAME California Virtual Academy at Sonoma
CHARTER SCHOOL COUNTY-DISTRICT-SCHOOL (CDS) CODE 49707970107284
NPBC NAME California Virtual Academy at Sonoma
NPBC MAILING ADDRESS 50 Moreland Road, Simi Valley, CA 93065

Pursuant to Notice 2015-07, *Relief for Certain Participants in Section 414(d) Governmental Plans* (Notice 2015-07), the Internal Revenue Service (IRS) and the United States Treasury Department are expected to issue final regulations permitting a state or local retirement system to provide benefits for charter school employees and continue to qualify as an Internal Revenue Code section 414(d) governmental plan, provided that certain requirements are met. The IRS and the United States Treasury Department have identified those requirements in Section III.A of Notice 2015-07.

CalSTRS is permitting employees of the NPBC to be covered under CalSTRS in reliance on the certifications in Section 2 that the NPBC meets and will fully comply with the requirements of, all modifications to, amendments to, expansions of, or other changes to the requirements of Notice 2015-07, as of the date the 26 USC section 414(d) regulations go into effect.

Consistent with Section 47604 of the Education Code, and in accordance with their approved charter petition, the charter school identified in this section has elected to operate as, or be operated by, the nonprofit public benefit corporation (NPBC) identified above; and has elected to participate in CalSTRS or continue to participate in CalSTRS to provide benefits under the Teachers' Retirement Law for its employees who perform creditable service for a charter school which is eligible to receive state apportionment.

Section 2: Certification

Check one:

☐ I certify the charter school has publicly available written contractual agreements with each employee to perform creditable service under the

Teachers' Retirement Law, specifying which charter school the service is being performed at. A true and correct copy of all written contractual agreements for eligible employees will be updated and maintained by the charter school. The charter school will furnish copies of any written contractual agreements at any time upon CalSTRS request.

☑ I certify the NPBC meets the following requirements from Notice 2015-07 and further requirements imposed by the Teachers' Retirement Law:

(a) NPBC is a nonsectarian independent public school that serves a governmental purpose by providing tuition-free elementary or secondary education, or both.

(b) NPBC is established and operates a charter school in accordance with the Charter Schools Act of 1992, as amended, authorizing NPBC to create or establish one or more independent public schools.

(c) Participation in CalSTRS for NPBC's employees is contingent on each employee having a written contract to perform creditable service under the Teachers' Retirement Law and only for those employees who actually perform creditable service activities under that contract. A true and correct copy of all written contracts for eligible employees will be updated and maintained by NPBC. NPBC will furnish copies of any written contracts at any time upon the request of CalSTRS.

(d) NPBC satisfies either of the following:

(1) NPBC's governing board or body is controlled by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. NPBC confirms that the state or political subdivision has the power to nominate, appoint, remove, and replace a majority of the members of the NPBC's governing board or board, or a majority of the members of the NPBC's governing board or body are publicly nominated and elected under state law.

(2) NPBC satisfies all of the following requirements:

(i) The primary source of NPBC's funding is from the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision.

(ii) The rights of NPBC's employees to their accrued benefits under CalSTRS are not dependent on whether NPBC continues to

participate in CalSTRS, and in the event NPBC ceases participation in CalSTRS, a governmental entity in the State of California has responsibility for the accrued benefits of NPBC's employees, including the continued funding of the accrued benefits, to no lesser extent than a governmental entity has responsibility for the continued funding of the accrued benefits of the employees of any other participating employer of CalSTRS in the event that other employer were to cease to be a participating employer under CalSTRS.

(iii) NPBC is part of a local educational agency, as defined in 20 U.S.C. 7801(26) (or is its own local educational agency), and is subject to the significant regulatory control and oversight by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state as further described in Section IIIA, paragraphs (d)(2)(iii)(1) and (d)(2)(iii)(2), of Notice 2015-07.

(e) All financial interests of ownership in NPBC are held by the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision of the state. The State of California, a political subdivision of the state, or an agency or instrumentality of the state are entitled to NPBC's net assets upon dissolution or final liquidation of NPBC, or those net assets will be transferred to another public school that satisfies the requirement in Section III.A of Notice 2015-07.

(f) NPBC has governing documents that require its net assets, upon dissolution or final liquidation of NPBC, to be distributed to either a public school that meets the requirement of Section III.A of Notice 2015-07 or that its net assets will be transferred to the State of California, a political subdivision of the state, or an agency or instrumentality of the state or political subdivision. A true and correct copy of all such documents will be updated and maintained by NPBC. NPBC will furnish copies of any such documents at any time upon the request of CalSTRS.

NPBC certifies and acknowledges its employees' participation in CalSTRS is conditioned on the promises and representations above. NPBC further understands that CalSTRS will be obligated to comply with the final regulations issued pursuant to 26 USC section 414(d). Should NPBC fail to timely comply with any and all applicable requirements of Notice 2015-07 and final regulations issued under 26 USC section 414(d), CalSTRS may be required to terminate NPBC's participation in CalSTRS, including cancellation of all benefits and any service credit accrued for employees and retirees of NPBC.

Section 3: Required Signature

The undersigned is the duly appointed representative and is authorized to sign on behalf of the charter school, the NPBC or both.

By signing below, the undersigned represents under penalty of perjury under the laws of the State of California and further subject to the criminal penalties described in Section 22010 of the Education Code that all the information on this form is true and correct. The undersigned further acknowledges that if any information on this form is incorrect, CalSTRS reserves the right to refer the undersigned's and NPBC's or charter school's conduct to state, local and federal law enforcement and to take all actions authorized under the Teachers' Retirement Law, including, but not limited to, cancelling benefits for NPBC's or charter school's employees and NPBC's or charter school's continued participation in CalSTRS.

I hereby declare under penalty of perjury under the laws of the State of California and further subject to the penalties described in Section 22010 of the Education Code that all the information provided above is true and correct, and I hereby declare that the NPBC operating the charter school is complying with the requirements of Notice 2015-07 as of the date the 26 USC section 414(d) regulations go into effect.

PRINT NAME OF OFFICIAL REPRESENTATIVE April Warren	
REPRESENTATIVE'S POSITION TITLE Head of School	
REPRESENTATIVE'S EMAIL awarren@caliva.org	
REPRESENTATIVE'S PHONE NUMBER (805) 581-0202	
REPRESENTATIVE'S SIGNATURE	SIGNATURE DATE

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #16

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Approval of Amended Bylaws for California Virtual Academy at Sonoma

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the amended Bylaws.

BACKGROUND: The amended Bylaws were reviewed by school legal counsel to address current legal updates and CalSTRS certification compliance. Board approval places the updated bylaws into the Board record as a public governing document and supports the school's nonprofit public benefit corporation and public retirement system compliance work.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

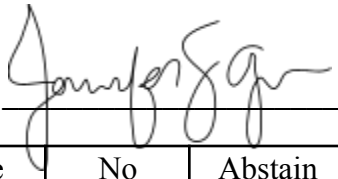
It is recommended that the Governing Board review and approve the amended Bylaws for California Virtual Academy at Sonoma.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

BYLAWS
OF
CALIFORNIA VIRTUAL ACADEMY @at AT SONOMA
(A California Non-Profit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is: California Virtual Academy @at Sonoma.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is located at 1333 Broadway, City Center, Suite 235, Oakland, County of Alameda, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

Section 3. In the event that the terms of these bylaws are inconsistent with the approved charter for the California Virtual Academy @at Sonoma, the charter terms will prevail while the Board of Directors considers amendments to either document to achieve consistency.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote the California Virtual Academy @at Sonoma (a California public school). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 50l(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall

consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rule of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. ~~On liquidation or dissolution., all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(cX3).~~ Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion., admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs

shall be managed and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board of Directors" or "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1, Article VII of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

4. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.
5. Roles and responsibilities of the Board of Directors include:

    - Financial development and management
    - Fiduciary duties
    - Program oversight
    - Policy development
    - Coordination of long-term planning
    - Overseeing and evaluating the work of the Head of School
    - Setting a framework for the budget process and authorizing the annual budget
    - Approving large resource expenditures, significant program changes, expansion into new program areas, and building and facility issues
    - School calendar
    - Appointing or dismissing CCVCS administrators
    - Adopting the annual budget
    - Purchasing or selling of land·

- Locating new buildings or changing the location of the school's administrative offices
- Creating or increasing indebtedness
- Adopting online and offline education programs
- Designating depositories for school funds
- Entering into contracts where the amount involved exceeds $5,000
- Approving salaries or compensation of administrators, teachers, or other employees of the charter school
- Entering into contracts with and making appropriations to local school districts, professional service providers, or education service centers

6. An affirmative vote of a majority of the members of the Board of Directors. duly recorded, showing how each member voted, shall be used in order to take action.

Section 3. DESIGNATED DIRECTORS AND TERMS. The initial directors have been designated by the sole incorporator. The initial board (otherwise referred to as the ("founding board") shall comprise five members. Two of the five slots of the founding board shall be reserved for parent representatives. The initial selection process includes a formal letter of invitation., and interview, and a submission of curriculum vitae and references. All subsequent directors shall be nominated by a nominating committee for approval by three-quarters of the full board. The permanent Board of Directors shall consist of at least five individuals from California who are leaders in their communities, across multiple sectors (public, private and non-profit). Parents are encouraged to serve on the Board. The basic qualifications are as follows: a clear commitment to the mission and vision of the school and to the welfare of children; experience working with a non-profit organization in some capacity; a reputation for and record of high integrity; a successful record of activity in education reform or community building; proven leadership abilities; familiarity with educational technology; and a willingness to serve in one of the following Board areas: policy development, planning, fiscal review, grant writing, staffing. community relations, or school development. The head of school and a representative of the chartering authority shall serve as ex-officio, non-voting members of the Board.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid toa director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation.

Section 5. DIRECTORS TERM. Three of the initial board appointees will serve a term ending in June 2003. The two remaining appointees will serve a term ending in June 2004. Each subsequent director shall hold office for three years and until a successor director has been designated and qualified. A director may be removed with or without cause if the removal is approved by an affirmative vote of the majority of the directors then in office, whenever in the judgment of the Trustees, the best interests of the students and/or the school will be enhanced by

their removal.

Section 6. NOMINATIONS BY COMMITI'EE. The Chairman of the Board of Directors or. if none, the President may appoint a committee to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the selection or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the charter school.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President or the Secretary of the Board The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by designation of the Board of Directors or as provided in Section 3 of Article VII.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any director's being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of

Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 14. MEETINGS BY TELEPHONE OR OTHER TELECOMMUNICATIONS EQUIPMENT. Any Board of Directors meeting may be held by conference telephone, video screen communication, or other communications equipment. Participation in a meeting under this Section shall constitute presence in person at the meeting if all of the following apply:

(a) Each member participating in the meeting can communicate concurrently with all other members.

(b) Each member is provided the means of participating in all matters before the board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

(c) The Board of Directors has adopted and implemented a means of verifying both of the following:

(1) A person communicating by telephone, video screen, or other communications equipment is a director entitled to participate in the Board of Directors meeting.

(2) All statements, questions, actions or votes were made by that director and not by another person not permitted to participate as a director.

(d) The meeting is held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. ANNUAL AND REGULAR MEETINGS. Regular meetings of the Board of Directors shall be held as called under these Bylaws. The Board of Directors shall hold an annual meeting, regular, special, and emergency meetings for purposes of organization, election of officers, and transaction of other business. Agendas must be posted seventy-two (72) hours previous to the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. as said chapter may be modified by subsequent legislation.

Section 16. AUTHORITY TO CALL SPECIAL MEETINGS. Special and emergency meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board, if any, the President or a majority of the Directors. AU meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 17. NOTICE OF SPECIAL OR EMERGENCY MEETINGS. Notice of the time and place of special meetings shall be given to each director by (a) personal delivery of written notice; (b) first-class mail, postage prepaid; (c) telephone, including a voice messaging system or other system or technology designed to record and communicate messages, either directly to the director or to a person at the director's office who would reasonably be expected to communicate that notice promptly to the director; (d) telegram; (e) facsimile; (f) electronic mail; or (g) other electronic means. All such notices shall be given or sent to the director's address or telephone number as shown on the corporation's records and shall be sent with at least such notice as is required in accordance with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation which are applicable to the type of meeting called.

Notice of the time and place of special or emergency meetings shall be given to all media who have provided written notice to California Virtual Academy ~~@~~at Sonoma, Inc.

The notice shall state the time of the meeting and the place, if the place is other than the corporation's principal office and the business to be transacted at the meeting.

All notice requirements will comply with the terms and provisions of the Ralph M. Brown Act California Government Code Sections 54950, et seq. as said chapter may be modified by subsequent legislation.

Section 18. QUORUM. A majority of the number of directors shall constitute a quorum for the transaction of any business except adjournment and shall not be less than two unless there is only one director. Every action taken or decision made by a majority of the directors present at a duly held meeting at which a quorum is present shall be an act of the Board, subject to the more stringent provisions of the California Non-Profit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the Board, and (d) indemnification of directors. A meeting at which a quorum is initially present may continue to transact business, despite the withdrawal of some directors, if any action taken or decision made is approved by at least a majority of the required quorum for that meeting.

Section 19. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section20. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as Board members other than such reimbursement of expenses and travel.

Section 21. CREATION OF POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, to serve at the pleasure of the Board Appointments to committees of the Board of Directors shall be by

majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors resolution. except that no committee may:

(a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

(b) Fill vacancies on the Board of Directors or any committee of the Board;

(c) Fix compensation of the directors for serving on the Board of Directors or on any committee

(d) Amend or repeal bylaws or adopt new bylaws

(e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

(f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;

(g) Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

(h) Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest, except as special approval is provided for in Corporations Code section 5233(d)(3).

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held. and taken under the provisions of these bylaws concerning meetings and other Board of Directors actions, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF DIRECTORS. No Director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction. may also have a

chairman of the board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as may be appointed under Article IX, Section 4 of these bylaws.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFF1CERS. The officers of this corporation, except any appointed under Article IX, Section 4 of these bylaws, shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation., removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a chairman of the Board of Directors is elected, he or she shal1 preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the Chief Executive Officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, the President shall be the general manager of the corporation and shall supervise. direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all members meetings, if

any, and, in the absence of the Chairman of1be Board, or if none, at all Board of Directors meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any. in order of their rank as fixed by the Board. or, if not ranked. a Vice-President designated by the Board. shall perform all duties of the President When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board. and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general. or special, and. if special, how authorized; the notice given; and the names of persons present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of members, if any, of the Board, and of committees of the Board of Directors that these bylaws require to be given The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or by bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER The Chief Financial Officer (also "Treasurer") shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to the members and directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (i) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (ii) disburse the corporation's funds as the Board of Directors may order; (iii) render to the President, Chairman of the Board, if any, and the Board. when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (iv) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of al] of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS AND OFFICERS

Section 1 CONTRACTS WITH DIRECTORS AND OFFICERS. No director of this Corporations Code section 5238 (b) or section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII
INSURANCE

Section l. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, director, employee, or agent in such capacity or arising from the officer's, director's, employee's, or agent's status as such.

ARTICLE XIII
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

(a) Adequate and correct books and records of account;
(b) Written minutes of the proceedings of its members, Board, and committees of the Board; and
(c) Such reports and records as required by law.

ARTICLE XIV
INSPECTION RIGHTS

Section l. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the members, the Board of Directors, and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the member's interest as a member. Any such inspection and copying may be made in person or by the member's agent or attorney. This right of inspection extends to the records of any subsidiary of

the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the article of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the corporation nor any other corporation, firm, association, or other entity in which one or more of this corporation’s directors are directors have a material financial interest, shall be interested, directly or indirectly, in the contract or transaction, unless (a) the material facts regarding that director's financial interest in such contract or transaction or regarding such common directorship, officership, or financial interest are fully disclosed in good faith and noted in the minutes, or are known to all members of the Board of Directors prior to the Board's consideration of such contract or transaction; (b) such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose without counting the votes of the interested directors; (c) before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances and (d) the corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation

ARTICLEX
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, paying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “expenses," as used in this bylaw, shall have the same meaning as in that section of the

Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code section 5238 (b) or section 5238 (c) the Board of Directors shall promptly decide under Corporations Code section 5238 (e) whether the applicable standard of conduct set forth in members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any member, furnish to that member a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XV
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to the directors within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

(a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

(b) The principal changes in assets and liabilities, including trust funds;

(c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

(d) The corporation's expenses or disbursement for both general and restricted purposes;

(e) Any information required under these bylaws; and

(f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all members, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each member and furnish to each director a statement of any transaction or indemnification of the following kind:

(a) Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the

corporation, its parent, or its subsidiary. The statement sha1l include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner. only the interest of the partnership need be stated.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected. and acting Secretary of the California Virtual Academy ~~@~~at Sonoma, Inc, a California non-profit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on _____,and that these bylaws have not been amended or modified since that date.

Executed on_____at _____,California.

_____

_____, Secretary

4909-2558-7880, v. 3

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #20

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Approval of Certificate of Amendment of Articles of Incorporation

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the Certificate of Amendment of Articles of Incorporation.

BACKGROUND: Legal counsel prepared the Certificate of Amendment in connection with CalSTRS and CalPERS compliance work. The certificate updates the Articles of Incorporation so the corporation's governing documents reflect required dissolution language for continued governmental plan compliance.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

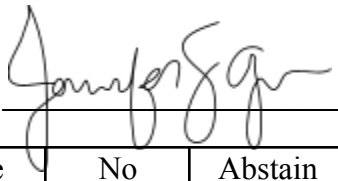
It is recommended that the Governing Board review and approve the Certificate of Amendment of Articles of Incorporation and authorize appropriate officers to execute and file the approved certificate.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Jennifer Gorin
Coordinator of Board and Charter Governance

PRESENTED BY:
April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of California Virtual Academy at Sonoma, a California nonprofit public benefit corporation, with California Entity Number 2667799.

2. Article VI. of the Articles of Incorporation of this Corporation is amended to read as follows:

> Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: _____ _____
April Warren, President

Date: _____ _____
Deena Anthony, Secretary

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #22

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Consideration and Approval of One-Time payment of Bonuses

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at Sonoma authorize one-time payment of bonuses to unrepresented employees

BACKGROUND:
California Virtual Academy at Sonoma is committed to investing in staff retention, staff well-being, boosting morale, and fostering a positive organizational culture, and recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts.

During the 2025-26 school year, the School reached an agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off schedule, salary payment to meet the above referenced goals. California Virtual Academy at Sonoma desires to recognize, reward, and retain unrepresented employees (excluding the Head of Schools who is employed pursuant an employment agreement). The attached resolution proposes that California Virtual Academy at Sonoma pay unrepresented employees a one-time bonus in the amount of 10% of the employee's 2025-26 base salary, subject to withholdings, on or about June 25, 2026.

BUDGET IMPLICATIONS:
The school will utilize one-time funds for the lump sum bonus payments. The fiscal impact is $20,550.

RECOMMENDATIONS:
It is recommended that the Governing Board approve the attached resolution as presented.

RESPECTFULLY SUBMITTED
April Warren
Head of School

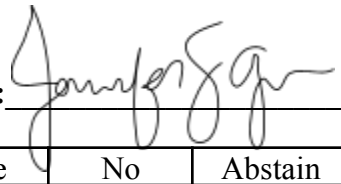
PREPARED BY:

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: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

CALIFORNIA VIRTUAL ACADEMY AT SONOMA

BOARD OF DIRECTORS

JUNE 9, 2026

BOARD RESOLUTION AUTHORIZING ONE-TIME PAYMENT OF BONUSES TO UNREPRESENTED EMPLOYEES

WHEREAS, California Virtual Academy at Sonoma ("CAVA" or the "School") recognizes that rewarding staff's hard work through financial incentives fosters goodwill, increased job satisfaction, and supports long-term retention efforts; and

WHEREAS, during the 2025-2026 school year, the School has reached agreement with represented employees (members of the CVEU bargaining unit) to provide a one-time, off-schedule, salary payment to meet the above referenced goals; and

WHEREAS, the School also desires to reward and recognize all other CAVA employees (excluding the Head of School who is employed pursuant an employment agreement); and

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes the following:

1. **One-Time Payment:** Eligible employees as defined herein shall receive a one-time bonus in the amount of ten percent (10%) of the employee's 2025-2026 base salary. For exempt employees, the 10% bonus will be calculated based on base regular salary earnings, compensation for approved additional days worked, and shall exclude stipend positions, and payments for additional students. For non-exempt employees, the 10% bonus will be calculated based on regular hourly wages and earnings from extra hours worked. However, the bonus calculation shall exclude reimbursement stipends, board-approved off-salary schedule payments, and any other compensation not classified as base salary or hourly wages.

2. **Eligibility Requirements**: Full-time or part-time unrepresented employees who have been employed during the 2025-26 school year and who shall have been continuously employed through June 15, 2026, shall be eligible for this one-time payment.

3. **Pro-rated Payments:** Eligible employees who were granted leaves of absence during the 2025-2026 school year, or who were hired following commencement of such school year, shall receive a pro-rated one-time payment.

4. **Timing for Payment:** The one-time payment shall be provided as a lump sum, subject to withholdings, on or about June 25, 2026.

* * *

IN WITNESS WHEREOF, the Board of Directors has adopted the above resolution by the following vote at a regular Board meeting this 9th day of June, 2026.

AYES: ____

NOS: ____

ABSTENTIONS: ____

Secretary of the Board

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #07

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Employee Handbook Update

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at Sonoma 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:

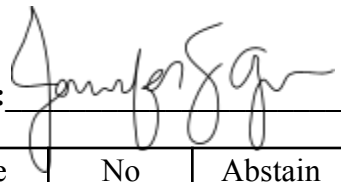
1. Review and approve the Employee Handbook.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Katie Houlihan
Human Resources Assistant

PRESENTED BY:
Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

CAVA Board Proposal - Employee Handbook Updates	
Policy	**Summary of Updates**
2-11 Residence	Updated - certificated must live in CA; classified must live in CA unless approval from HOS & Board; certificated/classified can only travel for work out of state; certificated who travel out of state/country must put in time off request to supervisor
2-12 Tuberculosis Testing	Updated - TB may be reimbursable
4-5 Remote Work/Telecommuting	Added - In person attendace requirement for remote employees in between hours or work and location
4-6 Virtual Working Protocol	Renamed Policy, Added - Approved virtual background options; re-organized policy
4-7 Technology and Network Acceptable use Policy	New Policy
4-9 Cyber & Digital Security Policy	New Policy - in alignment with required Cyber Security training
5-2 Vacation	Renamed Policy, Updated - time off accruals
5-3 Paid Holidays	Updated - Employee paid holidays
5-4 Paid Sick	Added - Paid sick used for jury duty after 5 days; Updated - accrual charts
5-6 Bereavement Leave	Update - Policy match all schools/CBA ; vacation/sick used for no-relation bereavement with hr approval
5-9 Jury Duty	Added - Paid sick used for jury duty after 5 days; teachers must try to postpone
5-14 Retirement Plan	Added - Optional 403b program
7-2 Professional Boundaries: Staff/Student Interaction Policy	Added - Teacher interaction with students; how to address Student Behavior Concerns
7-6 Ergonomics	Updated - add more information to be in alignment with the Office Ergonomics training
7-8 Customer Service Expectations (Virtual and In-Person)	Renamed Policy - rewritten to be school focused
7-9 Professional Communication	New Policy - addressing employee interaction issues
7-13 Use of Communication Systems and Computers	Updated - School issued computer must be used for all school activity
7-27 Employee Dress and Personal Appearance	Updated - dress code policy or virtual & in person meetings and events

CAVA
Employee Handbook

May 28, 2026

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 Director 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 Director.

This handbook is subject to the terms of any applicable collective bargaining agreement.

This handbook supersedes all prior handbooks.

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Section 1 - Welcome

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 on SharePoint at **California Schools' 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 selected K12 Inc., a Virginia-based education curriculum, as our vendor.

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.

Section 2 - Governing Principles of Employment

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 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.

2.3 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.

2.4 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 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. TB results (risk assessment or examination) are a condition of initial employment with the school and may be reimbursable. Please reference the expense policy.

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.

2.6 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. 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.

2.7 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, or have written approval from the Head of Schools or his/her designee. 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.

Classified and Administrative staff must live and reside permanently in California in order to be employed by the School, unless an exception has been granted by the Head of Schools or the Board of Directors. Classified and Administrative staff are not permitted to work outside of California unless they are attending a training, meeting, or conference assigned by their supervisor, or have written approval from the Head of Schools. Failure to properly disclose working outside of California may result in disciplinary action up to and including termination.

2.8 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. 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.

2.9 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.

2.10 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 Director. 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.

2.11 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.

2.12 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 New Hire Information

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.

3.3 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.

Section 4 - General Employment Information

4.1 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.

4.2 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.

4.3 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.

4.4 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.

4.5 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. 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.

4.6 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.

4.7 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.

4.8 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.

In-Person Attendance Requirement for Remote Employees

Remote employees may be required to attend certain in-person events based on organizational or school needs. These events may include, but are not limited to, professional development days, student outings, testing locations, graduation ceremonies, team meetings, and other school or organizational functions. Attendance at these events may require travel to a designated location, including a school site, testing location, event venue, or the Simi Valley office. Employees will be provided reasonable advance notice when in-person attendance is required and are expected to make appropriate arrangements to attend.

If an employee is unable to attend a required in-person event, they must notify HR@caliva.org and their supervisor as soon as possible. Supporting documentation may be required depending on the reason for the absence. For absences related to medical reasons, a doctor's note or medical certification may be requested. Failure to attend required in-person events without appropriate notice or documentation may result in corrective action.

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. Please reference policy Virtual Working Protocol for more information.

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 Director.

4.9 Virtual Working Protocol

Virtual Working Protocol While on Camera:

Professional Appearance: Staff must maintain a neat, professional appearance and adhere to the standard school dress code while on camera. When attending an in-person meeting or school outing attire is expected to be business attire unless otherwise stated. Please reference the Employee Dress and Personal Appearance Policy.

Personal Conduct: Please refrain from eating a meal during virtual meetings. Smoking or vaping is not permitted during virtual meetings as well.

Dedicated Workspace: Maintain a professional, distraction-free environment for all remote work. If your space is shared, you are responsible for managing your physical surroundings to meet this standard. This includes:

- Minimizing Interruptions: Establish clear boundaries with others in your household regarding your working hours.
- Meeting Privacy: Transition to a quiet, private area for calls to ensure confidentiality and professionalism.
- Noise Control: Ensure your workspace is free of background noise. No music or television should be audible during the session. Utilize quiet rooms or noise-canceling equipment to eliminate background disruptions.

Virtual Backgrounds: Must be neutral, non-distracting backgrounds that keep the focus in alignment with our shared mission and vision. Backgrounds should not include additional text, visuals, quotes, memes, or personal imagery. Approved background options include:

- A clean wall or organized workspace
- A professional blur effect
- System generated background
- A simple, solid-color, or muted School Branded or Union Branded virtual background
- Please avoid backgrounds that may distract from, undermine, or diminish the credibility of our school and/or its programs.

Punctuality: Please log in early and be ready to start all sessions on time. If you're leading or teaching, aim to arrive **3–5 minutes ahead** of schedule.

Camera Presence: Turning on video is required. Keep cameras on throughout the session to facilitate student/staff engagement and connection, barring exceptional circumstances or approved reasons. Keep yourself muted at all times unless you are actively speaking.

Classroom Management: Enforce the same behavioral expectations and management policies online as in a physical classroom. Address disruptive conduct promptly.

Professional Communication: Use appropriate, professional language at all times during virtual sessions/meetings. Profanity of any kind is not permitted.

Instructional Focus: Give your full attention to the meeting as if you were face to face. Refrain from using personal devices (cell phones, tablets) for non-instructional purposes while on camera.

Student Privacy: Protect student confidentiality. Do not share identifiable information or student work without prior consent. Please reference the FERPA training for specific guidelines.

Professional Development: Actively participate in training, meetings, sessions for virtual instruction and technology tools to ensure continued proficiency.

Speaker Vetting & Appearance: All individuals appearing on camera must be vetted. Non-approved guests are restricted, with exceptions limited to approved,
academic-driven presentations authorized by the administration.

Supervision & Safety: Students must be supervised at all times. In an emergency, contact an administrator to join the session or, if
necessary, dismiss students before immediately notifying administration.

Household Boundaries: To maintain a professional environment, family members should not appear on camera. Pets should not be visible or audible during live instruction unless previously approved for instructional purposes. Remote work is **not a substitute for childcare.** Employees must maintain independent care arrangements to ensure full concentration on work assignments during scheduled hours.

4.10 Technology and Network Acceptable Use

California Virtual Academies, herein referred to as “The School”, owns and operates various computer systems, which are provided for use by employees in support of school activities. All users are responsible for seeing that these systems are used in an effective, ethical and lawful manner. These procedures shall not be construed as a wavier of any rights of the school, nor shall they conflict with applicable federal, state and local laws.

This document establishes rules and prohibitions that define acceptable use of these systems. Unacceptable use is prohibited, and is grounds for loss of computing privileges, as well as discipline or legal sanctions under federal, state or local laws.

All users of the school's computing systems must read, understand and comply with the policies established in this document as well as additional guidelines established by administrators of each system. Teachers must understand that one teacher’s misuse of the network may jeopardize the ability of all teachers to enjoy such access. While The School will make reasonable efforts to supervise staff use of The School network, they must have staff cooperation in exercising and promoting responsible use.

Laptop Use
Any damage due to neglect or abuse of The School equipment is the responsibility of the employee who was assigned the equipment. All repairs will be completed by The School or a vendor approved by The School. Staff will never let anyone besides The School personnel or an approved vendor work on or use their laptops. All replacement parts for The School equipment (including power cords and batteries) need to be original equipment parts from the manufacture (OEM) unless otherwise approved by the Regional Technology Manager. The School equipment is intended for school use only; any other use is prohibited. Employees are required to use their school-issued laptop for work purposes and are not permitted to use their personal computer for work purposes.

Network and Internet Use Agreement

Personal Responsibility - By signing this Policy and Agreement, you are agreeing not only to follow the rules in this Policy and Agreement but are agreeing to report any misuse of the network to the Regional Technology Manager. Misuse means any violations of this Policy or any other use that is not included in the Policy but has the effect of harming another or his or her property.

Term of the Permitted Use - A teacher who submits to the school, a properly signed Policy and Agreement and follows the Policy to which she/he has agreed will have computer network access during the course of the school year.

Purpose and Use - The School is providing access to its network for all The School related work. If you have any doubt about whether a contemplated activity is The School related, you may consult with the Regional Technology Manager to help you decide if your use is appropriate. All users must abide by rules of network etiquette. Be polite. Use appropriate language. No swearing, vulgarities, suggestive,

obscene, belligerent or threatening language, or other language, which may be offensive to others. Be safe. In using the computer network and Internet, do not reveal personal information such as your home address and telephone number. Do not arrange a face-to-face meeting with someone you "meet" on the computer network or Internet.

Uses that are considered unacceptable and constitute a violation of this Policy and Agreement are:

1. Uses that are offensive to others. Some examples would include, but not be limited to, ethnic, sexual preference or gender-related slurs or jokes.

2. Uses that violate the law or encourage others to violate the law. Some examples would include, but not be limited to, transmission of offensive or harassing messages; offer for sale any substance the possession or use of which is prohibited by law; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the network are not marked with the copyright symbol, you should assume that all materials are protected unless there is explicit permission on the materials to use them.

3. You should not give others private information about you or others, including credit card numbers and social security numbers.

4. Uses that cause harm to others or damage to their property. Some examples would include, but not be limited to, engaging in defamation (harming another's reputation by lies); employing another's password or some other user identifier that misleads message recipients into believing that someone other than you is communicating or otherwise using his/her access to network or the Internet; uploading a worm, virus, trojan, time bomb, or other harmful programming or vandalism.

5. Uses that jeopardize the security of teacher access and of the computer network or other networks on the Internet. For example, don't disclose or share your passwords with others; impersonate another.

6. Uses that access controversial or offensive materials. All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged pupils. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a teacher finds that other users are visiting offensive or harmful sites, he or she should report such use to the Regional Technology Manager Support.

7. Specifically, do not allow non-The School staff to access The School network, your assigned The School laptop or The School files.

8. Users are forbidden from using The School electronic communications systems for charitable endeavors, private business activities, or amusement/entertainment purposes unless expressly approved in writing by The School. Employees are reminded that the use of school resources, including electronic communications, should never create either the appearance or the reality of inappropriate use.

Privacy - The School Network and Internet access is provided as a tool for your work while employed by The School. The School reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of The School laptop, computer network and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of The School and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy and Breach of Agreement - The user's use of the computer network and Internet is a privilege, not a right. A user who violates this Policy and breaches his/her Agreement, may at a minimum, have his or her access to the computer network and Internet reimbursement terminated, which The School may refuse to reinstate for the remainder of the teacher's tenure in the School. A user breaches his or her Agreement not only by affirmatively violating the above Policy, but also by failing to report any violations by other users that come to the attention of the user. Further, a user violates this Policy and Agreement if he or she permits another to use his or her account or password to access the computer network, network accounts, laptop and the Internet, including any user whose access has been denied or terminated. The School may take additional disciplinary or legal action.

Warranties/indemnification - The School makes no warranties of any kind, either expressed or implied, in connection with its provision of access to and use of its network and the Internet provided under this Policy and Agreement. It shall not be responsible for any claims, losses, damages or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user arising out of the user's use of its computer network or the Internet under this Policy and Agreement. By signing this Policy and Agreement, users are taking full responsibility for his/her use, and the user is agreeing to indemnify and hold the school, the School District, The School and all of their administrators, harmless from any and all loss, costs, claims or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user agrees to cooperate with the school in the event of the school's initiating investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another's outside The School network

Updates - Users may be asked from time-to-time to provide new or additional registration and account information or to sign a new Policy and Agreement for example, to reflect developments in the law or technology. Such information must be provided by the user or such new Policy and Agreement must be signed if the user wishes to continue to receive service. If after you have provided your account information, some or all of the information changes, you must notify the Regional Technology Manager Support. If any user violates this Policy and Agreement, continuing access will be denied or withdrawn and he/she may be subject to additional disciplinary action. If you have any questions about these provisions, you should contact the Regional Technology Manager or Human Resources.

4.11 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.

4.12 Cyber and Digital Security

This policy establishes expectations for the secure use of CAVA technology resources, including networks, devices, and data. It applies to all employees, contractors, students, and visitors who utilize school systems or connect personal devices to the school network.

User Responsibilities: All users must maintain the integrity of CAVA systems through the following practices:

- **Account Security:** Create unique passwords, use Multi-Factor Authentication (MFA), and never share credentials.
- **System Integrity:** Keep software updated. Do not disable antivirus, bypass security filters, or install unauthorized software.
- **Data Governance:** Adhere to established retention and disposal policies for digital records.
- **Professionalism:** Use school technology primarily for educational and professional purposes. Prohibited activities include accessing unauthorized files or creating/storing inappropriate, offensive, or illegal content.

Data Privacy & Confidentiality: CAVA is committed to protecting student and organizational data.

- **PII & FERPA:** Users must protect Personally Identifiable Information (PII) and comply with FERPA regulations regarding student records.
- **Encryption:** Sensitive data must be transmitted and stored using approved encryption methods.

Threat Prevention & Phishing: Users must exercise vigilance against digital threats:

- **Verification:** Inspect sender addresses for misspellings and be wary of urgent, unexpected requests for sensitive data or financial transactions.

- **Safe Browsing:** Avoid clicking unknown links or downloading attachments from unfamiliar sources.
- **Reporting Phishing:** If a suspicious email is received, do not interact with it. Use the Outlook "**Report**" button, delete the email, and notify **cyber@k12.com** with the subject line and date.

Incident Response Procedures: In the event of a suspected compromise or technical threat, follow these steps immediately:

A. Suspicious Websites/Pop-ups:

1. Do not click any links on the screen.
2. Force close the browser (**Alt + F4**).
3. Restart the computer.
4. Report the URL and time to **cyber@k12.com.**

B. Suspected Device Compromise:

If you clicked a malicious link or believe your device is infected:

1. Contact K12 Tech Support via the Service Portal.
2. Report lost or stolen school devices to administration immediately.
3. **Do not** attempt to repair or scan the device independently.

Compliance is mandatory. Violations may result in disciplinary action, up to and including termination of employment or legal referral for serious breaches of state or federal law.

4.13 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.

4.14 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.

4.15 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.

4.16 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 Director 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.

4.17 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 Director of any changes. Employees also should inform the Human Resources Director 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.

4.18 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.

4.19 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.

4.20 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 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 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.

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 Director. 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 Director.

For employees subject to an applicable CBA, benefits offerings shall be governed by the CBA.

5.2 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.

5.3 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 a job-protected 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.

5.4 Vacation

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.

Fulltime employees 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 (July 1st-June 30th), employees will be granted vacation according to the following schedule:

Fulltime Classified/Certificated (12-month)

Length of Service	Hours earned per pay period	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	4 hours	96 hours	160 hours

Fulltime Lead

Length of Service	Hours earned per pay period	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	1.7 hours	37.5 hours	75 hours

*Exempt employees will accrue based on a 40-hour workweek. Accruals may be prorated if only a partial pay period is worked.

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.

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, 2.75 hours, and 6 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

5.5 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.

Part Time & Fulltime Classified/ Substitutes

Length of Service	Hours earned per hours worked	Maximum Annual Accrual	Maximum Annual Cap
Date of Hire	.0385 hours	80 hours	none

Fulltime Lead

Length of Service	Hours earned per pay period	Maximum Annual Accrual*	Maximum Annual Cap
Date of Hire	3.41 hours	81.84 hours	none

*Note: Maximum Annual Accrual is based on 12 months

Unit Members please refer to Article 10 in the CBA.

Employees begin to accrue sick time upon hire and are eligible to use the time immediately at time of employment. 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 40 hours in a year for locations except Santa Monica, Oakland, and San Francisco. Employees who work in Santa Monica, Oakland, and 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 jury duty after serving on trial for 5 days
- 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.

5.6 Paid Holidays

Full-time employees will be paid for the following holidays:

New Year's Day	January 1st
Martin Luther King Jr. Day	3rd Monday in January
President's Day	3rd Monday in February
Memorial Day	Last Monday in May

Independence Day	July 4th (observed July 3rd)
Labor Day	1st Monday in September
Columbus Day	2nd Monday in October
Veteran’s Day	November 11th
Thanksgiving Day	4th Thursday in November
Day after Thanksgiving	4th 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 workday, 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.

5.7 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.

5.8 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.

For non-unit members, bereavement leave can be taken in separate increments, provided all days are used within three months of the family member's passing. The following time-off limits apply:

- Up to 5 paid days: For the death of a spouse, domestic partner (including civil unions), child, parent, sibling, or equivalent step-relation, a grandparent, or an in-law (parent or child).
- 1 paid day: For the death of an extended relative not listed above.

For Unit Members please reference the CBA under Bereavement Leave.

If you need additional time or wish to attend a service for someone not covered by this policy, you may request to use accrued vacation or sick time, subject to prior HR approval.

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.

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

5.9 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.

5.10 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.

5.11 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. Teachers should request to postpone to noncontracted workdays if possible.

Employees on jury duty leave receive up to 5 days of pay, per state law. For service lasting longer than 5 days, employees may use accrued sick time. 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.

5.12 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.

5.13 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.

An optional 403b retirement program is also available. Please contact hr@caliva.org.

5.14 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 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 Director.

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.

6.2 Family and Medical Leave

The Leave Policy

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA). The U.S. Department of Labor’s Wage and Hour Division (WHD) enforces the 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 the Head of Human Resources.

I. Eligibility

FMLA leave is available to "eligible employees." To be an "eligible employee," the employee must:

1. Have been employed by CAVA 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.

Special hours of service eligibility requirements apply to airline flight crew employees.

II. Entitlements

As described below, the FMLA provides eligible employees with a right to leave, health insurance benefits and, with some limited exceptions, job restoration.

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 the employee uses their family and medical leave. Leave may be taken for any one (1), or for a combination, of the following reasons:

- The birth, adoption, or foster care placement of a child with the employee and 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 (1) or more of the essential functions of the employee's job; and/or
- Because of any qualifying exigency arising out of the fact that the employee's spouse, child, 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 for deployment to a foreign country in support of contingency operation or Regular Armed Forces for deployment to a foreign country.

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 employees from performing the functions of their 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 (2) visits to a health care provider or one (1) 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 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 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 (5) 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 may be taken for a period of consecutive days, weeks, or months. Additionally, 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. Qualifying exigency leave also may be taken on an intermittent basis.

D. No Work While on Leave

The taking of another job while on FMLA leave or any other authorized leave of absence is grounds for immediate discharge, 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 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 the Human Resources Administrator 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 caused by a military member being on covered active-duty or called to covered active duty status to a foreign country; 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. Employees do not have to share a medical diagnosis.

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 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 the 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 the 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 (3) 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 the employee's diligent, good faith efforts. The School will inform employees if submitted medical certifications are incomplete or insufficient and provide employees at least seven (7) 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 the 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 with 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 covered active-duty or call-to-covered active-duty status of a military member, the School may require employees 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 covered 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, 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 Leave

Employees may, to the maximum extent permitted by applicable law, use any accrued paid time while taking unpaid FMLA leave.

The substitution of paid time for unpaid FMLA leave time does not extend the length of FMLA leave and the paid time will run concurrently with the employee's FMLA entitlement.

Leaves of absence taken in connection with a disability leave plan, or workers' compensation injury/illness, or other monetary benefits shall run concurrently with any FMLA leave entitlement.

F. Pay Employee's Share of Health Insurance Premiums

During FMLA leave, employees are entitled to continued group health plan coverage 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 Employees will pay upon return from leave with a payroll deduction.

School's obligation to maintain health care coverage ceases if the employee's premium payment is more than 30 days late. If the employee's payment is more than 15 days late, School will send a letter notifying the employees 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 School for the cost of the premiums School paid for maintaining coverage during their unpaid FMLA leave.

IV. Exemption for Highly Compensated Employees

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 School. (This fact-specific determination will be made by School on a case-by-case basis.) School will notify employees if they qualify as a "highly compensated", if School intends to deny reinstatement, and of the employee's rights in such instances.

V. Questions and/or Complaints about FMLA Leave

If you have questions regarding this FMLA policy, please contact the Head of Human Resources. 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, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by FMLA or for involvement in any investigation or proceeding under or relating to FMLA including cooperating with a WHD investigation. 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 WHD 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 or collective bargaining agreement 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 School's other leave policies in this handbook or contact the Head of Human Resources.

6.3 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.

6.4 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.

6.5 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.

Section 7 - General Standards of Conduct

7.1 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: **California Schools' Central Office**

7.2 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.

Employees are expected to maintain professional, respectful, and age-appropriate communication with students at all times. Inappropriate language or communication toward, around, or with students is prohibited, including but not limited to cussing, profanity, the use of substitute or implied profane language, slang or coded words intended to replace profanity, and words or statements that are overly affectionate, overly familiar, or otherwise inappropriate for a professional school environment. This includes, but is not limited to, referring to students using terms of endearment such as "love," "my love," "baby," "babies," "babe," "sweetheart," "hun," or similar terms, as well as statements such as "I love you" or other expressions that blur professional boundaries. Employees are expected to exercise professional judgment and maintain appropriate boundaries in all verbal, written, and electronic communications with students.

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.
k. Inappropriate language and communication profanity, implied profanity, slang, terms of endearment or similar terms.

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.

Addressing Student Behavior Concerns:

When a student uses inappropriate language or displays disrespectful behavior, staff should follow these steps:

1. **Remain Composed**: Avoid reacting with anger, irritation, or sarcasm, which can escalate the situation.
2. **Immediate Verbal Correction**: Inform the student that their specific behavior is unacceptable (e.g., "That language is disrespectful" rather than "You are disrespectful").
3. **Redirect & Reinforce**: Briefly state the expected behavior and redirect the student to the current task.

4. **One-on-One Conversation**: If the behavior persists, request to speak with the student after class to explore the cause of the incident and discuss appropriate future behavior.
5. **Documentation**: Log the incident, detailing the specific language or actions used, the context, and any prior warnings given.

For severe or chronic concerns, the following measures may be implemented:

- **Removal from Class**: If a student's behavior is dangerously disruptive or continues after multiple warnings, they may be asked to leave the session or sent to a designated administrator.
- **Parental Involvement**: Teachers and parents/guardians should collaborate to address behavioral concerns
- **Administrative Review**: If initial interventions fail, the department chairperson or a vice principal will be involved to facilitate a resolution.
- **Behavior Intervention Plans (BIP)**: For recurring issues, a team of staff and parents may develop a formal BIP based on a Functional Behavioral Assessment (FBA) to address root causes.

Staff Rights and Professional Protection:

- **Safe Environment**: Staff have the right to an environment that promotes emotional and physical safety.
- **Reporting Threats**: Teachers retain the right to report physical threats or assaults to the police, as stated in the Classroom Discipline Guide.
- **Non-Retaliation**: The school prohibits any form of retaliation against staff who report abusive conduct or misconduct in good faith.

Refer to your required school training for student safety and behavior response protocols.

7.3 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.

7.4 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.

7.5 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.

7.6 Ergonomics

The school complies with California Occupational Safety and Health Administration (Cal/OSHA) standards to reduce the risk of Repetitive Motion Injuries (RMIs). We are committed to fostering an ergonomically sound work environment, through appropriate resources, training and administrative guidance.

Responsibilities

The school will:

- Provide ergonomic guidance for offices, and home workspaces
- Offer training on RMI identification, prevention and safe work practices
- Evaluate reported ergonomic concerns in work environments
- Implement appropriate corrective actions, including equipment or workspace adjustments
- Maintain compliance with Cal/OSHA safety standards

Employees will:

- Maintain a safe and ergonomically appropriate dedicated workspace
- Follow school-provided ergonomic guidelines and training
- Report discomfort, pain, or ergonomic concerns promptly to supervisor
- Use school-provided equipment safely and as instructed
- Take movement or stretch breaks every 30–60 minutes when possible
- Maintain a comfortable, organized, and distraction-free environment

Reporting and Response

Employees must promptly report ergonomic hazards or symptoms to their supervisor or HR. The school will review concerns, conduct assessments as appropriate, and implement corrective measures, which may include training, equipment adjustments, or additional resources.

7.7 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



7.8 Customer Service Expectations (Virtual and In-Person)

Our top priority is providing exceptional support to our students, families, and community every interaction defines their experience with us.

To support this commitment, all staff are expected to:

- Provide timely, courteous, and responsive service across all virtual and in-person platforms. This includes responding to emails, messages, and calls within established response time expectations.
- Establish and maintain positive relationships by demonstrating professionalism, empathy, and respect in all interactions with students, families, and candidates.
- Communicate clearly and professionally in all formats, including video conferencing, phone calls, email, chat, and learning platforms. Written communication should be clear, grammatically correct, and tone-appropriate.
- Demonstrate strong virtual presence and etiquette during live interactions. This includes being prepared, punctual, attentive, and maintaining a distraction-free environment.
- Actively listen and respond thoughtfully to questions, concerns, and feedback to ensure customers feel heard and supported.
- Address concerns and complaints promptly and professionally. Staff should remain calm, solution-oriented, and respectful at all times. If a concern cannot be resolved, it should be escalated to a supervisor in a timely manner.
- Protect confidentiality and student privacy by following all applicable policies and laws when handling sensitive information in virtual settings.
- Use school-approved platforms and tools for communication to ensure consistency, security, and professionalism.
- Be prepared to provide the same level of professionalism during any required in-person interactions, including meetings, professional development, testing support, events, or when working from a school site or office location.

All employees are expected to conduct themselves with professionalism and respect at all times.

7.9 Professional Communication

The School is committed to fostering a professional, inclusive, and safe work environment where every individual is treated with dignity and respect. We expect all staff members to communicate in a

professional, courteous, and constructive manner. This policy applies to all physical workplaces, virtual settings, electronic communications, and off-site work events.

Core Expectations. To maintain a culture of excellence and collaboration, all staff members are expected to:

- **Communicate with Integrity:** Base all interactions on honesty, mutual respect, and common sense.
- **Practice Professionalism:** Maintain a constructive tone in all dialogues, including when providing or receiving feedback.
- **Promote Inclusion:** Use language that fosters a sense of belonging and avoids "us-versus-them" mentalities.
- **Uphold Accountability:** Recognize that every employee plays a vital role in sustaining a respectful environment through their personal conduct.

Unacceptable Conduct. Disrespectful behavior, whether intentional or unintentional, will not be tolerated. Examples of prohibited conduct include, but are not limited to:

- **Aggressive Communication:** Shouting, yelling, using a harsh tone, or employing profanity.
- **Dismissive Behavior:** Rolling eyes, ignoring colleagues, or utilizing the "silent treatment."
- **Undermining/Condescending Tone:** Talking down to others, making sarcastic or demeaning remarks, or publicly belittling a colleague's work.
- **Threatening Language:** Any communication intended to intimidate, provoke, or threaten retribution or financial harm.
- **Passive-Aggressive Actions:** Spreading rumors, engaging in gossip, or sabotaging a colleague's efforts.
- **Discrimination & Harassment:** Offensive comments regarding race, gender, religion, age, disability, sexual orientation, or any other protected characteristics.

7.10 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.

7.11 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 Warning and/or Performance Improvement Plan - 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.

7.12 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.

7.13 Use of Communications and Computer Systems

To ensure the security of our network and the integrity of our data, all staff must use school-issued computers and tablets for every professional task. This includes all lesson planning, grading, and official communications. Using personal devices for school business is strictly prohibited to maintain compliance with privacy regulations and protect sensitive student information.

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.

7.14 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.

7.15 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.

7.16 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.

7.17 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.

7.18 Smoking

CAVA would like to ensure a safe, healthy, and distraction-free learning environment for students while reinforcing faculty members as positive role models.

Prohibited Activities

During all scheduled work hours, live classes, and virtual meetings with students or parents, teachers are strictly prohibited from using or displaying:

- Cigarettes, cigars, and pipes
- Electronic nicotine delivery systems (ENDS), vape pens, and e-cigarettes (whether nicotine-free or containing THC)
- Smokeless tobacco, such as dip or chew

7.19 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.

7.20 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 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

In Person Event or Meeting:
Employees are role models for students, parents, and the community. In-person meetings—including staff meetings, parent-teacher conferences, IEP meetings, and professional development—represent a heightened level of professional engagement. Appearance should be professional, clean, and appropriate to the assigned duties.

General Guidelines

- Appearance: Clothing must be clean, neat, pressed, and in good repair (no holes, tears, or excessive stains).
- Safety & Hygiene: Good personal hygiene is required. Heavily scented lotions or perfumes should be avoided to protect against allergies.
- Undergarments: Undergarments must not be visible. Clothing must provide sufficient coverage when bending over or sitting.
- Discretion: The building principal or site administrator has the final authority to determine if an employee's attire is appropriate.

Acceptable Meeting Attire (Business Casual/Professional)

- Tops: Collared shirts (polo-type or button-down), blouses, sweaters, turtlenecks, or blazers.
- Bottoms: Dress slacks, khakis, trousers, or skirts/dresses of an appropriate length (generally at or just above the knee), jeans when appropriate or clearly stated.
- Footwear: Dress shoes, flats, loafers, or ankle boots.
- Accessories: Jewelry and hair accessories should be modest.

Unacceptable Attire

The following are considered inappropriate for in-person meetings unless a specific, approved exception is made:

- Jeans of any color (unless specifically authorized for "dress down" days).
- Athletic wear (sweatpants, sweatshirts, yoga pants/leggings).
- T-shirts (graphic or plain).
- Flip-flops, beach sandals, or worn tennis shoes.
- Revealing clothing: Tank tops, halter tops, spaghetti strap tops without a covering jacket, midriff-baring tops, or low-cut tops.
- Hats, caps, or head coverings worn indoors (exceptions made for religious or medical reasons).

In Office

Attire is business casual

- If you work in the office, you will receive a document outlining the dress code for the office. It is also posted throughout the office.
- Business attire may be required throughout the year. Staff will receive prior notice to dates in which business attire will be expected.

Virtual Staff

Employees should maintain a professional and appropriate appearance during all live instructional sessions, meetings with students or families, and recorded school events. Because instruction occurs in a virtual environment, attire expectations primarily apply to clothing visible on camera.

Acceptable Attire

Staff are encouraged to wear professional casual clothing that reflects a respectful learning environment. Examples include:

- Blouses, sweaters, polos, or collared shirts
- School or program-branded apparel
- Neat, casual tops or professional t-shirts
- Simple patterns or solid colors that display well on camera

Not Appropriate for Instructional Time

The following items should not be worn when on camera with students or families:

- Pajamas or sleepwear
- Clothing with offensive, inappropriate, or controversial graphics or language
- Tank tops, strapless tops, or excessively revealing clothing
- Clothing that appears unclean or excessively wrinkled

Off-Camera Work

During non-instructional work time when employees are not on camera, attire may be more casual. Staff

should ensure they are able to appear on camera promptly in appropriate attire if needed.

Professional Presentation
Employees should also maintain a professional on-camera presence, including:

- Reasonable grooming and appearance
- An appropriate and distraction-free workspace background when possible

This is not an exhaustive list please reach out to your supervisor for questions and exceptions.

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 Director. Only the Head of School or the Human Resources Director 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 Director, 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 Director.

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 through the expense reimbursement system for review.

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: **Central Office - Expense Reimbursement**

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 Exit Interviews

Employees who resign are requested to participate in an exit interview with the Human Resources Representative, if possible.

7.34 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.

Section 8 - Arizona Addendum

8.1 Arizona: 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 Director 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 Director 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 Director.

8.2 Arizona: Notification of Constructive Discharge

Any employee is encouraged to communicate to the School by contacting the Human Resources Director 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 Director.

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 Arizona: 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.

Section 9 - California Addendum

9.1 California: 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.

9.2 California: 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.

9.3 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.

The School 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 emails), 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:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;

- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- 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 Director 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, employees should go to 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: _____

Date: _____

The signed original copy of this receipt should be given to management - it will be filed in your personnel file.

9.4 California: 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 Director.

9.5 California: Working Hours and Schedule

CAVA normally is open for business from 8:00 AM to 4:30PM, Monday through Friday.

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 CAVA may need to change individual work schedules on either a short-term or long-term basis.

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 Director 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 Director 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 Director 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 Director 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.

9.6 California: 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.

9.7 California: 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 Director 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.

9.8 California: 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.

9.9 California: 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 Director 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 Director 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 Director.

9.10 California: 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.

9.11 California: Berkeley Sick and Safe Time (Including the Hwhfa)

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 Director.

9.12 California: 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 Director. 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 Director with questions regarding this policy.

9.13 California: 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 Director 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 Director 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 Director.

9.14 California: 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 Director 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 Director 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 Director.

9.15 California: 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 Director 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 Director.

9.16 California: 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 the Payroll Manager.

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.

9.17 California: 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 Director 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 Director 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 Director 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 Director.

9.18 California: 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.

9.19 California: 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.Employees receive 40 hours of paid sick leave at the time of hire and each year thereafter on January 1.

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 Director 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 Director 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 Director.

9.20 California: 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 Director. 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.

School may not be able to provide an accommodation if doing so would impose an undue hardship by causing significant expense or operational difficulty when considering the accommodation request in relation to the size, financial resources, nature, or structure of School. If School is unable to provide an accommodation because doing so would impose an undue hardship, School will provide the employee with a written response that identifies the basis for denying the request for accommodation.

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 Director with questions about this policy.

9.21 California: 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 .

9.22 California: Family and Medical Leave

Employees may be entitled to a job-protected leave of absence under the Family and Medical Leave Act (FMLA) and/or the California Family Rights Act (CFRA). The U.S. Department of Labor's Wage and Hour Division (WHD) enforces the FMLA. 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 (1) 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 CAVA 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. The birth of a child and to care for a newborn child (counts toward FMLA and CFRA leave entitlements);

2. 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);

3. To care for the employee's spouse, child, or parent with a serious health condition (counts toward FMLA and CFRA leave entitlements);

4. 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 a grandparent, grandchild, or sibling meets FMLA definition of parent or child);

5. 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 (1) or more of the essential functions of their job (counts toward FMLA and CFRA leave entitlements except leave for the employee's disability due to pregnancy, childbirth, or related medical condition does not count against CFRA leave); and/or

6. Because of any qualifying exigency arising out of the fact that the employee's spouse, registered domestic partner, child, parent, or parent-in-law 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 or parent-in-law 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, including but not limited to treatment for substance abuse. 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. the School may limit employees to one (1) 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, child, parent, or next of kin of a "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 may be taken for a period of consecutive days, weeks, or months. Additionally, 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 may be an exception for certain "key employees" under the FMLA (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.

III. 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.

1. 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 to allow the School to determine that the leave is FMLA/CFRA-qualifying. For example, employees might explain that:

- A medical condition renders them unable to perform the functions of their job;
- They are pregnant;
- They or a covered family member 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 caused by a military member being on covered active duty or called to covered 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/CFRA leave under this policy. Employees must respond to the School's lawful questions to determine if absences are potentially FMLA/CFRA-qualifying. Employees do not have to share a medical diagnosis.

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.

2. 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 (3) 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.

1. 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.

2. 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.

3. 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 FMLA/PDL 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 leave 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 FMLA/CFRA leave.
- If employees request FMLA/CFRA leave to care for a covered family member with a serious health condition or bond with a newborn child 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 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. Employees cannot use sick leave to bond with a child when the child is not ill or sick.

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 workers' 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.

H. 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, discriminate, threaten, punish, or otherwise retaliate against any person for exercising their rights under the law including requesting FMLA leave, opposing any practice made unlawful by the FMLA or involvement in any investigation or proceeding under or relating to the FMLA including cooperating with a WHD investigation. 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 who believe their rights under the FMLA have been violated also may file FMLA complaints with the WHD or may bring private lawsuits alleging FMLA violations against an employer in court.

9.23 California: 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.

9.24 California: 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.

9.25 California: 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.

The School 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 emails), 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:

- Unwelcome or unwanted sexual advances, flirtations, advances, leering, whistling, touching, pinching, assault, and blocking normal movement;

- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome or unwanted sexually related comments;
- Conversation about one's own or someone else's sex life;
- Conduct or comments consistently targeted at only one (1) gender, even if the content is not sexual; and
- 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 Director 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, employees should go to 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.

9.26 California: 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.

9.27 California: 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.

9.28 California: 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 California: 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 but must be completed within three (3) months of the family member's death.

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.

If requested by the School, employees must provide documentation of the death of the family member within 30 days of the first day's leave. 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 the Human Resources Director. 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 California: 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 California: 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.

9.32 California: 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 Director 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; and
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 Director). 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 Director.

9.33 California: 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.

9.34 California: 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.

9.35 California: 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.

9.36 California: 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.

9.37 California: 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 Director. The employee must give notice to the Human Resources Director 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 Director 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.

9.38 California: 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.

Section 10 - Georgia Addendum

10.1 Georgia: 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 Director with questions regarding this policy.

10.2 Georgia: 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.

Section 11 - Missouri Addendum

11.1 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.

11.2 Missouri: 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.

11.3 Missouri: 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.

Section 12 - Nevada Addendum

12.1 Nevada: 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 Director.

12.2 Nevada: Overtime

Like most successful companies, the company experiences periods of extremely high activity. During these busy periods, additional work is required from all of us. Supervisors are responsible for monitoring business activity and requesting overtime work if it is necessary. Efforts 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 normal hourly wage for all hours worked in excess of 40 hours in one (1) week. Additionally, non-exempt employees that earn less than one and one-half (1.5) times the minimum wage rate will receive one and one-half (1.5) times their normal hourly wage for all hours worked in excess of eight (8) hours in one (1) day, unless mutually agreed that the employee will work ten (10) hours per day over four (4) calendar days within a workweek.

Employees may work overtime only with management authorization.

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.

12.3 Nevada: 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.

12.4 Nevada: 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 Nevada: Volunteer Emergency Responders Leave

Employees who are volunteer members of the Nevada Wing of the Civil Air Patrol are eligible for time off from work for training or emergency missions. Employees are eligible for up to 10 workdays to train for emergency missions (including search and rescue and disaster response); or up to 30 workdays to respond to an emergency mission.

Employees requesting leave must provide the following when they request Civil Air Patrol Leave:

- Certification that they are authorized by the United States Air Force, the Governor or a political subdivision of the State to respond to or train for an emergency mission; and
- The Civil Air Patrol's verification of the emergency need for their volunteer service.

Such time off will be unpaid for nonexempt employees. Exempt employees will be paid in accordance with federal and state wage and hour laws.

12.6 Nevada: 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:

a. A battery;
b. An assault;
c. 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;
d. A sexual assault;
e. A knowing, purposeful, or reckless course of conduct intended to harass the other person. Such conduct may include, but is not limited to:
    1. Stalking;
    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.

f. A false imprisonment; or
g. 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:

a. 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
b. 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 the School, and other employees.

Eligible employees desiring an accommodation should notify the Human Resources Director. the Human Resources Director 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 Director may require the employee to provide appropriate certification. Employees who no longer need an accommodation must notify the Human Resources Director of any change in circumstance. Similarly, employees who have been provided an accommodation must notify the Human Resources Director 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.

Section 13 - Ohio Addendum

13.1 Ohio: 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.

13.2 Ohio: 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

13.3 Ohio: 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.

Section 14 - South Dakota Addendum

14.1 South Dakota: 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 15 - Tennessee Addendum

15.1 Tennessee: 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.

15.2 Tennessee: 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.

15.3 Tennessee: 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.

15.4 Tennessee: 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.

15.5 Tennessee: 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 16 - Texas Addendum

16.1 Texas: 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 reasonable voting leave on Election Day without loss of pay or retaliation. Where possible, supervisors should be notified of the need for leave in advance.

Section 17 - Virginia Addendum

17.1 Virginia: 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 Head of Human Resources.

17.2 Virginia: 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.

17.3 Virginia: 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.

17.4 Virginia: 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.

Section 18 - Wyoming Addendum

18.1 Wyoming: 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.

18.2 Wyoming- Voting Leave

In the event employees do not have sufficient time outside of working hours to vote in any primary, general election, or special election to fill a vacancy in the office of representatives in the Congress of the United States , 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 one (1) hour of voting leave (excluding meal periods) on Election Day without loss of pay (if the employee votes) or retaliation. Where possible, supervisors should be notified of the need for leave in advance of Election Day. Supervisors may specify which hours the employee may be absent.

Section 19 - Acknowledgments

19.1 General Handbook Acknowledgment

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 Director 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: _____

Date: _____

The signed original copy of this acknowledgment should be given to management - it will be filed in your personnel file.

19.2 Receipt of Non-Harassment Policy

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 emails), 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;

- 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:

- Unwelcome flirtations, leering, whistling, touching, pinching, assault, or blocking normal movement;
- Requests for sexual favors or demands for sexual favors in exchange for favorable treatment;
- Obscene or vulgar gestures, posters, or comments;
- Sexual jokes or comments about a person's body, sexual prowess, or sexual deficiencies;
- Propositions or suggestive or insulting comments of a sexual nature;
- Derogatory cartoons, posters, and drawings;
- Sexually explicit emails, text messages, or voicemails;
- Uninvited touching of a sexual nature;
- Unwelcome sexually related comments;
- Conversation about a person's own or someone else's sex life;
- Conduct or comments consistently targeted at a single gender, even if the content is not sexual; and
- 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 Director. 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: _____

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 SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #08

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: 2025-26 Employment Agreements

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

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

New Hires:

Last Name	First Name	Title	FTE
Lucchesi	Renee	English Language Development Specialist, Substitute	0.0

New Positions:
- **None**

Terminations/Resignations:
- **None**

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:
It is recommended the Governing Board:

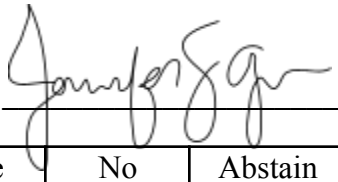
1. Ratify the offered 2025-26 Employment Agreements.
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of California Virtual Academy at Sonoma.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Audrey Beecher
Human Resources Specialist

PRESENTED BY:
Audrey Beecher
Human Resources Specialist

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #09

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

June 9, 2026

SUBJECT: Parent Student Handbook for 2026-2027 School Year

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the Parent Student Handbook for the 2026-2027 School Year.

BACKGROUND: The Parent Student Handbook has been updated to reflect revised processes and policies. 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:

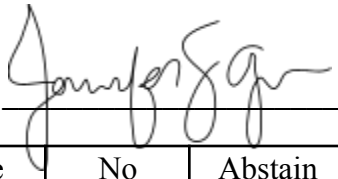
Review and approve the Parent Student Handbook Updates.

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: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

Parent-Student Handbook

Summary of Key Changes — 2026–27

California Virtual Academy
Prepared May 2026

General Updates

- School year, calendar dates, and school day updated throughout (First Day: August 20, 2026)
- Student participation language changed from "expected" to "required"

Expectations, Attendance & Support Matrix

- New language added on independent study placement and hearing rights
- Support Matrix links updated; several outdated links removed
- Code of Conduct updated to add student free speech rights and strengthen anti-bullying language

Safe Learning Environment

- FERPA expanded to include directory information disclosure notice
- New sections added: Right to Request Teacher Qualifications, Williams Complaint Procedure, Suicide Prevention, Dangers of Synthetic Drugs
- Bullying/harassment section renamed and consolidated: Bullying, Discrimination, Harassment, and Intimidation Policy
- McKinney-Vento, Foster Youth, and Immigration staff contact updated
- Immigration policy renamed to: Immigration Compliance, Enforcement Response, and Student Protection Policy
- New Appendix references added: SB 906 Safe Firearm Storage, Sexual Misconduct, Pregnant/Parenting Students

Curriculum & Course Assignments

- Middle school course names updated; new elective structure for 6th grade
- CTE section renamed: Career & Technical Education
- Online Learning Course in High School section removed
- Advanced Learners Program grade bands clarified: Elementary (3rd–5th), Middle (6th–8th)
- Elementary academic conferences reduced from 3x to 2x per year

High School, Graduation & College/Career

- Economics or Personal Finance now accepted for graduation (Economics required through 2030–31)
- Ethnic Studies (5 credits) added as required elective beginning 2029–30
- Concurrent Enrollment restructured into two tracks: Dual Enrollment (CAVA partnerships) and Concurrent Enrollment (independent)
- New graduation achievements added: SkillsUSA, CAVA2College, College/Career Readiness Platinum Cap
- New sections added: California College Guidance Initiative (CCGI) and Cal Grant Program

Grading, Assessment & Appendix

- High school grading clarified: weighted GPA components detailed; letter grades only on all official records
- Elementary grading language aligned with California standards
- Bullying policy in Appendix renamed to match updated handbook section title
- Concurrent Enrollment Policy removed as standalone appendix item

Parent Student Handbook



California Virtual Academy

2026 - 2027

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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, as well as 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 in Simi Valley, California. Some members of the administrative team from this office work in the 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, fostering a sense of local community and personal connection.

School Calendar for 2026 - 2027

First Day of School	**August 20, 2026**
Labor Day	**September 7, 2026**
Columbus Day	**October 12, 2026**
End of Quarter 1	**October 23, 2026**
Veteran's Day	**November 11, 2026**
Thanksgiving Break	**November 23 – 30, 2026**
Winter Break	**December 21, 2026 – January 1, 2027**
School Resumes	**January 4, 2027**
End of Quarter 2/Semester 1	**January 15, 2027**
Martin Luther King's Day	**January 18, 2027**
Teacher In-Service Days *(non-student instruction)*	**January 19 – 22, 2027**
First Day of Semester 2	**January 25, 2027**
End of Quarter 3	**March 25, 2027**
Spring Break	**March 26 – April 2, 2027**
CAASPP Testing (State Testing)	**April 26 – May 28, 2027**
Memorial Day	**May 31, 2027**
Last Day of School	**June 11, 2027**

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 can also 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 travel out of the state.
    - 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 automatically documented in the system and indicates engagement at school that day. Days with zero (0) activity minutes recorded are the same as notifying us that your child was absent.

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 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. The school may excuse any pupil in grades 7-12 to obtain confidential medical services without the pupil's parent or guardian's consent. When excusing students for confidential medical services or verifying such appointments, staff will not ask about the purpose of the appointment but may contact a medical office to confirm the appointment time. Staff will not notify a parent when a student leaves school to obtain confidential medical services. (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.

If it is determined that independent study is not an appropriate placement for the student, the student will be administratively withdrawn. If the legal guardian disagrees with the administrative withdrawal decision, the legal guardian has the right to request a hearing before a neutral administrative team. During the hearing, the legal guardian will be provided with a fair opportunity to present testimony and evidence demonstrating why the student should remain enrolled.

The hearing request must be submitted in writing by the legal guardian no later than the deadline stated in the administrative withdrawal letter sent to the email address and mailing address on file. Upon receipt of the request, the hearing will be scheduled within one business day, and the legal guardian will be provided with at least two business days' notice of the hearing date and time.

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/Social Studies, 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 parents' 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 the 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 Education 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 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, 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; 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, and offered online for K–12th grade, 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 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, 48980, 48907, 234.1, 234.7, and 48900.7). Students are responsible for following these guidelines whenever they participate in school activities or use 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) and Education Code 48900.7. This includes conduct occurring on or off campus, or through electronic or online communication, when such conduct is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school programs or activities. 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. The school also prohibits bullying or harassment based on a student's appearance or body characteristics, even when such conduct is not tied to a protected characteristic.

Consistent with Education Code 48907, students retain the right to freedom of speech and expression, including in virtual classrooms and online school platforms. This right includes the expression of ideas and opinions, even when they may be unpopular or controversial. However, this right does not extend to speech or conduct that is obscene, libelous, slanderous, violates lawful school rules, or causes a substantial disruption to school activities. Expression that constitutes discrimination, harassment, intimidation, or bullying is not protected and may result in disciplinary action.

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:

- Always use kind and respectful words; profanity, vulgar language, derogatory remarks, and conduct that targets a student's appearance or body characteristics (such as body size, weight, or physical features) are prohibited. See the Bullying, Discrimination, Harassment, and Intimidation Policy.
- 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, such as Google Classroom. 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 for purposes of participation, in accordance with section 626.81 of the California Penal Code. Alcohol, drugs, tobacco, vaping, and pets (except for 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

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

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 required 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 the 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 $65. This reimbursement is distributed semi-annually via mailed checks. To qualify, families must complete the yearly income form sent via DocuSign from K12 Stride 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 with 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 on a case-by-case basis by school administration.

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 the Offline Work Log (OWL) Survey 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
CAVA Website	Public Notices, FAQ, School Calendar
Compass Website	Orientations, homeless/foster support information, SEL support
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
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
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 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 can be found on Parent Square.

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 providing parents and eligible students (age 18 or older) specific rights. These rights include the ability to inspect and review education records within five (5) business days of a request, request the correction of records believed to be inaccurate or misleading, provide written consent before personally identifiable information is disclosed except as permitted by law, and file a complaint with the U.S. Department of Education concerning alleged failures to comply with FERPA requirements. Complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

FERPA allows the school to designate certain information as “directory information,” which may be disclosed without prior written consent unless a parent or eligible student opts out. Directory information is information that is generally not considered harmful or an invasion of privacy if released and may be used for school-related purposes. The school has designated the following as directory information: student's name, address, telephone listing, student and/or parent electronic mail address, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and student ID

number. Parents and eligible students may request in writing that some or all of this information not be disclosed by submitting a request to admin@caliva.org by October 1, or within 30 days of enrollment.

Examples of when directory information may be disclosed include:

- Shipment of computer and school materials to and from the student's home
- Entry of student enrollment information into a computer database for use by school officials
- Honor roll or other recognition lists
- School publications
- School Directory

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include those who conduct educational business with the school (including but not limited to California Colleges.edu, CSAC for CalGrants, and UC ELC program). Also, federal law requires the school to provide military recruiters, upon request, with three directory information categories: names, addresses, and telephone listings, unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

For full details, refer to the Family Educational Rights and Privacy Act (FERPA) and Notice of Directory Information in the Appendix

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 are transferred 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

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.

Right to Request Teacher and Paraprofessional Qualifications

Upon request, California Virtual Academies will provide details regarding teacher licensing, state qualification criteria, and grade/subject certifications, teacher emergency or provisional status, teacher's degree major, graduate certifications, and field of discipline and paraprofessional qualifications. To request this information, contact admin@caliva.org.

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 Procedure

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 Procedure (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) Annual Notice in the Appendix

Williams Complaint Policy & Procedure

Every school must provide sufficient textbooks and instructional materials. Every student, including English learners, must have textbooks or instructional materials, or both, to use at home. Schools must also ensure there are no teacher vacancies or teacher misassignments. If a school is found to have deficiencies in these areas and does not take corrective action, a complaint form may be obtained on the Complaint Notices and Forms page on the CAVA website:https://cava.k12.com/about-our-school/compliant-notices-and-forms/

Parents, students, teachers or any member of the public may submit a complaint regarding these issues. Individuals are strongly encouraged to first express their concerns to the school at admin@caliva.org to allow the school an opportunity to address the concern before a formal complaint is submitted.

For full details, refer to the Williams Complaint Notice in the Appendix

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

Bullying, Discrimination, Harassment, and Intimidation Policy

Bullying, discrimination, harassment, and intimidation of any kind are strictly prohibited. This includes conduct based on a student's actual or perceived characteristics, such as race, ethnicity, national origin, religion, gender, gender identity or expression, sexual orientation, disability, or any other characteristic protected by law. It also includes bullying based on a student's appearance or body characteristics, whether tied to a protected status. This policy applies to all educational programs, activities, services, and school-sponsored events, including those conducted in virtual or online settings.

This policy also applies to student conduct through electronic or online communication, or in other contexts, when the behavior is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school programs, services, or activities. Retaliation against anyone who reports or participates in an investigation is strictly prohibited.

Students and families are encouraged to report concerns to school staff. All complaints will be promptly, thoroughly, and impartially investigated in a manner that is fair, timely, and equitable. Complaints involving discrimination, harassment, intimidation, or bullying based on a protected characteristic may be addressed

through Uniform Complaint Procedures. Allegations involving sex-based harassment will be handled in accordance with the school's Title IX policy and procedures, including the provision of supportive measures.

For full details, refer to the UCP Annual Notice in the Appendix

For full details, refer to the Title IX Grievance Procedure in the Appendix

For full details, refer to the Bullying, Discrimination, Harassment, and Intimidation Policy in the Appendix

Suicide Prevention

Suicide is a serious public health concern that affects families, schools, and communities. Keeping students safe is a shared responsibility among school staff, families, and community partners, and early intervention can dramatically reduce risk. CAVA has a trained crisis response team, including mental health professionals, and established procedures to ensure that any student showing signs of distress receives a timely, compassionate response and is connected to appropriate care. For complete information about the support available, please contact:

Director of S.E.L., Prevention and Intervention
Victoria Nelson
vnelson@caliva.org
(949) 929-0360

For full details, refer to the Suicide Prevention/Postvention Policy in the Appendix

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.

For full details, refer to the Prevention of Sexual Misconduct and Abuse Policy in the Appendix

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, is evidence-based, and is fully accredited. California Ed Code 49005.2. Pupils' 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…"

Section 504 regulations require a school district to provide a "free appropriate public education" (FAPE) to each qualified student with a disability within 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 students' individual educational needs to the same extent that 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 with the necessary educational services and supports 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 that 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 believe the school is not in compliance with Section 504 regulations, contact the 504 Lead for the California Virtual Academies at (805) 581-0202.

Neurodiversity Resources

In alignment with California Education Code 234.5(c), California Virtual Academies is committed to ensuring that families and learners have easy access to high-quality information about neurodiversity. The following resources, developed by the University of California and California State University Collaborative for Neurodiversity and Learning, offer research-based guidance, tools, and support for understanding diverse learning needs, including dyslexia and other learning differences. These resources are intended to help support parents, teachers, and students to build learning environments that celebrate strengths and are inclusive of all students.

- The UC|CSU Collaborative for Neuroscience, Diversity and Learning
- UC|CSU Literacy & Dyslexia Modules

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 at any time, 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) 929-0360

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, visit https://www.compass-connection.org/.

For more information and support, please contact:
Homeless & Foster Youth Liaison
lajackson@caliva.org
805-864-1330
50 Moreland Rd.
Simi Valley, CA 93065

For full details, refer to the McKinney-Vento Rights in the Appendix

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
lajackson@caliva.org
805-864-1330
50 Moreland Rd.
Simi Valley, CA 93065

The Foster Youth Support Policy, including the rights and educational protections afforded to foster youth, can be found in the Appendix

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 is available on the school's website.

For full details, see the Married, Pregnant, and Parenting Students Policy in the Appendix

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 Students' Rights

All students are entitled to a safe, supportive, and welcoming school environment regardless of immigration status, citizenship, or national origin. In compliance with Assembly Bill 699, Senate Bill 98, Assembly Bill 1127, Assembly Bill 49, and applicable provisions of the Education Code, the school does not inquire into or collect information regarding a student's or family member's immigration or citizenship status unless required by law and will not disclose student information to immigration authorities except in response to a valid court order, judicial warrant, or other lawful obligation. Students are guaranteed equal access to educational programs and services and are protected from discrimination, harassment, intimidation, or bullying based on actual or perceived immigration status, nationality, or ethnicity (Ed. Code 200, 220, 234.1). The Immigration Compliance, Enforcement Response, and Student Protection Policy is on the Public Notices page of the CAVA website.

For full details, refer to the Immigration Rights and Protection Under the Law in the Appendix

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 full details, see the Safe Storage of Firearms SB 906 notice in the Appendix

Dangers of Synthetic Drugs

The school annually provides families with information regarding the dangers of synthetic drugs, including fentanyl, in accordance with AB 889. This notice includes information on the risks of counterfeit and illicit substances, the potential for overdose and death, and the increasing presence of synthetic drugs such as fentanyl and xylazine. Families are also informed of the signs of an opioid overdose and the importance of seeking immediate medical assistance by calling 911 if an overdose is suspected.

For full details, refer to the Dangers of Synthetic Drugs Notification included in the Appendix

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 do not receive academic credit.

K12 Skills Arcade is assigned in Math and ELA for grades 4-5, along with science for grades 3-5. TK-3 utilizes Reading Eggs 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	Math 2	ELA E2 Phonics 2 E1	Social Studies 2 Summit ED CA	Science 2 E1	Art 2 E1 Music 2 ED
3rd Grade	Math 3 E1	ELA 3 E2	Social Studies Grade 3 ED CA	Science 3 E1	Art 3 E1 Music 3 ED
4th Grade	Math 4 E1	ELA 4 E2	California Studies 4ED	Science 4 E1	Art 4 E1 Music 4 ED
5th Grade	Math 5 E1	ELA 5 E2	Early American History 5 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.

	6th Grade	7th Grade	8th Grade
Math	MTH06AE4 Math 6 MTH06BE4 Math 6	MTH07AE4 Math 7 MTH07BE4 Math 7	MTH08AE2 Math 8 MTH08BE2 Math 8
English	ENG06AD Language Arts 6 ENG06BD Language Arts 6	ENG07AE4 Language Arts 7 ENG07BE4 Language Arts 7	ENG08AD Language Arts 8 ENG08BD Language Arts 8
History	HIST06A World History I CA HIST06B World History I CA	HIST07A World History II CA HIST07B World History II CA	HST08ADE2 US History Before 1900 CA HST08ADE2 US History Before 1900 CA
Science	SCI06A Integrated Science 6 CA SCI06B Integrated Science 6 CA	SCI07A Integrated Science 7 CA26 SCI07B Integrated Science 7 CA	SCI08A Integrated Science 8 CA SCI08B Integrated Science 8 CA
PE	OTH06 Physical Fitness 6	OTH07 Physical Fitness 7	OTH08 Physical Fitness 8

Electives	***Elective Options - Choice of One*** 1. ART07A Intermediate World Art I (Semester 1) and MUS MS Music (Semester 2) 2. CAR MS Career Exploration 1 (full year) 3. WLGAE2 Spanish I (Full year)	***Elective Options (choice of one)*** 1. ARTD MS 2D Studio Art (Full year) 2. CAR MS Career Exploration 2 (full year) 3. WLGAE2 Spanish I or II (Full year) If completed CARMS Explorations 1 course in 6th grade, along with teacher recommendation, choice of 1: *4.* TCH220 Computer Science Principles (Semester 1) & TCH109 Foundations of Digital Literacy (Semester 2- Cert Course)	***Elective Options (choice of one)*** 1. ARTD MS Animation I (Full year) 2. WLGAE2 Spanish I or II (Full year) 3. CAR MS Career Exploration 2 (full year) If completed, CARMS Career Exploration 1 (full year) course in 7th grade, choice of 1: 4. TCH220 Computer Science Principles (Semester 1) & TCH109 Foundations of Digital Literacy (Semester 2- Cert Course) 5. CAR015 - Arts, AV, Comm, Principles (HS Full year course) 6. CAR017 – Business and Marketing Explorations (HS full-year course)

Career & 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 in high school. 7th and 8th grade students who completed CAR005 or CAR007 – MS Careers Explorations 1 or 2, and have their MS teachers recommendation, may choose to enroll in a high school Career Technical Education (CTE) course, such as CAR017 AV, Art, Communications Explorations, CAR017 Business and Marketing Explorations, or TCH220 Computer Science Principles (Semester 1) & TCH125 Computing Fundamentals (Semester 2) and earn 10 high school credits for one year of coursework.

High School Graduation Requirements

To prepare students for rigorous postsecondary education, students will be provided with a course of study aligned to state academic standards and designed to meet University of California entrance requirements, as well as local district and state graduation requirements. Students must remain on track to graduate with their cohort and meet all subject-specific graduation requirements.

Students in grades 9-12 must enroll in at least 30 credits per semester, which includes six high school courses plus Online Learning2. Online Learning2 is taken each semester, it is 2.5 credits, it is taught by the assigned homeroom teacher, and it 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.

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.

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) or Personal Finance (1 semester) ***

**Note for item: Economics will be required until the 2030-2031 school year, where it will change to Personal Finance. Students graduating in the 2030-2031 school year or later must complete Personal Finance to graduate per EDC 51225.3. Personal Finance course completed for students who graduate prior to the 2030-2031 school year will count toward 40 elective credits. Economics course completed starting in 2030-2031 will count toward 40 elective credits.*

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[1]**
- **Geometry**
- **Algebra 2**
- **Pre–Calculus/ Trigonometry**
- **Statistics**
- **Calculus**
- **Consumer Math[2]**

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 * + the additional transcript categories listed below), elective credits can include overages in any category listed above or below

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[1] *Students who complete the two-year Algebra 1 program will earn 10 credits in Algebra 1 and 10 mathematics credits to count toward graduation requirements in math.*

[2] *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.*

- **Health (5 credits)**
- **PE (20 credits)**
- **Career Education (5 credits)**
  - **Career Planning Course**
  - **Career Pathway Introduction course**
  - **Career Explorations course**
  - **Ethnic Studies (5 credits) ****

**Note for item: 40 credits required until the 2029-2030 school year, where it will change to 35 credits with 5 credits specifically required for Ethnic Studies.*

***Note for item: Students graduating in the 2029-2030 school year or later must complete this course to graduate per EDC 51225.3. Ethnic Studies courses completed for students who graduate prior to the 2029-2030 school year will count toward 40 elective credits.*

Courses may vary from year to year depending on available offerings. 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

Math Placement Policy for High School

In alignment with the California Mathematics Placement Act of 2015, a fair, objective, and transparent process is used to place 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

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, Marketing, Sales, and Services, Information and Communication Technologies, Arts, Media & Entertainment, Health Science and Medical Technology, Public Services, and Engineering & Architecture. Students may pursue certification opportunities and participate in Work-Based Learning or internships upon completing the required program stages.

Concurrent Enrollment Policy and CAVA2College Dual Enrollment

Dual Enrollment
Dual enrollment courses are offered through CAVA's formal partnerships with community colleges. There are no student fees, although a small textbook fee may apply, which students/families are responsible for.

Dual enrollment courses are offered through CAVA's approved community college partnerships. This program is designed to support student success through structured guidance and oversight, to ensure students are prepared for increased academic rigor. CAVA staff will monitor progress and collaborate directly with community college instructors to support student achievement.

Eligibility is open to students in grades 9–12. Students must maintain a minimum 2.5 GPA and adhere to all attendance and communication expectations to remain in good standing in the program. While tuition, health, and enrollment fees are waived through our partnerships, families are responsible for the cost of textbooks and any required supplies.

Students participating in dual enrollment are required to remain enrolled in at least four CAVA courses. Time spent on college coursework does not count toward CAVA attendance requirements. Please note that college course schedules may differ from the CAVA academic calendar, and students are expected to manage these differences responsibly.

Concurrent Enrollment
Concurrent enrollment courses are offered independently through community colleges outside of CAVA's formal partnerships and require prior approval. As these courses are not part of the CAVA program, direct support is not provided, and students and families are responsible for managing the entire process. All associated college fees, including textbooks, are the student's responsibility.

To be eligible, students must first successfully complete two semesters of dual enrollment through a CAVA partnership. This requirement ensures that student progress and readiness for college-level coursework have been effectively monitored. All concurrent enrollment courses must be reviewed and pre-approved by a School Counselor. Following counselor approval, the concurrent enrollment request form will be forwarded to the Dual Enrollment Specialist for final review and signature.

Approval for concurrent enrollment is not guaranteed and is evaluated on a case-by-case basis. Requests will be approved only when a student's academic needs cannot be met through available dual enrollment options.

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, except for credit recovery courses (see the Credit Recovery Courses process below). The administration may review exceptions on a case-by-case basis. 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 receive remediation and/or enrichment support to ensure mastery of all grade-level skills and concepts, promoting 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 your student out.

Class Connect

Students are provided with a variety of learning opportunities, including live instruction called Class Connect 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 must attend a pupil-parent-educator conference to determine whether 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, determined using multiple data sources 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 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 required 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 using 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 should inform their teacher immediately and work directly with their teacher to fully participate using other available tools, such as chat, the whiteboard, and polling, until a resolution can be found.

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 while traveling and have a travel plan in place if they are 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. Throughout the school year, teachers regularly evaluate student achievement and share assessment results with learning coaches to support each student's ongoing 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 must use webcams.

Grading

Elementary Grading

In the Elementary Program, standards-based grading measures students' proficiency in grade-level learning outcomes aligned with 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 using 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 to determine letter grades 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, and Physical Education 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 weighted components for Math, English Language Arts (ELA), History, and Science below.

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**

Only letter grades will appear on progress reports, report cards, and transcripts. Percentages and a plus or minus to accompany the letter grade will not be included.

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.

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 schedule the dates, times, and locations for 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 two times per school year: a minimum of one time per 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

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

Accelerated Course Level Changes for Elementary and Middle School

A mastery-based curriculum supports student learning by building essential skills through differentiated, goal-driven lessons 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 (3rd-5th) and middle school (6th-8th) 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. More information on each program can be found here: Honors Contract and AP Contract.

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 who 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 receive an NTHS achievement award at graduation if they have met eligibility requirements and have participated in NTHS for two semesters prior to 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.

SkillsUSA Participants: Students who are active participants in the SkillsUSA Career and Technical Student Organization (CTSO) during their graduating year will receive an honor at graduation.

CAVA2College (C2C) Participants: Students who participate in the C2C Dual Enrollment program during their graduating year will receive an honor at graduation.

College/Career Readiness: Students will receive a Platinum Graduation Cap to wear at a commencement ceremony and retain as a keepsake if they are considered "prepared for college or career" according to the state of California's criteria. Complete one of the 8 options below.

-SBAC (Smarter Balanced Assessments): Math and ELA- Score Level 3 or Higher

-Dual Enrollment College Course: 2 Semesters- Earn Grade of C or Higher

-State Seal of Biliteracy: SBAC ELA- Score Level 3 or Higher AND 4 Yrs WLG Courses- Grade of B or Higher or District Language Exam- Proficient

-AP (Advanced Placement): 2 AP courses- Earn Grade of C or Higher

-AP (Advanced Placement): 2 AP Exams- Score 3 or Higher

-AP (Advanced Placement): 1 AP course- Earn Grade of C or Higher AND 1 AP Exam- Score 3 or Higher (Note- must be different topics)

-A-G Requirements (UC/ CSU entrance requirements, earn grade of C or higher in 15 A-G courses with at least 11 prior to last year of HS) AND one of the following:

*SBAC ELA or Math- Score Level 3 or Higher AND Level 2 or Higher on the Other

*1 Dual Enrollment College Course- Earn Grade of C or Higher

*1 AP course- Earn Grade of C or Higher

*1 AP Exam- Score 3 or Higher

*Complete a CTE Pathway

-CTE (Career Technical Education) Pathway (Complete Exploratory, Concentration, and Capstone Courses Included in Pathway) AND one of the following:

*SBAC ELA or Math- Score Level 3 or Higher AND Level 2 or Higher on the Other

*1 Dual Enrollment College Course through partnership school- Earn Grade of C or Higher (Note- course cannot be part of CTE pathway)

*Meet UC/ CSU Requirements (A-G)

Link Crew Leaders: Students who serve as leaders of Link Crew to support freshmen as they enter high school 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.

California College Guidance Initiative

The California College Guidance Initiative (CCGI) is part of California's efforts to close the gaps between systems and ensure that all California students, especially those who have been underrepresented in higher education, can move seamlessly from K-12 to college and career. CCGI provides a set of college and career planning tools designed to help students plan for and apply to California public colleges and universities. To support these efforts, CCGI receives enrollment data for all public-school students enrolled in grades six through twelve through the California Pupil Achievement Data System (CALPADS). CALPADS is a longitudinal data system used to maintain individual-level data, including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting. The shared data will be used to provide students and families with direct access to online tools and resources, and will enable the student to transmit information shared with the CCGI to both of the following:

1. Postsecondary educational institutions for the purpose of admissions and academic placement.
2. The Student Aid Commission for the purposes of admissions and academic placement.

Cal Grant Program

A Cal Grant is money for college that does not have to be paid back. To qualify, a student must meet the eligibility and financial requirements as well as any minimum grade point average (GPA) requirements. Cal Grants can be used at any University of California, California State University, or California Community College. Some independent and career colleges, as well as technical schools, in California, also accept Cal Grants.

To assist students in applying for financial aid, all students in grade 12 are automatically considered Cal Grant

applicants, and each grade 12 student's GPA will be submitted to the California Student Aid Commission (CASC) electronically by a school or school district official by the October 1st deadline. A student, the parent, or guardian of a student under 18 years of age may complete a form indicating that they do not wish for the school to electronically send CASC the student's GPA. Until a student turns 18 years of age, only the parent or guardian may opt the student out. Once a student turns 18 years of age, only the student may opt himself or herself out and can opt in if the parent or guardian previously decided to opt out. Notification regarding CASC and the opportunity to opt out of being automatically deemed a Cal Grant applicant will be provided to all students and their parents or guardians by January 1st of the students' 11th-grade year.

For full details regarding opting out, refer to the Cal Grant Opt-Out Notification in the Appendix

California Kids Investment and Development Savings Program (CalKIDS)

The California Kids Investment and Development Savings Program (CalKIDS) is a statewide children's savings account program administered by the ScholarShare Investment Board. Eligible California public school students may receive a CalKIDS college savings account to support future higher education and career training expenses. Funds in a CalKIDS account may be used for qualified educational expenses at eligible colleges, universities, trade schools, and career training programs.

For full details, refer to the California Kids Investment and Development Savings Program (CalKIDS) in the Appendix

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 Acknowledgment

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 of 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 the school administration.

APPENDIX

Academic Integrity Policy: Grades TK-8
Academic Integrity Policy: High School
Bullying Discrimination, Harassment, and Intimidation Policy
Cal Grant Opt-Out Notification
California Kids Investment and Development Savings Program (CalKIDS)
Dangers of Synthetic Drugs Notification
Directory Information Notification
Dress Code Policy
Family Educational Rights and Privacy Act (FERPA)
Foster Youth Support Policy
Grade Appeal Policy
Homeless Students' Rights (McKinney-Vento)
Immigration Rights and Protection Under the Law
Married, Pregnant, and Parenting Students Policy
Mathematics Placement Policy
Prevention of Sexual Misconduct and Abuse Policy
Promotion, Acceleration, Retention Policy
Protection of Pupil Rights Amendment (PPRA)
Safe Storage of Firearms SB906
Suicide Prevention & Postvention Policy
Suspension and Expulsion Policy
Title IX Grievance Procedure
Transcript Policy
Uniform Complaint Procedure (UCP) Annual Notice
Williams Complaint 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
- 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 completed by another person, including a parent, tutor, Learning Coach, or generative AI tool, and presenting it as one's own without proper acknowledgment or 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 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.
- The teacher will remove credit for any assignment related to the offense.

2nd Offense

- 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 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 student may be withdrawn and placed back in their school of residence. The incidents will ne 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*
Updated June 2026

High School
Academic Integrity Policy

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.

High School
Academic Integrity Policy

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, Discrimination, Harassment, and Intimidation Policy

Information

California Virtual Academies (CAVA) is committed to providing an inclusive, supportive, and discrimination-free learning environment for all students, in compliance with federal and state laws.[1] CAVA prohibits 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 gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, and any other protected characteristic under federal or state law.

This applies to all educational programs, activities, services, and school-sponsored events, including those conducted in virtual or online formats.[2] The school also prohibits bullying or harassment based on a student's appearance or body characteristics, even when such conduct is not tied to a protected characteristic.[3]

California Virtual Academies does not tolerate discrimination or harassment by students, staff, or third parties based on actual or perceived characteristics protected under state or federal law.[4] No individual or group shall, through physical, written, verbal, or other means, including conduct that targets a student's appearance or body characteristics (such as body size, weight, or physical features), harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Consistent with Education Code section 48900.7 and Assembly Bill 1078, this prohibition applies to conduct occurring on or off campus, including through electronic or online communication, when such conduct is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school services, activities, or privileges.

- Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.) is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX prohibits sex discrimination in education, including K-12 schools. Title IX has been used to promote equity in education by ensuring equal resources and treatment in education and school-related athletic and extracurricular activities, providing protections for pregnant and parenting students, and prohibiting sex-based harassment, discrimination, and bullying.

- Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.

- The California Education Code Sections 200-220 establishes anti-discrimination protections in public schools across the state. It ensures that all students have equal access to educational opportunities, regardless of their race, gender, disability, religion, sexual orientation, gender identity, citizenship status, or other protected characteristics.

[1] CA Education Code 201, 220
[2] CA Education Code 234.1
[3] CA Education Code 234.7 (as amended by Assembly Bill 10)
[4] CA Education Code 212.5, 234.1

- Three key federal laws protect the rights of individuals with disabilities in the United States:
  Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794)
  Title II, The Americans with Disabilities Act (ADA) (42 U.S.C. Section 12101 et seq.)
  The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq.)
  These laws ensure that schools provide free, appropriate public education (FAPE), protection against discrimination, and support services for individuals with disabilities.

- Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900(r) and (s) and 48900.2, as applicable. Cyberbullying also includes breaking into another person's electronic account and that person's identity to damage that person's or another's reputation.

Consistent with Education Code 48907, students retain the right to freedom of speech and expression, including through electronic and online platforms. However, this right does not extend to speech or conduct that is obscene, libelous, slanderous, or that creates a clear and present danger of unlawful acts, violates lawful school regulations, or causes a substantial disruption to school activities. Student expression that constitutes discrimination, harassment, intimidation, or bullying, including cyberbullying, is not protected and may result in appropriate intervention and disciplinary action in accordance with this policy. Nothing in this policy is intended to infringe upon students' rights under Education Code 48907.

Complaint and Investigation Procedure[5]

Students are encouraged to report incidents of bullying, harassment, or intimidation, and school staff are expected to take immediate and appropriate action when such behavior is observed or reported. All complaints of bullying, discrimination, harassment, or intimidation shall be promptly, thoroughly, and impartially investigated in a manner that is fair and equitable.

Complaints alleging discrimination, harassment, intimidation, or bullying based on a protected characteristic may be filed and investigated under the Uniform Complaint Procedures (UCP) in accordance with applicable law. Complaints may be filed using the UCP by submitting a written complaint to the school's designated UCP Coordinator. Information regarding the UCP process and staff contact information can be found on the Complaint Notices and Forms page of the school's website and may also be requested from the school. Assistance in completing complaint forms is available upon request.

Investigations shall be completed within timelines established under the Uniform Complaint Procedures, unless an extension is permitted by law. Complainants have the right to appeal the school's decision to the California Department of Education within 30 calendar days of receiving the decision, in accordance with applicable law.

The school maintains a clear and consistent process for receiving, investigating, and responding to complaints of discrimination, harassment, intimidation, and bullying. The school provides established procedures for reporting complaints. All school personnel who witness or receive a report of discrimination, harassment, intimidation, or bullying are required to report the incident to a school administrator. All complaints are promptly investigated, and incidents and outcomes are documented and tracked.

During and following the investigation, the school takes immediate and appropriate action to stop the behavior, address the impact on affected students, and prevent its recurrence. The school shall follow up with involved students, as appropriate, to ensure that the conduct has ceased and that no further incidents have occurred. The

[5] CA Ed Code 234.1(b), (h); 5 CCR 4600–4670; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973

school will take prompt and effective steps reasonably calculated to end the conduct and eliminate any hostile environment. The school also monitors the effectiveness of its response and adjusts as necessary to ensure a safe and inclusive learning environment.

When allegations involve conduct that may constitute sex-based harassment under Title IX, the school shall respond in accordance with its Title IX policy and grievance procedures, including offering supportive measures and following required investigative processes. Information regarding the Title IX policy and grievance procedures and staff contact information can be found on the Complaint Notices and Forms page of the school's website and may also be requested from the school. Assistance in completing complaint forms is available upon request.

The school shall protect the privacy of all parties to the extent possible while conducting a thorough investigation. Parents or guardians of all students involved shall be notified in accordance with applicable law and school policy. The school shall maintain records of complaints, investigations, and outcomes in accordance with applicable law and record retention requirements. The school shall periodically review aggregated data to identify patterns and inform prevention and intervention efforts.

Individuals may also contact the California Department of Education or the U.S. Department of Education, Office for Civil Rights (OCR), for additional information or to file a complaint.

Corrective Actions and Discipline[6]

The school is committed to addressing and remedying all incidents of discrimination, harassment, intimidation, and bullying promptly and effectively. When a violation of this policy is substantiated through investigation, the school shall take appropriate corrective actions to eliminate the conduct, prevent its recurrence, and address its effects.

Violators may be subject to disciplinary action in accordance with applicable policies, procedures, and collective bargaining agreements. Disciplinary measures may include, but are not limited to:

- Verbal or written warnings
- Mandatory training or counseling
- Suspension or expulsion (for students, per Ed Code 48900 et seq)
- Disciplinary reassignment, demotion, or termination (for employees)

Corrective actions shall be tailored to the specific circumstances of each case and will be designed to ensure the safety and well-being of the affected individual(s) and the broader school community. Corrective actions may also include restorative practices, educational interventions, and measures designed to address bias, promote respectful behavior, and support a positive and inclusive school climate.

Retaliation Is Prohibited[7]

The school strictly prohibits retaliation in any form against any student, employee, or individual who, in good faith, files a complaint, reports discrimination, harassment, intimidation, or bullying, or participates in any part of the investigation or resolution process.

Retaliation includes, but is not limited to, intimidation, threats, coercion, harassment, exclusion, or any other adverse action taken against a person for engaging in a protected activity. Such conduct is considered a separate and serious violation of this policy and may result in disciplinary consequences, up

[6]CA Ed Code 48900.3, 48900.4; OCR Guidance, Title VI, Section 504
[7] CA Ed Code 234.1(g), 48900(h); Title VI, Section 504, ADA

to and including suspension, expulsion, or termination.

Any individual who believes they have been subject to retaliation should report the incident promptly to a school administrator. Reports of retaliation will be investigated promptly and addressed under the same standards and procedures as the original complaint.

Support Services[8]

The school is committed to supporting academic success, emotional well-being, and physical safety of all students and staff who are impacted by discrimination, harassment, intimidation, or bullying. Appropriate support services will be provided to any student affected by discrimination, harassment, intimidation, or bullying, in accordance with state and federal law.

Supportive measures shall include:

- Access to academic accommodations or adjustments as needed.
- Access to counseling services or appropriate referrals.
- Implementation of measures necessary to ensure student safety, such as changes to class assignments or learning environments.

When a student with a disability is affected, the school shall ensure the provision of reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and Education Code 56046.

Training[9]

Staff training shall be provided for all certificated and classified school staff on the following topics:

- Identifying and addressing incidents of discrimination, harassment, intimidation, and bullying.
- Understanding the rights of students under state and federal nondiscrimination laws.
- Staff responsibilities and grievance processes.
- Bullying prevention strategies including recognizing early warning signs, implementing classroom and schoolwide prevention practices, and promoting a positive and inclusive school climate.
- Recognizing and addressing body shaming and appearance-based bullying, including strategies to promote positive body image and an inclusive school climate.

The training shall include new employee onboarding as well as periodic refreshers to maintain awareness and compliance. The school shall annually make available the California Department of Education's online training resources on bullying and cyberbullying prevention to all staff who interact with students, in accordance with Education Code 32283.5.

Training shall also include guidance on appropriate and consistent intervention when bullying behavior is observed or reported, as well as strategies to support students through the development of social-emotional skills, including communication, conflict resolution, and responsible use of technology. The school shall periodically review data related to bullying incidents to inform prevention efforts and adjust practices as needed to support a safe and inclusive learning environment.

[8] CA Ed Code 234.1(f), 221.5(f), 56046; Section 504

[9] CA *Ed Code 234.1(e), 32283.5; OCR Guidance, Title VI, Section 504*

Policy Dissemination[10]

The school shall annually notify students, parents or guardians, and staff of its nondiscrimination policies, including information about nondiscrimination protections, how to file a complaint under the Uniform Complaint Procedures (UCP), available support resources, and contact information for designated staff. The policy and related materials shall be translated into any language spoken by 15 percent or more of the student body at the school, and into languages commonly spoken by families in the school community and made accessible to individuals with limited English proficiency. This ensures all members of the school community have equitable access to the policy and reporting procedures related to discrimination, harassment, intimidation, and bullying.

Board Approved:

June 2025

Revised June 2026

[10] CA *Ed Code 234.1(c), 462.3 (AB 715), 48980, 48985; Title VI*

Cal Grant Opt-Out
CSAC Annual Notification to Families

California Education Code §69432.9 mandates that all high schools notify 11th-grade students and their parents about the Cal Grant GPA submission process by January 1 of their junior year.

This notification is to inform you that your students' Grade Point Average (GPA) will be automatically submitted to the California Student Aid Commission (CSAC) for Cal Grant consideration, unless you choose to "opt-out". A Cal Grant is a non-repayable financial aid grant for California residents attending college in the state, funded by the California Student Aid Commission (CSAC). To apply, students must complete the FAFSA or CA Dream Act application, meet income and GPA requirements, and attend a qualifying California college or university.

Purpose of the "opt-out" form:

- **Decline Automatic Eligibility**
- **Prevent GPA Submission**
- **Maintain Ineligibility for Cal Grants**

If you choose to formally decline having your students' GPA and other information submitted to the California Student Aid Commission (CSAC) to be considered for a Cal Grant please follow the steps below:

- Complete the Cal Grant opt-out form. A parent or guardian (or the student, if they are 18 or emancipated) must sign the form.
- Submit the completed form to your student's Guidance Counselor by **September 1**.

Opting out of the Cal Grant GPA submission doesn't prevent a student from applying for financial aid in the future or from completing the FAFSA or CADAA. For more information on Cal Grant, please visit the California Student Aid Commission website.

For questions about the Cal Grant program, the opt-out process, or financial aid in general, please contact your students' Guidance Counselor or Katherine O'Brien, Counseling, College and Career Coordinator (kaobrien@caliva.org).





The future is waiting for them ...

Claim your child's funded college savings account today!

CalKIDS is a program from the State of California that funds up to $1,500 in free money for eligible low-income public school students to save for college and career training.*

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To claim your funds, visit CalKIDS.org today!

*Student eligibility is defined by the Local Control Funding Formula.
The California Kids Investment and Development Savings Program (CalKIDS) is a children's savings account program, administered by the ScholarShare Investment Board, an agency of the State of California. CalKIDS will provide eligible participants with college savings accounts, including seed deposits and other potential incentives, to help pay for future qualified higher education expenses. To learn more about CalKIDS or opt out of the program entirely, please see the Program Information Guide at CalKIDS.org. CalKIDS participants may also establish individual accounts with ScholarShare 529, California's 529 College Savings Plan.

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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 ACADEMIES™
POWERED BY STRIDE K12

Family Educational Rights and Privacy Act (FERPA)
Notice for Directory Information

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that California Virtual Academy, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, California Virtual Academy may disclose appropriately designated "directory information" without written consent, unless you have advised California Virtual Academy to the contrary in accordance with California Virtual Academy procedures. The primary purpose of directory information is to allow the California Virtual Academy to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include those who conduct educational business with the school (including but not limited to California Colleges.edu, CSAC for CalGrants, and UC ELC program). Also, federal law requires the school to provide military recruiters, upon request, with three directory information categories: names, addresses, and telephone listings, unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent.

If you do not want California Virtual Academy to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the California Virtual Academy in writing by October 1st. California Virtual Academy has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Student and/or Parent Electronic mail address
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.
- Examples of when directory information may be disclosed include
    - Shipment of computer and school materials to and from the student's home
    - Entry of student enrollment information into a computer database for use by school officials
    - Honor roll or other recognition lists
    - School publications
    - School Directory

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the California Virtual Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dress Code Policy

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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https://cava.k12.com

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.
- A foster youth's grades shall not be lowered due to absences caused by a court appearance, court-ordered activity, or a placement change made by a court or placing agency.

Foster Youth Support Policy

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
lajackson@caliva.org
(805) 864-1330
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

RIGHTS OF HOMELESS STUDENTS

The school district shall provide an educational environment that treats all students with dignity and respect. Every homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless. 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 is considered ***"homeless"*** if he or she is presently living:

- **Temporarily Doubled Up**: A temporary residence where a homeless family is sharing the housing of other persons due to the loss of housing, economic hardship, or other similar reasons.
- **Temporary Shelters**: A temporary residence provided for homeless individuals who would otherwise sleep on the street or a temporary residence 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 homeless 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 homeless individuals usually requiring payment or vouchers for lodging and services on a daily, weekly, or monthly basis.

All Homeless 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 non-homeless students living in the same attendance area in which the homeless child or youth is living are eligible to attend (charter schools).
- **Remain** enrolled in his/her selected school for as long as he/she remains homeless or, if the student becomes permanently housed, until the end of the academic year.
- **Participate** in school support programs.
- **Obtain** information regarding local resources.

Homeless Liaison
Office (805) 864-1330
Fax (805) 581-0330
Email lajackson@caliva.org

KNOW YOUR IMMIGRATION RIGHTS AND PROTECTION UNDER THE LAW

You have the right to apply for and secure housing without sharing your immigration status. California law prohibits housing providers from asking about your immigration status unless you are applying for affordable housing funded by the federal government. Additionally, housing providers cannot harass or intimidate you by threatening or sharing information about your immigration status to ICE, law enforcement, or other government agencies.

You have the right to access emergency medical care. Federal laws and regulations ensure the rights of all people, including undocumented immigrants, to access emergency medical care.

You have the right to a workplace free of harassment and discrimination. Under California law, you are protected from harassment and discrimination based on your national origin, ancestry, race, ethnicity, and other protected characteristics. Your employer cannot threaten to call immigration authorities as retaliation for reporting harassment or discrimination on the job. Your employer is also not allowed to ask about or look into your immigration status, unless they must do so to comply with federal immigration law and regulations, and you are not required to share this information.

You have the right to ask companies to stop selling your data or to delete your data. It is important to understand your data privacy rights, and it can be helpful to reduce the number of companies that are storing or selling data about you. For information on these rights and how to exercise them go to oag.ca.gov/privacy/ccpa**.**

You have the right to an attorney. If you are arrested by police, you have the right to a government-appointed lawyer. If you are detained by ICE, you have the right to consult with a lawyer, but the government is not required to provide one for you. You can ask for a list of free or low-cost alternatives. To find a legal aid organization near you, go to lawhelpca.org.

You have the right to access your police report. State and local law enforcement-agencies cannot deny a victim of a crime access to their crime report because the victim cannot prove lawful presence in the country.

Your child has a right to a free public education regardless of immigration status. They also have a right to be in a public school learning environment free from discrimination, harassment, bullying, and intimidation. Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of age and residency. Information about citizenship/immigration status is never needed for school enrollment. You do not have to share information regarding passports or visas, or regarding the immigration status of a child, parent, guardian or other family member. And you do not have to provide a social security number or other card for either enrollment or for free or reduced-price school breakfast and lunch.

State and local law enforcement cannot ask for your immigration status for immigration enforcement purposes. California law expressly prohibits law enforcement from inquiring about a person's immigration status for immigration enforcement purposes.

State and local law enforcement cannot share your personal information for immigration enforcement purposes. This includes your home or work address for immigration purposes, unless that information is available to the public or unless that information involves previous criminal arrest, convictions or similar criminal history.

State and local law enforcement cannot assist ICE with immigration enforcement, with very limited exceptions. This means state and local law enforcement cannot investigate, cannot interrogate, cannot arrest, and cannot detain you unless they are part of a joint federal task force where the primary purpose of the task force is not immigration enforcement.

Immigration Help Resources

- Law Help CA: lawhelpca.org
- Immigration Law Help: immigrationlawhelp.org

Report a Complaint

- If you believe your rights have been violated, report it to the California Department of Justice at oag.ca.gov/report.
- If you believe you were subject to discrimination, harassment or retaliation, report it to the California Department of Civil Rights at calcivilrights.ca.gov/complaintprocess/.

Married, Pregnant, and Parenting Students Policy

Discrimination based on sex, including pregnancy, childbirth, or related medical conditions, is prohibited by law. Pregnant and parenting students have the right to equal access to all educational programs and may request reasonable accommodations or take leave as needed. Marriage, pregnancy, or parenting can create challenges that interrupt a student's education and increase the risk of dropping out. The school is committed to helping married, pregnant, and parenting students stay engaged in their learning, strengthen both academic and parenting skills, and support the healthy development of their children.

Any education program or activity, including classes or extracurricular activities, offered separately to married, pregnant, or parenting students shall be comparable in quality to those offered to all students. Participation in such programs shall be voluntary.

Complaints of sex discrimination, including those based on pregnancy or parental status, may be addressed through the school's Title IX grievance procedures[1]. For full details, refer to the Title IX Policy at the end of this handbook. Complaints alleging discrimination, harassment, intimidation, or bullying based on pregnancy, childbirth, marital status, parental status, or related conditions may also be filed through the school's Uniform Complaint Procedures (UCP)[2]. For full details, see the school's website.

For all school-related purposes, a married student under the age of 18 shall have the same rights and privileges as a student who is 18 years old, even if marriage has been dissolved.

The Head of School or designee shall periodically review and evaluate the effectiveness of strategies used to support married, pregnant, and parenting students. This review may include data on participation in support programs, academic achievement, attendance, graduation rates, and student feedback.

Pregnant and Parenting Students

- Pregnant and parenting students will retain the right to participate in any comprehensive school or an educational alternative program. Students shall not incur an academic penalty because of the request for or use of reasonable accommodation during the school day and shall be allowed to make up any work missed due to such use.

- When necessary, the school will provide reasonable accommodations to pregnant and parenting students to enable them to access the educational program. A pregnant student shall have access to any services available to other students with temporary disabilities or medical conditions.

- For in-person school activities to the extent that the school has control of the facility, a lactating student shall have access to a private location, other than a restroom, to breastfeed or express milk for her infant child.

[1] 34 C.F.R. Part 106
[2] 5 CCR 4600–4687

- Pregnant and parenting students are entitled to participate in physical education on the same basis as other students. Students may request a modified physical education curriculum to accommodate the students' health and physical limitations as defined and documented by their licensed healthcare provider.

- If a pregnant student requires Home/Hospital services, the school will facilitate a referral to the student's district of residence. The school will support the student in maintaining educational continuity during the referral process. (Education Code 48206.3)

- A student may be required, based on her pregnancy, childbirth, false pregnancy, termination of pregnancy, or related recovery, to obtain certification from a physician indicating that she is physically and emotionally able to participate in an educational program or activity if the school requires other students with physical or emotional conditions or temporary disabilities to provide such certification.

- Pregnant and parenting students may be excused from required school activities, including synchronous sessions, for reasons such as pregnancy- or parenting-related conditions, recovery, caring for a sick child, childcare emergencies, or accessing related services, in accordance with Education Code 46015 and 48205. These absences will be treated the same as any other excused absence, and students will be given a reasonable opportunity to complete the work missed.

- The Head of School or designee shall grant a student a leave of absence due to pregnancy, childbirth, false pregnancy, termination of pregnancy, and related recovery for as long as it is deemed medically necessary by her physician. After the leave, the student shall be reinstated to the status she held when the leave began.

- A pregnant or parenting student also may request an exemption from attendance because of a related physical or mental condition or because of personal services that shall be rendered to a dependent. (Education Code 48410)

- Pregnant and parenting students can remain enrolled for a fifth year of instruction when necessary for the pupil to be able to complete state and local graduation requirements.

Confidentiality of Pregnancy or Parenting Status

Pregnant and parenting students have the right to have their health and personal information kept confidential. Personal and sensitive health information and documentation shared with administrators, teachers, or other school personnel should not appear in students' educational records. In general, staff should not discuss or disclose a student's confidential information or communications without the individual student and/or parent/guardian's permission. An exception to this rule of confidentiality includes, but is not limited to, a reasonable suspicion of child abuse or a clear and present danger to the health or safety of the student or others.

***Board Approved**: June 2025*
Reviewed annually as part of the Parent Student Handbook.

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.

Prevention of Sexual Misconduct and Abuse Policy

Information
In accordance with California Education Code 44050, California Virtual Academy is required to post its staff-student interaction and professional boundaries policy on its website and distribute it annually to all employees, students, and parents or guardians.

Policy Statement
California Virtual Academy (referred to as the School) is committed to providing students with a safe and supportive learning environment and to protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement. (CA Ed Code 32281–32282)

Sexual misconduct or abuse in any form and as defined in this policy is expressly prohibited by California Virtual Academy. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries[1] for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any education partner, including employees.

This policy applies to all educational partners, 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 Mandated Reporter Policy and Professional Boundaries Policy. (CA Ed Code 44050 and Penal Code 11166–11174.3)

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.

[1] CA Education Code 44050, Employee Interactions with Pupils (AB 500)

In-Person Communication and Interaction

In compliance with AB 506 (2021), all adults who work or volunteer with students must complete mandated reporter training, pass background checks, and, whenever feasible, adhere to the two-adult supervision guideline when interacting with minors. Personal contact must be professional, nonsexual, and clearly appropriate. Adults must avoid behaviors that could suggest impropriety, such as:

- Holding private, non-academic conversations in secluded areas
- Inviting students to their home or visiting students' homes outside of professional duties
- Arranging off-campus social contact without parental awareness
- Transporting students in personal vehicles without parental or supervisory approval

Adults, including employees and volunteers, must maintain professional boundaries[2] appropriate to their roles. Boundary violations include, but are not limited to:

- Physical contact that could be perceived as sexual harassment
- Sharing sexualized content through media or online platforms
- Unwarranted invasion of a student's personal space or privacy
- Favoring students with excessive personal attention or friendship
- Engaging in sexual conversations unrelated to professional duties
- Pursuing flirtatious, romantic, or sexual relationships with students

Electronic Communication[3]

Digital technology and social networking offer multiple means for adults, educators, and other employees to communicate effectively 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 and live virtual interactions, adults must avoid the appearance of impropriety in electronic communications with students and refrain from any conduct that may be inappropriate or suggestive. Electronic communication may be considered inappropriate if it involves unauthorized or excessive contact, attempts to conceal the exchange, content that is sexually explicit, or messages that could reasonably be interpreted as soliciting a romantic or sexual relationship.

All one-on-one electronic communications with students must occur only through school-approved platforms that are accessible to supervisors and, when appropriate, to parents or guardians. In rare, time-sensitive situations where a school-approved communication platform is not accessible, staff may use a personal account to relay urgent school-related information. The date, time, and purpose of the communication must be documented and made available to the School upon request. All such communications are considered 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.

[2] CA Education Code 44050
[3] CA Education Code 44050

Reporting and Investigation
All adults, including employees, volunteers, and contractors, are required to report any suspected sexual misconduct, abuse, or violations of this policy to their immediate supervisor (or to the Principal for non-employees), who must then notify the appropriate department director or the Head of School. This obligation is in addition to mandated reporter duties under state law.

In cases involving alleged sexual harassment, discrimination, or misconduct under Title IX, the School will follow its Title IX Grievance Procedure, which includes notifying the Title IX Coordinator, offering supportive measures to affected individuals, and ensuring a fair and impartial investigation. Reasonable efforts will be made to conclude the Title IX investigation within 30 calendar days, unless an extension is necessary due to specific circumstances.

For conduct outside the scope of Title IX, such as boundary violations, inappropriate communication, or grooming behaviors, the School may initiate an administrative investigation in accordance with internal discipline procedures and all relevant reporting laws, including notification to Child Protective Services when appropriate.

All suspected violations involving in-person, virtual, or electronic communication must be reported. Adults must not confront the accused, attempt to investigate on their own, or share incident details unnecessarily to protect student privacy and avoid misinformation. Violations of this policy may constitute egregious or gross misconduct and may result in disciplinary action, including immediate termination for employees or permanent removal from service for volunteers, without regard to progressive discipline principles.

Training
The School shall provide annual training to all employees and regular volunteers on the prevention, identification, and reporting of sexual misconduct, abuse, and inappropriate staff-student interactions. This includes compliance with mandated reporter training requirements[4], as well as training required by AB 506, including the two-adult supervision guideline.

Employees designated to receive and respond to reports under the School's Title IX Grievance Procedure shall receive training on Title IX regulations, including the grievance process, confidentiality requirements, and handling of supportive measures.

Information about this policy shall be provided to all employees, volunteers, students, and parents/guardians annually and posted on the School's website[5]. The School shall maintain documentation of training completion.

This policy was developed in accordance with the following state and federal laws and regulations: California Education Code 212.5, 32281–32289, 44050, 48900.2, and 51900.6; California Penal Code 11165.7 and 11166–11174.3; California Code of Regulations, Title 5, 4917; Title IX of the Education Amendments of 1972 (34 CFR Part 106); and Assembly Bills 506 (2021), 218 (2020), 500 (2017), and 34 (2019).

***Board Approved**: June 2020*
Updated June 2025
Reviewed annually as part of the Comprehensive School Safety Plan.

[4] Penal Code 11165.7
[5] CA Education Code 44050

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

50 Moreland Road
Simi Valley, CA 93065
Phone 805.581.0202
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

50 Moreland Road
Simi Valley, CA 93065
Phone: 805.581.0202
Fax: 805.581.0330
www.caliva.org

The passage of SB 906 requires that schools provide the following notice.

Safe Storage of Firearms – EC 48986, 49391, 49392; Cal. Civ Code 29805, 1714.3

The purpose of this memorandum is to inform and to remind parents and legal guardians of all students in California Virtual Academy of their responsibility for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this memorandum spells out California law regarding the storage of firearms. Please take some time to review this memorandum and evaluate your own personal practices to assure that you and your family are in compliance with California law.

With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through grade 12 grade, or to any school-sponsored event, activity, or performance; **or** (3) unlawfully brandishes the firearm to others.

Note: The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.

With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

In addition to potential fines and terms of imprisonment, as of Jan. 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.

Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

Note: your county or city may have additional restrictions regarding the safe storage of firearms.

Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Suicide Prevention/Postvention Policy Information

California Virtual Academies recognizes that suicide is a leading cause of death among youth, with 17 percent of high school students reporting suicidal ideation and over 8 percent reporting attempts (CDC, 2015). School staff have both an ethical and legal responsibility to respond appropriately and in a timely manner to reduce suicide risk and create a safe, supportive environment.

This policy aims to safeguard students, staff, and families from the impacts of suicide attempts, deaths, and associated trauma, and shall be implemented alongside other policies supporting students' emotional and behavioral wellness. It is grounded in research and best practices, including the evidence-based understanding that talking about suicide does not increase risk.

This policy has been updated, effective July 1, 2026, in compliance with SB 1318 (EC Section 215), to include crisis intervention protocols, limit law enforcement involvement to situations of imminent danger, and encourage the hiring or contracting of school mental health professionals.

The Head of School or designee shall develop and implement strategies for suicide prevention, intervention, and postvention, including professional development for all personnel who regularly interact with students, as outlined in the sections below.

Overall Strategic Plan for Suicide Prevention

The Head of School or designee shall involve all educational partners in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, California Virtual Academies will have the SEL, Prevention and Intervention Team serving as the suicide prevention point of contact for the school.

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Virtual Academies has reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Training shall be provided for all school staff members.

- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend general suicide prevention training. Core components of the general suicide prevention training shall include:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the youth who has suicidal thoughts;

  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends in the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - Suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals);
  - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment by a qualified professional (licensed mental health clinician, physician, Crisis Response Team, law enforcement officer, or other emergency mental health provider)

- The professional development shall also include additional information regarding groups of students judged by the school to be at elevated risk for suicide, and available research. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - Youth who have suffered traumatic experiences.

Employee Qualifications and Scope of Services

Employees of the California Virtual Academies must act only within the scope of their authorization, credentials, or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Screening)

Additional professional development in suicide risk screening and crisis intervention shall be provided to mental health professionals employed by California Virtual Academies.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the school's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the school's web page and included in the parent-student handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider)

Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- Receive student-focused suicide prevention education that can be incorporated into classroom curricula.
- The content of the education shall include:
    - Coping strategies for dealing with stress and trauma;
    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Crisis Intervention Protocol and Staff Response

In accordance with EC Section 215 (SB 1318), California Virtual Academies has established the following protocol for deploying staff and external agencies in response to a pupil suicide crisis:

Action Plan for Suicide Attempt During School Hours

If a student appears to be in crisis during school hours, the student's health and safety are the immediate priority. Staff should follow the **Safety Risk Process** and the steps below:

- Remain calm; the student may be overwhelmed, confused, or in significant emotional distress.
- Stay engaged with the student (by phone or in class) and immediately ask to speak with an adult/parent to share your concerns about the student's safety.
- Remove other students from the online classroom environment or the immediate physical area if attending an in-person event (testing, school outing).
- Law enforcement or emergency services shall not be the default first response to a suicide crisis. The Counseling Specialist or administrator makes this determination in real time, in consultation with other members of the Crisis Response Team
- Law enforcement (911) shall be contacted only when a student's life is in imminent danger, and the situation cannot be safely addressed with the support of a parent. When law enforcement is contacted, the responding staff member shall also notify a school

administrator immediately. *Law Enforcement Notification Consistent with EC Section 215, notification of or involvement by law enforcement shall be limited to situations in which a pupil's life is in imminent danger, and their needs cannot be addressed by a mental health professional.*

- Please follow **Safety Risk Process** for documentation, communication processes and follow-up.

Action Plan for Suicide Attempt After-School Hours

If a suicide attempt by a student occurs 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;
- If a student's life is determined to be in imminent danger and the family is unable or unwilling to ensure immediate safety, staff shall contact law enforcement or emergency services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

California Virtual Academies shall establish a process to ensure continuing care for the student identified as at risk of suicide. The following steps should be followed to ensure continuity of care:

- After the Safety Risk Process is followed, the administrator shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the administrator will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.

Re-Entry to School After a Suicide Attempt

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and well-being of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. California Virtual Academies administration will follow the re-entry process to ensure the student's successful reintegration into the school or successful transfer to another setting.

Board Approved:
June 2017
June 2026

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.

CALIFORNIA VIRTUAL ACADEMIES™ POWERED BY K12

50 Moreland Road
Simi Valley, CA 93065
Phone (805) 581-0202

Williams Complaint Classroom Notice

Notice to Parents, Guardians, Pupils, and Teachers

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credentials to teach the class, including the certification required to teach English learners if present.

   Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

   Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
4. A complaint form may be obtained at the school office or downloaded from the school's website.

   You may also download a copy of the Sample Williams Complaint Form in English and in other languages from the California Department of Education website.

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

APPROVED

BOARD REPORT #10

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Comprehensive School Safety Plan (CSSP)

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

BACKGROUND: Schools are required to annually review, update, and adopt a Comprehensive School Safety Plan (Plan) in accordance with Senate Bill 187 and California Education Code sections 32280 through 32289.5. The Plan was reviewed with educational partners, and updates were made to reflect current legal requirements, updated policies, and required compliance obligations. The updated Plan is presented to the Board annually for review and approval.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATION: 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:
Krista Mount
Director of Categorical Programs

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:_____**Date: __6/9/2026___**

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

Updates Made to the Plan

Updated the **School Discipline, page 11*,** (Code of Conduct) & **Procedures for Preventing Acts of Bullying and Cyber-bullying (p.15)** sections to include three new education code requirements.

- AB 10 / Education Code 234.7 regarding body shaming
- AB 1078 regarding off-campus conduct
- Education Code 48907 regarding student free speech rights

Clarified protections against harassment, discrimination, and bullying in virtual and school-sponsored settings.
The updated Bullying, Discrimination, Harassment, and Intimidation Policy is attached and will be approved with the Plan. This updated policy combines the previous Bullying Prevention, Intervention, and Reporting Policy and the Nondiscrimination Harassment Policy.

Response Procedures for Dangerous, Violent, or Unlawful Activities (p. 17) section, added "Threats made against any school location, school-sponsored event, or school-related facility, whether in person or online, will be treated as actionable and are subject to immediate response under SB 19."

Procedures for Immigration Enforcement Notification (p. 27), updated to align with the board-approved Immigration Enforcement and Students' Rights Policy and current requirements under AB 49 and SB 98

Smartphone and Private Electronic Device Procedures (p. 30), added to clarify permitted student smartphone use during school-sponsored activities and to align with Education Code section 48901.7, including exceptions for:

- Health and medical needs documented by a licensed physician
- Student accommodations required under an IEP or Section 504 Plan
- Teacher or administrator-approved instructional or communication purposes during school-sponsored activities

The new Student Use of Smartphones and Private Electronic Devices Policy is attached and will be approved with the Plan.

Emergencies: Psychological Trauma (p. 49), updated to incorporate the newly board-approved Behavioral Health Concern Referral Policy.
Also, the updated Suicide Prevention/Postvention Policy is attached and will be approved with the Plan.

Emergencies: Tactical Responses to Criminal Incidents, p. 52, updated to more clearly align with Education Code section 32282(a)(2)(H), by strengthening and clarifying emergency response procedures.

**Page numbers above are the page numbers on the Plan, not the board packet.*

Comprehensive School Safety Plan



2026-27
School Year

School: California Virtual Academy at Sonoma

CDS Code: 49-70797-0107284

District: California Virtual Academy at Sonoma

Address: 50 Moreland Road
Simi Valley, CA 93065

Date of Adoption: June 2026

Date of Update: May 2026

Date of Review:

- **with Staff** August 2026
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
April Warren	Head of School		
Victoria Nelson	School Safety Planning Committee Chairperson		

California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

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

Safety Plan Vision

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

Components of the Comprehensive School Safety Plan (EC 32281)

California Virtual Academy at Sonoma Safety Committee

Because the school operates as a single-school district, a School Site Council is not required. In accordance with Education Code section 32281(b), the school established a School Safety Planning Committee to develop and annually review the Comprehensive School Safety Plan. The committee includes representation from a school administrator, certificated teacher, classified employee, additional staff member, and parent representative.

The School Safety Planning Committee assists in the development, annual review, update, and evaluation of the Comprehensive School Safety Plan (CSSP) in accordance with Education Code sections 32281 and 32282. Responsibilities include reviewing school safety data and emergency procedures; evaluating the effectiveness of safety, prevention, and behavioral support practices; providing input regarding safe and supportive virtual learning environments; consulting with community partners and emergency responders, as appropriate; considering educational partner feedback; recommending updates to the Governing Board; and supporting awareness of school safety procedures and resources among students, families, and staff.

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

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)

Goal

Maintain a safe, orderly, inclusive, and supportive school environment conducive to learning by strengthening social-emotional supports, promoting positive behavior and student engagement, fostering respectful relationships among students, families, and staff, and implementing proactive academic and behavioral interventions that support student well-being, connectedness, and academic success.

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 Sonoma 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, 48980, 234.1, 234.7, and 48900.7). 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) and Education Code 48900.7. This includes conduct occurring on or off campus, or through electronic or online communication, when such conduct is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school programs or activities. 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. The school also prohibits bullying or harassment based on a student's appearance or body characteristics, even when such conduct is not tied to a protected characteristic.

Consistent with Education Code 48907, students retain the right to freedom of speech and expression, including in virtual classrooms and online school platforms. This right includes the expression of ideas and opinions, even when they may be unpopular or controversial. However, this right does not extend to speech or conduct that is obscene, libelous, slanderous, violates lawful school rules, or causes a substantial disruption to school activities. Expression that constitutes discrimination, harassment, intimidation, or bullying is not protected and may result in disciplinary action.

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, derogatory remarks, and conduct that targets a student's appearance or body characteristics (such as body size, weight, or physical features) are prohibited. See the Discrimination, Harassment, Intimidation, and Bullying Policy.
- 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. 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.

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, intimidation, 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. (CA Ed Code 48985) 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. CA Ed Code 234.1(b)

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. CA Ed Code 234.1(c)

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. CA Ed Code 234.1(d)

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. CA Ed Code 234.1(a)
- Conduct an initial inquiry with the affected student to assess:

* The nature and impact of the behavior
* Frequency and persistence
* 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.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The school is committed to providing a safe, inclusive, and respectful learning environment free from bullying and cyberbullying. Bullying, including cyberbullying, harassment, and intimidation, is strictly prohibited, including conduct based on protected characteristics and bullying related to a student's appearance or body characteristics, whether or not tied to a protected status.

Prevention Strategies
The school implements a comprehensive approach to prevent bullying and cyberbullying through the following strategies:
* Promoting a positive school climate that emphasizes respect, inclusion, and acceptance of all students

* Integrating social-emotional learning and age-appropriate instruction on respectful behavior, digital citizenship, and responsible use of technology
* Establishing clear behavioral expectations and consistent enforcement of school rules
* Encouraging students to report incidents and seek support from school staff
* Monitoring student engagement and interactions in virtual and online learning environments

Scope of Policy
These procedures apply to all educational programs, activities, services, and school-sponsored events, including those conducted in virtual or online settings. The school may also address conduct through electronic or online communication or in other contexts when such behavior is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school programs or services.

Reporting and Response
Students are encouraged to report incidents of bullying or cyberbullying to school staff. School personnel who witness or receive reports of bullying are required to take immediate and appropriate action.

All reported incidents shall be:
* Promptly, thoroughly, and impartially investigated
* Documented and tracked to identify patterns and inform prevention efforts
* Addressed through appropriate interventions and corrective actions

The school will take immediate steps to stop the behavior, address the impact on affected students, and prevent recurrence. Follow-up will occur, as appropriate, to ensure that the conduct has ceased.

Retaliation against any individual who reports or participates in the investigation of bullying is strictly prohibited.

Training and Professional Development
In accordance with Education Code 32283.5, the school shall annually make available the California Department of Education's online training resources on bullying and cyberbullying prevention to all certificated staff and classified employees who have regular interaction with students.

Staff training shall include:
* Identifying and responding to bullying and cyberbullying
* Understanding student rights and protections under state and federal law
* Strategies for prevention, early intervention, and appropriate response
* Addressing cyberbullying and promoting safe and responsible technology use
* Recognizing and addressing appearance-based and body-related bullying

Training is provided during new employee onboarding and through periodic refreshers to ensure ongoing awareness and compliance. The school may also utilize additional resources, including those from StopBullying.gov and other recognized organizations, to support staff development and prevention efforts.

Ongoing Review
The school shall periodically review data related to bullying incidents to assess the effectiveness of prevention strategies and make adjustments as needed to support a safe and orderly learning environment.

Attachements
Bully Incident Form for Families
Bullying, Discrimination, Harassment, and Intimidation Policy

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.

The Dangers of Synthetic Drugs annual notification can be found on CAVA's website, on the Public Notices page.
https://cava.k12.com/about-our-school/public-notices/

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. Threats made against any school location, school-sponsored event, or school-related facility, whether in person or online, will be treated as actionable and are subject to immediate response under SB 19.

Reasonable suspicion of a student's intent to harm himself 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 and request that they remain with the student until the situation is resolved.
- If you are still concerned about immediate danger, contact 911 or local emergency services, and notify your director

immediately.

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 staff shall:

- Complete the Safety Risk Referral Process CAVA's Threat Assessment Procedure. This will immediately notify the Behavioral Threat Assessment Team to evaluate and respond. A Confidential Student Note should be completed as part of this process
- Contact your director by phone to report the referral.
- 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.

- Complete the Student Threat Report Survey If it is determined that a credible threat exists.
- 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, internet support or 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 Parent Square and sent via app notification, 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.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 2026 and adopted by California Virtual Academy at Sonoma on May 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

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 to students.

If necessary, the school may implement a modified instructional schedule to accommodate staff and student needs during an emergency while ensuring that students continue to receive meaningful instruction aligned to grade level standards.

Remote instruction will align with California Education Code Sections 51747 and 51749.5, governing Independent Study instruction modalities. Instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Teachers will prioritize standards aligned learning objectives, monitor student progress through assignments and assessments, and provide additional supports such as tutoring sessions, check ins, and virtual office hours when necessary.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, California Virtual Academy at Sonoma will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

The school will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

School staff will initiate outreach to families to communicate available instructional services, provide guidance on accessing instructional platforms, and identify any student needs related to technology, health, or academic support

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- ☒ Email
- ☒ School Portal
- ☒ Social Media
- Flyers
- Parent Square

Multiple modes of communication will be used to ensure families receive timely information and can communicate with school staff regarding their needs.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The school recognizes that unforeseen events such as power outages, damage to infrastructure, or internet disruptions may affect communication methods.

In such situations, the school will rely on alternative communication channels, including phone outreach, text messaging, and updates posted to the Parent Square and the Learning Coach Community platform. Staff will also maintain updated contact information to ensure families can be reached during emergencies.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The school will identify and provide support for pupils' social emotional, mental health, and academic needs during disruptions.

School counselors, teachers, and student support staff will monitor student engagement and provide referrals to support services when needed.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, California Virtual Academy at Sonoma will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Because the school operates as a virtual program, instruction can typically continue without interruption using existing online platforms.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

N/A Virtual Only

Remote Instruction

Plans for remote instruction.

As required, California Virtual Academy at Sonoma remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction will continue through the school's established virtual learning management system and video conferencing platforms.

Teachers will maintain access to instructional resources, assignments, assessments, and recorded lessons. Students will continue submitting work electronically through the learning platform.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

All students have access to digital instructional materials through the school's online platforms.

If a student is unable to access digital resources during a disruption, the school will provide alternative instructional materials, including printed or offline materials when requested.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Students access and submit assignments through the school's secure online learning management system. Recorded lessons, assignments, and assessments remain available asynchronously to allow flexibility during emergencies.

At enrollment, all students receive school-issued laptops to ensure consistent access to online instruction. If a family no longer has consistent internet access, a hotspot device may be provided. If the laptop is destroyed or the student no longer has access to it during the emergency, a new laptop will be mailed to the family.

The school's technical support team remains available during emergencies to address connectivity or device-related issues. Technical support may be provided through phone, email, or remote assistance.

These measures ensure students maintain reliable access to the technology required to participate in instruction.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

California Virtual Academy at Sonoma provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If an emergency or natural disaster prevents a student from participating in instruction through the school's program, the school will assist families in exploring temporary reassignment options with another school district, county office of education, or charter

school, if appropriate.

Staff will work with families to determine the most appropriate solution to ensure continued access to instruction.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

In the event of an emergency, the school will communicate with families and staff using all available channels.

Timely updates will be shared through:
Email notifications
Text messaging alerts
Parent Square
Online School
Phone calls
Autodialer alerts
Learning Coach Community platform messages

Emergency communications will be accessible in families' primary languages, consistent with state language access requirements.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The school maintains strong technological readiness to support continuity of instruction. Students and teachers already utilize online instructional platforms for daily instruction.

Technology readiness includes:
School issued student devices
Secure online learning management systems
Video conferencing platforms for live instruction
Access to assignments and academic resources online
Technical support for students and staff

These systems allow the school to maintain instructional continuity even when traditional operations are disrupted.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Teachers will prioritize essential learning standards and maintain regular monitoring of student progress.

Methods for monitoring progress include:
Assignment completion tracking
Online assessments
Teacher feedback and conferencing
Virtual tutoring or office hours

Students who require additional academic support will receive targeted interventions or supplemental instructional opportunities

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The school is committed to ensuring instructional continuity for all students, including:
Students with disabilities
English learners
Foster youth
Students experiencing homelessness
Students requiring additional academic or social emotional support

Student participation will be monitored through attendance logs, platform usage, and assignment completion. Staff will follow re engagement protocols for students who become unreachable or disengaged, including outreach to families and referrals to support services.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Services and accommodations outlined in students' Individualized Education Programs (IEPs) will continue during emergencies.

Special education staff will continue to provide services through virtual sessions, consultation with families, and adapted instructional materials when necessary.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

English learner students will continue to receive services aligned with the California English Learner Roadmap.

Instructional supports may include:
Designated and integrated English language development instruction
Language support during live instruction
Access to translated materials and communication

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Teachers and staff will receive annual training on implementing the Instructional Continuity Plan and supporting students during emergencies.

Teachers will maintain contingency lesson plans and be prepared to adjust instruction as needed.

Professional learning may include training on:
Remote instructional practices
Digital learning platforms
Student engagement strategies during disruptions
Emergency communication procedures

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The school will continue to provide access to mental health and counseling services during emergencies.

Students and families may access support through school counselors and support staff. Services may include referrals to community mental health providers when appropriate.

Plans to provide access back-up, water and medicines in the event of an emergency.

N/A Virtual only.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The school will also maintain continuity of additional support services, including:
Special education services
Academic interventions
Family outreach and assistance

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators, teachers, information technology staff, and student support personnel collaborate in the development and implementation of this Instructional Continuity Plan.

Feedback from students, families, and staff will be considered when evaluating the effectiveness of the plan and identifying areas for improvement.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Although instruction is primarily delivered virtually, the school may resume normal operations once conditions allow.

Conditions for returning to standard operations may include:
Safe infrastructure conditions
Restored utilities and internet services
Availability of staff and operational systems

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into California Virtual Academy at Sonoma's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of California Virtual Academy at Sonoma's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

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
Technology access documentation
Contingency instructional arrangements

These records will be maintained in accordance with state audit and documentation requirements.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Following any emergency that activates this plan, the school will assess the effectiveness of its response and incorporate feedback from staff, students, and families.

Modifications will be made as needed to improve instructional continuity and ensure that all students maintain access to instruction during future disruptions.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

The Head of School, or a designee appointed by the governing board, is the designated staff member responsible for confirming the presence of immigration enforcement at any school sponsored event or activity involving students. School staff shall not independently confirm or respond to inquiries from immigration enforcement officers. Upon learning of a potential immigration enforcement presence, staff shall immediately notify the Head of School or designee and take no further action unless exigent circumstances require an immediate response.

Confirmation shall occur through direct interaction with the officer and verification of official credentials and documentation authorizing access. The Head of School or designee shall determine whether exigent circumstances have been declared and shall review any warrant, subpoena, or other documentation presented. Confirmation of immigration enforcement presence by the Head of School or designee triggers the school's notification procedures and documentation requirements. All actions shall prioritize student safety, confidentiality, and compliance with state and federal law.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation of the presence of immigration enforcement in connection with a school sponsored event or activity, the Head of School or designee shall ensure that notification is issued to the following groups:
Parents and guardians of pupils
Teachers
Administrators
Relevant school personnel

Notifications shall be limited to the minimum information necessary to ensure awareness and safety, shall not include personally identifiable student or family information, and shall be issued in a manner consistent with student privacy and confidentiality requirements.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Following confirmation of the presence of immigration enforcement by the Head of School or designee, notification shall be issued as soon as practicable. The timing of notification shall be determined based on consideration of student safety, staff coordination needs, and the overall well being of the school community. Notification shall be provided in a controlled and measured manner to ensure accurate information is shared while avoiding unnecessary alarm or disruption.

In situations involving exigent circumstances or active enforcement activity, notification may be delayed as necessary to allow school leadership to implement appropriate safety measures. Notification shall occur once it is determined that doing so will not compromise student safety or ongoing response efforts.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

The content and timing of all notifications related to immigration enforcement shall prioritize the safety and well-being of pupils, employees, and community members of the school. Notifications shall be carefully crafted to provide necessary information without

causing fear, confusion, or disruption to the learning environment. School leadership shall consider the developmental needs of students, the emotional impact on families and staff, and the operational needs of the school when determining the scope and timing of any communication.

Notifications shall be coordinated through the Head of School or designee to ensure consistency, accuracy, and alignment with applicable legal and safety requirements.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notifications related to immigration enforcement shall not include any personally identifiable information about pupils, families, or staff. Communications shall be limited to general information necessary to support awareness and safety and shall be issued in a manner that preserves confidentiality and complies with all applicable federal and state privacy requirements.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Notifications related to immigration enforcement shall be issued using secure, school approved communication methods that allow for two way communication when appropriate. These methods may include the school's mass notification system, school issued email accounts, and secure school portals or learning management systems.

Communication systems used for notification shall be regularly maintained and updated to ensure accuracy of contact information and reliability of delivery. Access to communication tools shall be limited to authorized school personnel. Procedures for use of these systems shall be reviewed periodically to ensure effectiveness, data security, and alignment with student privacy and safety requirements.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

When appropriate, notifications related to immigration enforcement may include hyperlinks to additional resources for families. These resources may provide information regarding educational rights, state laws that protect student and family privacy and confidentiality, and available counseling or support services. Support resources may include services for families impacted by immigration enforcement and information related to model policies adopted by the local educational agency.

Resources shall be reviewed periodically to ensure accuracy, accessibility, and relevance to the school community.

The Know Your Immigration Rights and Protection Under the Law can be found under Annual Notices of the Public Notices page of the school's website. https://cava.k12.com/

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The plan shall be reviewed at least once each year to ensure continued compliance with state and federal law, alignment with current guidance, and effectiveness in supporting the safety and well being of the school community.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety related plans and materials, including this notification plan, shall be readily available for public inspection. These materials shall be maintained in a manner that ensures accessibility and transparency while protecting student and staff privacy.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan shall align with the checklist for developing a comprehensive school safety plan that is maintained and conspicuously posted on the Department of Education’s website. The school safety planning committee shall consider applicable state guidance when reviewing and updating this plan to ensure ongoing alignment with required safety planning standards.

The Immigration Compliance, Enforcement Response, and Student Protection Policy can be found under Policies of the Public Notices page of the school's website. https://cava.k12.com/

Procedures Regarding Pupil Smartphone Use During Emergencies

Consistent with the Student Use of Smartphones and Private Electronic Devices Policy, California Virtual Academy recognizes that smartphones may serve as an important communication tool during emergencies or perceived threats of danger. As reflected in Board policy adopted pursuant to Assembly Bill 3216 and Education Code section 48901.7, students may use smartphones or other private electronic devices in the case of an emergency or in response to a perceived threat of danger.

During any school-sponsored activity, event, or other circumstance in which students are under the supervision of school staff, students shall follow the directions of school personnel regarding the appropriate use of smartphones or other private electronic devices during an emergency situation. School staff may provide instructions limiting or directing device use when necessary to maintain student safety, ensure clear communication, or support emergency response procedures.

Nothing in this section prevents the use of smartphones when authorized by a teacher or administrator, when required for a student's health or well-being as determined by a licensed physician, or when the use of the device is required by a student's individualized education program (IEP) or Section 504 plan. These exceptions remain applicable during emergency situations.

These procedures are intended to ensure that smartphones are used in a manner that supports student safety, effective communication, and coordination with school personnel during emergency situations while maintaining consistency with the School's adopted smartphone policy.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

This policy was adopted by the governing board in June 2026 as part of the Comprehensive School Safety Plan and is attached. The policy shall be reviewed and updated at least once every five years, or sooner if required by changes in law or instructional model.

Policy Goal

The goal of this policy is to promote evidence-based practices related to smartphone and private device use that support pupil learning, safety, engagement, and well-being, while recognizing the unique instructional context of a fully virtual charter school. The policy is intended to ensure clarity regarding emergency use, protect pupil rights during emergencies or perceived threats of danger, and support responsible device use during the school day and school-sponsored activities.

The goal of the Student Use of Smartphones and Private Electronic Devices Policy is to promote student learning, engagement, and well-being by establishing clear expectations for the appropriate use of smartphones and other private devices. In accordance with Assembly Bill 3216 and Education Code section 48901.7, the policy is intended to reduce classroom distractions during school-supervised activities while recognizing that smartphones may serve legitimate purposes related to safety, health, accessibility, and individualized educational needs.

Because the School operates as a fully virtual independent study program, the policy also encourages parents and guardians to monitor and limit smartphone use during instructional time when students are working from home. The policy further ensures that students retain the ability to use smartphones in emergencies or perceived threats of danger and in other legally required circumstances, supporting both student safety and educational engagement.

Educational Partner Involvement

The development and adoption of this policy included engagement with educational partners, including input from pupils, parents or guardians, educators, and administration. The feedback was considered to ensure the policy reflects the needs of students in a virtual learning environment and aligns with best practices for student safety and well-being.

The documentation of educational partner engagement is maintained by the school in accordance with applicable requirements.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.

2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

The school recognizes and will honor the circumstances in which pupil smartphone use may not be prohibited as required by Education Code section 48901.7 and as reflected in the Student Use of Smartphones and Private Electronic Devices Policy.

When a teacher or administrator grants permission for a student to possess or use a smartphone, the student may use the device in accordance with any reasonable limitations established by that teacher or administrator. Staff supervising a school-sponsored activity may determine when such permission is appropriate to support instruction, communication, or student needs.

If a licensed physician determines that the possession or use of a smartphone is necessary for a student's health or well-being, the school will allow the student to use the device as required. School staff will follow applicable procedures for documenting health-related accommodations and ensuring the student can access the device as needed for medical purposes.

When the possession or use of a smartphone is required in a student's individualized education program (IEP) or Section 504 plan, the school will ensure that the student is permitted to use the device in accordance with the services and accommodations identified in the plan. Staff responsible for implementing the IEP or Section 504 plan will ensure that the accommodation is respected during any school-sponsored activity or event where students are under the supervision of school personnel.

Attached: Student Use of Smartphones and Private Electronic Devices Policy

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)

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Administration collaborated throughout the year. School Safety Planning Committee	May 2026 June 2026	Updated the School Discipline (Code of Conduct) & Procedures for Preventing Acts of Bullying and Cyber-bullying sections to include 3 new ed code requirements. • AB 10 / Education Code 234.7 regarding body shaming • AB 1078 regarding off-campus conduct • Education Code 48907 regarding student free speech rights • Clarified protections against harassment, discrimination, and bullying in virtual and school-sponsored settings. Added "Threats made against any school location, school-sponsored event, or school-related facility, whether in person or online, will be treated as actionable and are subject to immediate response under SB 19." to the Response Procedures for Dangerous, Violent, or Unlawful Activities section. Procedures for Immigration Enforcement Notification, updated to align with the board-approved Immigration Enforcement and Students' Rights Policy and current requirements under AB 49 and SB 98 Smartphone and Private Electronic Device Procedures, added to clarify permitted student smartphone use during school-sponsored activities and to align with Education Code section 48901.7, including exceptions for: • Health and medical needs documented by a licensed physician • Student accommodations required under an IEP or Section 504 Plan • Teacher or administrator-approved instructional or communication purposes during school-sponsored activities Emergencies: Tactical Responses to Criminal Incidents, updated to more clearly align with Education Code section 32282(a)(2)(H), by strengthening and clarifying emergency response procedures. Emergencies: Psychological Trauma, updated to incorporate the newly board-approved Behavioral Health Concern

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Principal/Site Admin will decide which Emergency Actions to implement, based on the situation. The first response to an emergency is to determine the type of emergency that has occurred. Procedures for different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:
Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a minor earthquake, or a minor injury.
Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake.
Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during emergencies are: Lockdown, Shelter in Place, Duck, Cover and Hold, and Evacuation.

LOCKDOWN is initiated to isolate students and staff from danger on or near the building when movement within the building and within rooms might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and
- Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of the building, following any event prompting the use of DUCK, COVER AND HOLD ON.

EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside the building to a designated outside area of safety.

ALL CLEAR: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Principal/Site Admin should use any means available to them to communicate with staff and inform them which response action to take.

The following emergency response procedures apply only during school-sponsored in-person events, testing activities, ceremonies, or activities conducted at rented or borrowed facilities, as the school does not operate a physical campus.

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.
    - Police may mistake an item in your hands as a weapon.
    - Leave everything behind.
* If you encounter people along the way
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
    - 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: Active Shooter, Be Prepared

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)

Cardiac Arrest

Sudden Cardiac Arrest (SCA) Response Site Lead Training

Purpose
To prepare school staff supervising in-person physical activity-based events, including physical fitness testing, to respond quickly and

effectively to a medical emergency, especially Sudden Cardiac Arrest (SCA), as required by AB 2887 and Education Code Section 32281.

What is Sudden Cardiac Arrest (SCA)?
SCA is a life-threatening condition in which the heart suddenly stops beating. It can occur with little or no warning, even in healthy children or teens, especially during physical exertion.

Key Signs of Sudden Cardiac Arrest (SCA)

- Sudden collapse or fainting
- Unresponsive to name or touch
- Irregular, gasping, or no breathing
- No pulse or detectable heartbeat

Time is critical. Survival decreases by 7% to 10% for every minute without intervention.

Before the Event
The Site Lead is responsible for:

- Be CPR certified
- Assign the Emergency Response Designee and Student Safety Designee roles
- Gather the student roster and give it to the Student Safety Designee
- Review the What is SCA? flyer and print a copy, if helpful.
- Print the CPR Designee Guide
- Review student health concerns reported by families

o Contact the State Testing Coordinator or email testing@caliva.org if clarification or support is needed

- Send Emails to Staff Assigned to Site

o Send "Recognizing the Signs of Sudden Cardiac Arrest (SCA) Email" (see Appendix, page 3) to all staff attending the event.
o The email also asks staff to volunteer to serve in the emergency roles of Student Safety Designee and Emergency Response Designee.
o Send "Student Safety Designee Email" and the "Emergency Response Designee Email" (see Appendix, page 3) to the staff members who volunteered.
o If no one volunteers, assign the roles.

Emergency Roles
1. CPR Designee (Site Lead)

- Provide CPR
- Do not stop until medical personnel take over or the individual shows signs of recovery
- Stay with the student to provide support, if allowed by emergency responders

2. Emergency Response Designee

- Call 911 if an emergency occurs
- Clearly state: "Possible Sudden Cardiac Arrest."
- Provide your name, the exact location, and clear directions
- Meet and direct emergency responders upon their arrival
- Stay with the parent or guardian of the student involved, if present, to provide updates and support

3. Student Safety Designee

- Move all other students and family members away from the emergency area to ensure safety and privacy
- Maintain calm and provide age-appropriate reassurance to nearby students
- Supervise and engage other students away from the scene or ask a staff member to do it.
- Use the site roster to ensure all students are accounted for.
- Monitor the environment for additional support needs (e.g., crowd control, emotional distress, logistical needs)
- Begin gathering key information for incident documentation (time of incident, names of responders, sequence of events)

After the Emergency

The Site Lead is responsible for:

- Notify the school administrator and State Testing Coordinator immediately
- Gather documentation from the Student Safety Designee regarding the incident in detail, including time, actions taken, and outcomes
- Participate in a post-event debrief to improve future response procedures

The Sudden Cardiac Arrest Response Policy can be found in the Policies section on the Public Notices page of the school's website. https://cava.k12.com

Disorderly Conduct

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SITE ADMINISTRATOR ACTIONS:
Keep the individual under continuous adult supervision.
Keep the individual on campus until parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
Provide parents/guardian with the names and phone numbers of mental health resources
Recommend that the parents make an immediate contact with a therapist.
Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated)
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:
Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify site administrator.
Protect individual from injury.
Complete Threat Assessment Form

Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards, and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions, and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
Send search and rescue team to look for trapped students and staff.
Post guards a safe distance away from building entrances to ensure no one re-enters.
Notify the Director of school and personnel status. Determine who will inform public information media as appropriate.
Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
Determine whether to close the site. If the site must be closed, notify staff members, students, and parents.

STAFF ACTIONS:
Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves, and heavy suspended light fixtures. Get under a table or other sturdy furniture with back-to windows.
Check for injuries and render First Aid.
After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring an attendance roster and emergency backpack.
Check attendance at the assembly area. Report any missing students to the site administrator.
Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
Stay alert for aftershocks
Do NOT re-enter the building until it is determined to be safe.

Outside Building
STAFF ACTIONS:
Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back-to windows. If not near any furniture, drop to your knees, clasp both hands behind your neck, bury your face in your arms, make your body as small as possible, close your eyes, and cover your ears with your forearms. If notebooks or jackets are handy, hold over the head for added protection. Maintain position until shaking stops.
After shaking stops, check for injuries, and render first aid.
Check attendance. Report any missing students to the site administrator.
Stay alert for aftershocks.
Keep a safe distance from any downed power lines
Do NOT re-enter the building until it is determined to be safe.
Follow instructions of principal/site administrator.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the building. All students should be kept away from the explosion and under supervision.

SITE ADMINISTRATOR:
Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for

SHELTER IN PLACE.
Notify Fire Department (call 911). Provide building name, address, exact location within the building, your name and phone number and nature of the emergency.
Secure area to prevent unauthorized access until the Fire Department arrives.
Advise the Director of status.
Notify emergency response personnel of any missing students.
Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide building name, address, location within building, your name and phone.
Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
Determine if Student Release should be implemented. If so, notify staff, students and parents.
If damage requires the site to be closed, notify parents and staff of status. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
Initiate DROP, COVER AND HOLD ON.
If explosion occurred inside the building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
Check to be sure all students have left the site. Remain with students throughout evacuation process.
Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
Render first aid as necessary.
Do not return to the building until the emergency response personnel determine it is safe to do so.
If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the building and the likelihood that it may endanger the building.

SITE ADMINISTRATOR ACTIONS:
Determine if EVACUATION of site is necessary.
Contact local fire department (call 911) to determine the correct action for your site.
If necessary, begin evacuation of site to a safe site using site evacuation plan.
Direct inspection of premises to ensure that all students and personnel have left the building.
Notify the Director where the site has relocated and post a notice on the office door stating the temporary new location.
Monitor radio station for information.
Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:
If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance at the assembly area. Report any missing students to the site administrator and emergency response personnel.
Remain with students until the building has been inspected and it has been determined safe to return to.

Fire on School Grounds

Since the school doesn't have school sites, this section applies to buildings where in-person school events are held. If it's an outing at a public venue, you would have employees' directions. Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by staff, require a call to the Fire Department to indicate that the “fire is out”.

Within Building

SITE ADMINISTRATOR ACTIONS:
Sound the fire alarm to implement EVACUATION of the building.
Immediately EVACUATE the site using the primary or alternate fire routes.
Notify the Fire Department (call 911).
Direct search and rescue team to be sure all students and personnel have left the building.
Ensure that access roads are kept open for emergency vehicles.
Notify District Office of situation.
Notify appropriate utility company of suspected breaks in utility lines or pipes.
If needed, notify bus dispatch for OFF-SITE EVACUATION.
Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
Take attendance. Report missing students to the site admin and emergency response personnel.
Maintain supervision of students until the Fire Department determines it is safe to return to the building.

Near the Site

SITE ADMINISTRATOR ACTIONS:
Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
Determine the need to implement an EVACUATION. If the fire threatens the site, execute the actions above. If not, continue with the routine.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as the failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SITE ADMINISTRATOR ACTIONS:
Issue STAND BY instruction. Determine if evacuation is required.
Notify the local police department of the intent to EVACUATE, the location of the safe evacuation site, and the route to be taken to that site.
Delegate a search team to ensure that all students have been evacuated.
Monitor AM radio weather station for flood information.
Notify the Director of the site status and action taken.
Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:
If warranted, EVACUATE students using evacuation plan. Take the class roster and emergency backpack. Take attendance before leaving the campus.
Remain with students throughout the evacuation process.
Upon arrival at the safe side, take attendance. Report any missing students to the site administrator and emergency response personnel.
Do not return to the building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SITE ADMINISTRATOR:
Notify the site owner. Provide the following information:
Affected areas of the site
Type of problem or outage
Determine length of time service will be interrupted.
Determine desired action, which may include students going home and notification of parents.
If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
Use messengers with oral or written word as an alternate means of faculty notification.
Notify Director of loss of service.

Motor Vehicle Crash

This section applies to a motor vehicle crashing into a building that the school has secured for an event. A motor vehicle crash may result in a fuel or chemical spill at the site. If the crash results in a utility interruption, refer to the section on Utility Failure.

SITE ADMINISTRATOR ACTIONS:
Notify police and fire department (call 911).
Determine immediate response procedures, which may include EVACUATION.
Arrange for first aid treatment and removal of injured occupants from building.
Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
Ensure that students and staff remain at a safe distance from the crash.
Account for all building occupants and determine extent of injuries.
Notify Director.

STAFF ACTIONS:
Notify Site Admin
Move students away from immediate vicinity of the crash.
EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
Check site to ensure that all students have evacuated.
Take attendance at the assembly area.
Report missing students to the site admin and emergency response personnel.
Maintain control of the students a safe distance from the crash site.
Care for the injured, if any.
Escort students back to the to the site when emergency response officials have determined it is safe to return to the building.

Pandemic

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

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
It is a rare global outbreak that can affect populations around the world.
It is caused by a new influenza virus to which people do not have immunity.
Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

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

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

SITE ADMINISTRATOR ACTIONS:
Activate heightened surveillance of illness. If requested by a state agency, gather data on symptoms of students and staff who are sick at home.
Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services.
Keep staff informed of developing issues.
Respond to media inquiries regarding attendance status.
Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

Psychological Trauma

HIGH-RISK STUDENT GROUPS
Certain student populations may require additional behavioral health support, including students with disabilities or mental illness, foster and homeless youth, students experiencing bereavement, and LGBTQ+ students. Local data or partner input may identify

additional groups as needed.

The Director of SEL, Prevention & Intervention coordinates group-specific referral protocols in collaboration with school administrators, the Director of Special Education, and the Homeless and Foster Youth Liaison.

Referral pathways, including the MTSS Readiness to Learn Referral, Compass Referral, and Safety Risk Process, are adapted for the virtual learning environment and used to document concerns, notify families, triage needs, and connect students to appropriate services.

Staff are trained annually on identifying behavioral health concerns, referral pathways, and the limits of their credentialing and scope of practice.

Attached: Behavioral Health Concern Referral Policy

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 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.

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.

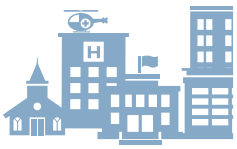
BE PREPARED FOR AN ACTIVE SHOOTER

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

Student Behavioral Health Concern Referral Policy

Legal Notification

Pursuant to California Education Code (EC) Section 49428.2(b)(1) and (b)(2)(6), the Governing Board of California Virtual Academies has developed this policy to establish referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy is based on the model policy developed by the California Department of Education in accordance with EC Section 49428.1. It has been adapted to meet the unique needs of our virtual charter school environment.

Governing Board Policy Statement

(EC Section 49428.2(b)(1))

The Governing Board hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school educational partners and behavioral health professionals and establishes the adopted procedures for referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups

(EC Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health support for all students, and hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The Director of SEL, Prevention & Intervention coordinates the implementation of these group-specific referral protocols in collaboration with the Director of Special Education, the Director of Intervention and Special Programs, the Homeless and Foster Youth Liaison, and school site administrators. California Virtual Academies may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Virtual Learning Environment Considerations

Referral protocols have been adapted to address the unique aspects of online learning, including virtual observation of student behavior, remote communication with families (learning coaches), and referrals to external behavioral health providers.

Student Privacy

California Virtual Academies recognizes and agrees to abide by federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq.) with which the school must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols.

Referral Protocols and Procedures

The following referral protocols and procedures relating to referrals to behavioral health professionals and support services will be implemented:

1. Needs Assessment

The Head of Schools or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

The site will review referral volume, response times, and outcomes quarterly for continuous improvement.

2. Capacity Building

California Virtual Academies shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among staff;

- Ensure all staff are trained in identifying behavioral health concerns in a virtual learning environment.
- Partner with school-linked behavioral health professionals and community providers

3. Planning

The Head of Schools or designee shall:

- Define referral pathways for crisis and non-crisis concerns, including protocols specific to virtual crisis identification and response;
- Establish goals and assign responsible roles for each step in the referral process.

4. Implementation

The appropriate MTSS Readiness to Learn Referral, Compass Referral, or Safety Risk Process will be followed to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians (learning coaches) consistent with law via phone, video conference, or secure electronic communication;
- Triage level of need;
- Link pupils to appropriate services, including virtual and in-person options; and
- Schedule follow-up checks via virtual meetings, phone calls, or in-person appointments as appropriate.

5. Evaluation and Continuous Improvement

An annual evaluation of referral protocols will be conducted that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the pupil groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training

(EC Section 49428.2(b)(4), (c)-(e))

California Virtual Academies shall ensure that teachers of students in grades 7–12 receive training on pupil behavioral health. Training materials shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community, and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders;
- Maintaining pupil privacy and confidentiality in a manner consistent with federal and state privacy laws;
- Safe de-escalation of crises involving pupils with a youth behavioral health disorder in virtual settings; and
- Cultural competency and trauma-informed practices.

Subject to EC Section 49428.2(d), California Virtual Academies shall certify, on or before July 1, 2029, to the California Department of Education that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)(1)–(5). California Virtual Academies may meet the requirements of EC Section 49428.2(c) through an alternative approach by adopting a policy that explains how it is consistent with the goals specified in EC Section 49428.2(c) and better meets the needs of pupils.

Authorization and Scope of Practice

(EC Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, California Virtual Academies shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license;
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified;
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process;
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements; and
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with EC Sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Policy Review

This policy shall be reviewed at least every two years and updated as necessary to reflect changes in law, best practices, and the school's service model. The next scheduled review will occur in 2027.

Board Approved: January 2026

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



V3

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.

Bullying, Discrimination, Harassment, and Intimidation

Bullying, Discrimination, Harassment, and Intimidation Policy

Information

California Virtual Academies (CAVA) is committed to providing an inclusive, supportive, and discrimination-free learning environment for all students, in compliance with federal and state laws.[1] CAVA prohibits 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 gender expression, sexual orientation, disability (physical or mental), medical condition, marital or parental status, age, pregnancy status, and any other protected characteristic under federal or state law.

This applies to all educational programs, activities, services, and school-sponsored events, including those conducted in virtual or online formats.[2] The school also prohibits bullying or harassment based on a student's appearance or body characteristics, even when such conduct is not tied to a protected characteristic.[3]

California Virtual Academies does not tolerate discrimination or harassment by students, staff, or third parties based on actual or perceived characteristics protected under state or federal law.[4] No individual or group shall, through physical, written, verbal, or other means, including conduct that targets a student's appearance or body characteristics (such as body size, weight, or physical features), harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Consistent with Education Code section 48900.7 and Assembly Bill 1078, this prohibition applies to conduct occurring on or off campus, including through electronic or online communication, when such conduct is reasonably likely to cause a substantial disruption to school activities or interfere with a student's ability to participate in or benefit from school services, activities, or privileges.

- Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.) is a federal law that states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Title IX prohibits sex discrimination in education, including K-12 schools. Title IX has been used to promote equity in education by ensuring equal resources and treatment in education and school-related athletic and extracurricular activities, providing protections for pregnant and parenting students, and prohibiting sex-based harassment, discrimination, and bullying.

- Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities that receive federal financial assistance.

- The California Education Code Sections 200-220 establishes anti-discrimination protections in public schools across the state. It ensures that all students have equal access to educational opportunities, regardless of their race, gender, disability, religion, sexual orientation, gender identity, citizenship status, or other protected characteristics.

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[1] CA Education Code 201, 220
[2] CA Education Code 234.1
[3] CA Education Code 234.7 (as amended by Assembly Bill 10)
[4] CA Education Code 212.5, 234.1

- Three key federal laws protect the rights of individuals with disabilities in the United States:
  Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794)
  Title II, The Americans with Disabilities Act (ADA) (42 U.S.C. Section 12101 et seq.)
  The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq.)
  These laws ensure that schools provide free, appropriate public education (FAPE), protection against discrimination, and support services for individuals with disabilities.

- Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900(r) and (s) and 48900.2, as applicable. Cyberbullying also includes breaking into another person's electronic account and that person's identity to damage that person's or another's reputation.

Consistent with Education Code 48907, students retain the right to freedom of speech and expression, including through electronic and online platforms. However, this right does not extend to speech or conduct that is obscene, libelous, slanderous, or that creates a clear and present danger of unlawful acts, violates lawful school regulations, or causes a substantial disruption to school activities. Student expression that constitutes discrimination, harassment, intimidation, or bullying, including cyberbullying, is not protected and may result in appropriate intervention and disciplinary action in accordance with this policy. Nothing in this policy is intended to infringe upon students' rights under Education Code 48907.

Complaint and Investigation Procedure[5]

Students are encouraged to report incidents of bullying, harassment, or intimidation, and school staff are expected to take immediate and appropriate action when such behavior is observed or reported. All complaints of bullying, discrimination, harassment, or intimidation shall be promptly, thoroughly, and impartially investigated in a manner that is fair and equitable.

Complaints alleging discrimination, harassment, intimidation, or bullying based on a protected characteristic may be filed and investigated under the Uniform Complaint Procedures (UCP) in accordance with applicable law. Complaints may be filed using the UCP by submitting a written complaint to the school's designated UCP Coordinator. Information regarding the UCP process and staff contact information can be found on the Complaint Notices and Forms page of the school's website and may also be requested from the school. Assistance in completing complaint forms is available upon request.

Investigations shall be completed within timelines established under the Uniform Complaint Procedures, unless an extension is permitted by law. Complainants have the right to appeal the school's decision to the California Department of Education within 30 calendar days of receiving the decision, in accordance with applicable law.

The school maintains a clear and consistent process for receiving, investigating, and responding to complaints of discrimination, harassment, intimidation, and bullying. The school provides established procedures for reporting complaints. All school personnel who witness or receive a report of discrimination, harassment, intimidation, or bullying are required to report the incident to a school administrator. All complaints are promptly investigated, and incidents and outcomes are documented and tracked.

During and following the investigation, the school takes immediate and appropriate action to stop the behavior, address the impact on affected students, and prevent its recurrence. The school shall follow up with involved students, as appropriate, to ensure that the conduct has ceased and that no further incidents have occurred. The

[5] CA Ed Code 234.1(b), (h); 5 CCR 4600–4670; Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973

school will take prompt and effective steps reasonably calculated to end the conduct and eliminate any hostile environment. The school also monitors the effectiveness of its response and adjusts as necessary to ensure a safe and inclusive learning environment.

When allegations involve conduct that may constitute sex-based harassment under Title IX, the school shall respond in accordance with its Title IX policy and grievance procedures, including offering supportive measures and following required investigative processes. Information regarding the Title IX policy and grievance procedures and staff contact information can be found on the Complaint Notices and Forms page of the school's website and may also be requested from the school. Assistance in completing complaint forms is available upon request.

The school shall protect the privacy of all parties to the extent possible while conducting a thorough investigation. Parents or guardians of all students involved shall be notified in accordance with applicable law and school policy. The school shall maintain records of complaints, investigations, and outcomes in accordance with applicable law and record retention requirements. The school shall periodically review aggregated data to identify patterns and inform prevention and intervention efforts.

Individuals may also contact the California Department of Education or the U.S. Department of Education, Office for Civil Rights (OCR), for additional information or to file a complaint.

Corrective Actions and Discipline[6]

The school is committed to addressing and remedying all incidents of discrimination, harassment, intimidation, and bullying promptly and effectively. When a violation of this policy is substantiated through investigation, the school shall take appropriate corrective actions to eliminate the conduct, prevent its recurrence, and address its effects.

Violators may be subject to disciplinary action in accordance with applicable policies, procedures, and collective bargaining agreements. Disciplinary measures may include, but are not limited to:

- Verbal or written warnings
- Mandatory training or counseling
- Suspension or expulsion (for students, per Ed Code 48900 et seq)
- Disciplinary reassignment, demotion, or termination (for employees)

Corrective actions shall be tailored to the specific circumstances of each case and will be designed to ensure the safety and well-being of the affected individual(s) and the broader school community. Corrective actions may also include restorative practices, educational interventions, and measures designed to address bias, promote respectful behavior, and support a positive and inclusive school climate.

Retaliation Is Prohibited[7]

The school strictly prohibits retaliation in any form against any student, employee, or individual who, in good faith, files a complaint, reports discrimination, harassment, intimidation, or bullying, or participates in any part of the investigation or resolution process.

Retaliation includes, but is not limited to, intimidation, threats, coercion, harassment, exclusion, or any other adverse action taken against a person for engaging in a protected activity. Such conduct is considered a separate and serious violation of this policy and may result in disciplinary consequences, up

[6]CA Ed Code 48900.3, 48900.4; OCR Guidance, Title VI, Section 504
[7] CA Ed Code 234.1(g), 48900(h); Title VI, Section 504, ADA

to and including suspension, expulsion, or termination.

Any individual who believes they have been subject to retaliation should report the incident promptly to a school administrator. Reports of retaliation will be investigated promptly and addressed under the same standards and procedures as the original complaint.

Support Services[8]

The school is committed to supporting academic success, emotional well-being, and physical safety of all students and staff who are impacted by discrimination, harassment, intimidation, or bullying. Appropriate support services will be provided to any student affected by discrimination, harassment, intimidation, or bullying, in accordance with state and federal law.

Supportive measures shall include:

- Access to academic accommodations or adjustments as needed.
- Access to counseling services or appropriate referrals.
- Implementation of measures necessary to ensure student safety, such as changes to class assignments or learning environments.

When a student with a disability is affected, the school shall ensure the provision of reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and Education Code 56046.

Training[9]

Staff training shall be provided for all certificated and classified school staff on the following topics:

- Identifying and addressing incidents of discrimination, harassment, intimidation, and bullying.
- Understanding the rights of students under state and federal nondiscrimination laws.
- Staff responsibilities and grievance processes.
- Bullying prevention strategies including recognizing early warning signs, implementing classroom and schoolwide prevention practices, and promoting a positive and inclusive school climate.
- Recognizing and addressing body shaming and appearance-based bullying, including strategies to promote positive body image and an inclusive school climate.

The training shall include new employee onboarding as well as periodic refreshers to maintain awareness and compliance. The school shall annually make available the California Department of Education's online training resources on bullying and cyberbullying prevention to all staff who interact with students, in accordance with Education Code 32283.5.

Training shall also include guidance on appropriate and consistent intervention when bullying behavior is observed or reported, as well as strategies to support students through the development of social-emotional skills, including communication, conflict resolution, and responsible use of technology. The school shall periodically review data related to bullying incidents to inform prevention efforts and adjust practices as needed to support a safe and inclusive learning environment.

[8] CA Ed Code 234.1(f), 221.5(f), 56046; Section 504

[9] CA *Ed Code 234.1(e), 32283.5; OCR Guidance, Title VI, Section 504*

Policy Dissemination[10]

The school shall annually notify students, parents or guardians, and staff of its nondiscrimination policies, including information about nondiscrimination protections, how to file a complaint under the Uniform Complaint Procedures (UCP), available support resources, and contact information for designated staff. The policy and related materials shall be translated into any language spoken by 15 percent or more of the student body at the school, and into languages commonly spoken by families in the school community and made accessible to individuals with limited English proficiency. This ensures all members of the school community have equitable access to the policy and reporting procedures related to discrimination, harassment, intimidation, and bullying.

Board Approved:

June 2025

Revised June 2026

[10] CA *Ed Code 234.1(c), 462.3 (AB 715), 48980, 48985; Title VI*

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 2026-27 school year. 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/platforms, newsletters, social media, blogs, and/or Class Connect sessions. Full names will not be printed with pictures.

Student Use of Smartphones and Private Electronic Devices Policy

The California Virtual Academy ("School") Board of Directors recognizes that cell phones, smartphones, pagers, and other electronic signaling devices (collectively referred to as "private devices") may disrupt student engagement and learning. In accordance with Assembly Bill 3216 (AB 3216) and Education Code section 48901.7, the School adopts this policy regarding student use of smartphones and other private devices.

The School operates as a fully virtual independent study program in which students typically complete coursework from home and are not physically present at a school site under the immediate supervision and control of School employees, as contemplated by Education Code section 48901.7, as amended by AB 3216. To the extent that students are not under the immediate supervision and control of School employees during the school day, the School will encourage parents and guardians to establish consistent device-free routines during instructional time and to monitor and limit student access to smartphones and other private electronic devices so that students may remain fully engaged in the academic program.

During school sponsored activities, events, or other circumstances in which students are participating in activities supervised by School staff, including synchronous instruction, students may possess private devices but are expected to keep such devices out of view and may only use them in accordance with this policy so that their focus and engagement remain on the activity at hand.

Notwithstanding the foregoing, smartphones and other private devices may be used in the following circumstances:

- In the case of an emergency or in response to a perceived threat of danger.
- When a teacher or administrator of the School grants permission for a student to possess or use a smartphone for an approved educational, instructional, or school-related purpose, subject to reasonable time, place, and manner restrictions established by the teacher or administrator.
- When a licensed physician determines that possession or use of a smartphone is necessary for the health or wellbeing of the student.
- When the possession or use of a private device is required in a student's individualized education program (IEP) or Section 504 plan.

In addition to this policy, all other applicable School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this policy.

Students who bring private devices to School sponsored in-person activities assume sole responsibility for the maintenance and care of those devices. The School shall not be responsible for preventing theft, loss, or damage to any private devices brought to School sponsored activities.

The School will annually provide resources and best practices guidance to parents, and Learning Coaches regarding strategies to support appropriate technology use, establish healthy digital habits, and minimize distractions during instructional time.

The School will review and update this policy as necessary to remain consistent with applicable law, including Assembly Bill 3216 (AB 3216) and Education Code section 48901.7.

Board Approved
June 2026

Suicide Prevention/Postvention Policy Information

California Virtual Academies recognizes that suicide is a leading cause of death among youth, with 17 percent of high school students reporting suicidal ideation and over 8 percent reporting attempts (CDC, 2015). School staff have both an ethical and legal responsibility to respond appropriately and in a timely manner to reduce suicide risk and create a safe, supportive environment.

This policy aims to safeguard students, staff, and families from the impacts of suicide attempts, deaths, and associated trauma, and shall be implemented alongside other policies supporting students' emotional and behavioral wellness. It is grounded in research and best practices, including the evidence-based understanding that talking about suicide does not increase risk.

This policy has been updated, effective July 1, 2026, in compliance with SB 1318 (EC Section 215), to include crisis intervention protocols, limit law enforcement involvement to situations of imminent danger, and encourage the hiring or contracting of school mental health professionals.

The Head of School or designee shall develop and implement strategies for suicide prevention, intervention, and postvention, including professional development for all personnel who regularly interact with students, as outlined in the sections below.

Overall Strategic Plan for Suicide Prevention

The Head of School or designee shall involve all educational partners in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, California Virtual Academies will have the SEL, Prevention and Intervention Team serving as the suicide prevention point of contact for the school.

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, California Virtual Academies has reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Training shall be provided for all school staff members.

- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.

- All suicide prevention trainings shall be offered under the direction of mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend general suicide prevention training. Core components of the general suicide prevention training shall include:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the youth who has suicidal thoughts;

  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends in the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development.

- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - Suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
  - School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals);
  - School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;
  - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
  - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment by a qualified professional (licensed mental health clinician, physician, Crisis Response Team, law enforcement officer, or other emergency mental health provider)

- The professional development shall also include additional information regarding groups of students judged by the school to be at elevated risk for suicide, and available research. These groups include, but are not limited to, the following:
  - Youth affected by suicide;
  - Youth with a history of suicide ideation or attempts;
  - Youth with disabilities, mental illness, or substance abuse disorders;
  - Lesbian, gay, bisexual, transgender, or questioning youth;
  - Youth experiencing homelessness or in out-of-home settings, such as foster care;
  - Youth who have suffered traumatic experiences.

Employee Qualifications and Scope of Services

Employees of the California Virtual Academies must act only within the scope of their authorization, credentials, or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Specialized Staff Training (Screening)

Additional professional development in suicide risk screening and crisis intervention shall be provided to mental health professionals employed by California Virtual Academies.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the school's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the school's web page and included in the parent-student handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
    - Suicide risk factors, warning signs, and protective factors;
    - How to talk with a student about thoughts of suicide;
    - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider)

Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- Receive student-focused suicide prevention education that can be incorporated into classroom curricula.
- The content of the education shall include:
    - Coping strategies for dealing with stress and trauma;
    - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
    - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
    - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Crisis Intervention Protocol and Staff Response

In accordance with EC Section 215 (SB 1318), California Virtual Academies has established the following protocol for deploying staff and external agencies in response to a pupil suicide crisis:

Action Plan for Suicide Attempt During School Hours

If a student appears to be in crisis during school hours, the student's health and safety are the immediate priority. Staff should follow the **Safety Risk Process** and the steps below:

- Remain calm; the student may be overwhelmed, confused, or in significant emotional distress.
- Stay engaged with the student (by phone or in class) and immediately ask to speak with an adult/parent to share your concerns about the student's safety.
- Remove other students from the online classroom environment or the immediate physical area if attending an in-person event (testing, school outing).
- Law enforcement or emergency services shall not be the default first response to a suicide crisis. The Counseling Specialist or administrator makes this determination in real time, in consultation with other members of the Crisis Response Team
- Law enforcement (911) shall be contacted only when a student's life is in imminent danger, and the situation cannot be safely addressed with the support of a parent. When law enforcement is contacted, the responding staff member shall also notify a school

administrator immediately. *Law Enforcement Notification Consistent with EC Section 215, notification of or involvement by law enforcement shall be limited to situations in which a pupil's life is in imminent danger, and their needs cannot be addressed by a mental health professional.*

- Please follow **Safety Risk Process** for documentation, communication processes and follow-up.

Action Plan for Suicide Attempt After-School Hours

If a suicide attempt by a student occurs 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;
- If a student's life is determined to be in imminent danger and the family is unable or unwilling to ensure immediate safety, staff shall contact law enforcement or emergency services.

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

California Virtual Academies shall establish a process to ensure continuing care for the student identified as at risk of suicide. The following steps should be followed to ensure continuity of care:

- After the Safety Risk Process is followed, the administrator shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.

- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the administrator will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.

Re-Entry to School After a Suicide Attempt

A student who has threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and well-being of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. California Virtual Academies administration will follow the re-entry process to ensure the student's successful reintegration into the school or successful transfer to another setting.

Board Approved:
June 2017
June 2026

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SONOMA GOVERNING BOARD

BOARD REPORT #17

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
June 9, 2026

SUBJECT: Education for Homeless Children and Youth Policy

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at Sonoma approve the updated Education for Homeless Children and Youth Policy.

BACKGROUND: Local Educational Agencies are required to update their homeless education board policies once every three years. The revisions ensure that the policy is in alignment with the McKinney-Vento Homeless Assistance Act and state-specific education codes. The updated policy is attached.

BUDGET IMPLICATIONS: There are no budgetary implications.

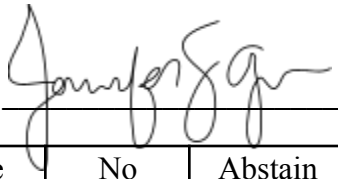
RECOMMENDATIONS: It is recommended that the Governing Board approve the updated Education for Homeless Children and Youth Policy.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Latisha Jackson
Lead McKinney Vento & Foster Youth Specialist

PRESENTED BY:
Melisse Burns
Assistant Director, Engagement & Community

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes___ Witnessed:  **Date: __6/9/2026___**

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

Education for Homeless Children and Youth Board Policy

Board Approved DATE

Instruction

The Governing Board must ensure that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district/charter school. The district/charter school shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

The district/charter school's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students in accordance with applicable law. (California Education Code [*EC*] sections 52052, 52060)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district/charter school shall revise its strategies as needed to better support the education of homeless students.

Definitions

The term homeless children and youth means individuals who lack a fixed, regular, and adequate nighttime residence and includes: (42 United States Code [42 U.S.C.] Section 11434a; *EC* Section 48852.7)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or, are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

The term "school of origin" means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district/charter school liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (42 U.S.C. Section 11432[g][3][I]; *EC* Section 48852.7)

When determining the best interest in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district/charter school students. (42 U.S.C. Section 11432[g][3][B]; *EC* Sections 48850, 48853)

District/charter school Liaison

The Superintendent designates the following staff person as the district/charter school liaison for homeless students: (42 U.S.C. Section 11432[g][6][A])

McKinney Vento / Foster Liaison
50 Moreland Road Simi Valley, CA 93065
805-864-1330
lajackson@caliva.org

The district/charter school's liaison for homeless students shall: (42 U.S.C. Section 11432[g][6][A]; *EC* Section 48852.5)

1. Ensure that procedures proactively identify homeless students, including the use of housing questionnaires, staff training, and ongoing review of student data to ensure accurate identification.
2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, district/charter school schools
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
5. Reserve funds as required under Title I, Part A to provide services to homeless students, including those not attending Title I schools.
6. Regularly review data related to attendance, academic performance, and engagement of homeless students to inform program improvements and ensure equitable outcomes.
7. Disseminate notice of the educational rights of homeless students in district/charter

school schools that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)

8. The LEA shall ensure that information regarding the rights of homeless students is publicly posted and accessible on the LEA website and at school sites in a manner understandable to families.
9. Mediate enrollment disputes in accordance with law, board policy, and administrative regulation
10. Fully inform parents/guardians of all transportation services
11. When notified pursuant to *EC* Section 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion
12. When notified pursuant to *EC* Section 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
13. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district/charter school schools, including immunization, medical, and academic records
14. At least annually, the liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of homelessness, the steps that should be taken once a student who is potentially experiencing homelessness is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (EC 48851.3, 48852.5, (42 USC 11432)

Enrollment

The district/charter school shall make placement decisions for homeless students based on the student's best interest. (42 U.S.C. Section 11432[g][3][B]; *EC* Section 48852.7)

When making a placement decision for a homeless student, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere.

In the case of an unaccompanied youth, the liaison shall ensure that the unaccompanied youth is enrolled immediately, informed of their rights, and supported in meeting graduation and postsecondary goals.

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, records or other proof of immunization history

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district/charter school liaison for homeless students. The district/charter school liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student.

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. The student may continue attending his/her school of origin for the duration of homelessness. (42 U.S.C. Section 11432; *EC* Section 48852.7)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (*EC* Section 48852.7)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district/charter school, he/she shall be allowed to continue to the school designated for matriculation in that district/charter school.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (*EC* Section 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Withdrawal Considerations

If a student experiencing homelessness consistently fails to meet school enrollment requirements, including requirements for attendance and engagement, the district/charter school shall make reasonable efforts to identify and address the barriers due to homelessness that are impacting the student's ability to participate in the educational program. The district/charter school shall document outreach efforts, communication attempts, offers of support, and efforts to remove barriers to attendance and school engagement.

If non-compliance persists despite reasonable efforts and interventions, the district/charter school may conduct a best-interest determination, in accordance with the school's Non-Compliance Policy, to determine whether continued enrollment remains in the student's educational best interest.

Resolving Enrollment Disputes

If a dispute arises over eligibility, school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending final resolution of the dispute, including all available appeals. The student shall remain enrolled and participate fully during the dispute. (42 U.S.C. Section 11432[g][3])

The parent/guardian/unaccompanied youth shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian/unaccompanied youth can understand. The written explanation shall include:

1. The district/charter school liaison's contact information
2. A description of the district/charter school's placement decision
3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities
4. Notice of the parent/guardian/unaccompanied youth's right to appeal the decision to the county office of education and, if necessary, to the California Department of Education (CDE)

The district/charter school liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. Section 11432[g][3][E])

In working with a student's parents/guardians to resolve an enrollment dispute, the district/charter school liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them with a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them with a copy of their submitted dispute form for their records
5. Provide them with the outcome of the dispute for their records

If the parent/guardian/unaccompanied youth chooses to appeal the district/charter school's placement decision, the district/charter school liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education (COE).

If the parent/guardian/unaccompanied youth chooses to appeal the COE's placement decision, the COE homeless liaison shall forward all written documentation and related paperwork to the CDE.

Transfer of Coursework and Credits

When a homeless student transfers into a district/charter school, the district/charter school shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (42 U.S.C. Section 11432[g][1][F]; *EC* Section 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district/charter school may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district/charter school finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (42 U.S.C. Section 11432[g][1][F];*EC* Section 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period

attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district/charter school's notification of the student's transfer, as required under *EC* Section 49069.5.

In no event shall the district/charter school prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (*EC* Section 51225.2)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by *EC* Section 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

However, when a homeless student who has completed his/her second year of high school transfers into the district/charter school from another school district/charter school or transfers between high schools within the district/charter school, he/she shall be exempted from all district/charter school-adopted coursework and other district/charter school-established graduation requirements, unless the district/charter school makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district/charter school liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (*EC* Section 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district/charter school shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption. (*EC* Section 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (*EC* Section 51225.1)

The district/charter school shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district/charter school liaison on behalf of the student. (*EC* Section 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district/charter school. (*EC* Section 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district/charter school graduation requirements within his/her fifth year of high school, he/she shall: (*EC* Section 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district/charter school's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district/charter school's graduation requirements.

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district/charter school shall have full and equal access to all academic programs, extracurricular activities, and enrichment opportunities, including necessary technology and instructional supports. (42 U.S.C. Section 11432[g][1][F]; *EC* Section 48850[a][2])

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in *EC* sections 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 California Code of Regulations Section 4622. (*EC* sections 51225.1, 51225.2)