

**AGENDA
SPECIAL MEETING
BOARD OF DIRECTORS
California Virtual Academy at Maricopa
February 12, 2024
11:30 A.M.
Primary Location:
Zoom Meeting: <https://zoom.us/j/3446279195>
Conference call: (669) 900-9128
Meeting ID: 344 627 9195**

ORIGINAL

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

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

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

California Virtual Academy at Maricopa does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures 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

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 11:30 A.M.

B. ROLL CALL

	Present	Absent
Mr. Kelly Fellows (President)	<u> X </u>	<u> </u>
Ms. Devon Freitas (Secretary)	<u> </u>	<u> X </u>
Ms. Carly Parker	<u> X </u>	<u> </u>

C. FLAG SALUTE

- Lara Titzian led

II. COMMUNICATIONS

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

- Nicole Piper shared they are happy to present the new contract today for this year and they also hope to have the new contract for next year to present by the end of the school year.

B. For Information: Director's Report

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

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- LCAP mid-year review
 - Lara Titizian shared summary
- School Accountability Report Card

D. Approval of Previous Board Meeting Minutes

N/A

III. CONSENT AGENDA ITEMS

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

director recommends approval of all consent agenda items.

IV. CLOSED SESSION

Moved to closed session at 11:45

CONFERENCE WITH LABOR NEGOTIATOR

Agency designated representatives:

April Warren, Head of School

Employee Organization: California Virtual Educators United (CVEU)

V. OPEN SESSION

Moved to open session at 11:53

Open Session Action Item:

Board Ratification of Collective Bargaining Agreement Between California Virtual Academy at Maricopa and CVEU. This closes negotiations for the 2023-2024 school year.

- Kelly reported that the board has ratified the agreement

Ayes: 2

No: 0

Abstain: 0

APPROVED

Approved: Yes Witnessed: Carly Parker Date: 2/12/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Kelly Fellows	X					
Devon Freitas				X		
Carly Parker	X					

VI. SCHEDULED FOR ACTION

A. BUSINESS

None

B. PERSONNEL

None

C. INSTRUCTION AND CURRICULUM

None

D. PUPIL SERVICES

None

VII. ITEMS SCHEDULED FOR INFORMATION

None

VIII. ADJOURNMENT

The meeting was adjourned at 11:54 A.M.

California Virtual Academy at Maricopa

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



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General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	California Virtual Academy at Maricopa
Street	50 Moreland Ave
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
County-District-School (CDS) Code	15-63628-037687

2023-24 District Contact Information

District Name	California Virtual Academy at Maricopa
Phone Number	(805) 581-0202
Superintendent	April Warren
Email Address	admin@caliva.org
District Website	https://cava.k12.com/

2023-24 School Description and Mission Statement

California Virtual Academy at Maricopa is a charter school that provides a full-time online independent study program for TK–12 students. We are a WASC-accredited school that offers the innovative use of technology, a rigorous and interactive curriculum from Stride K12, individualized learning plans for each student, and accommodations to foster different learning styles. Serving about 1,200 students from the following counties, Kern, Inyo, and Santa Barbara.

California Virtual Academy at Maricopa is dedicated to achieving academic growth while cultivating social and emotional competence for all students. We offer students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	75
Grade 2	59
Grade 3	74
Grade 4	84
Grade 5	84
Grade 6	88
Grade 7	97
Grade 8	108
Grade 9	103
Grade 10	92
Grade 11	100
Grade 12	68
Total Enrollment	1,130

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.8%
Male	45.2%
American Indian or Alaska Native	1.1%
Asian	3.7%
Black or African American	12.1%
Filipino	1%
Hispanic or Latino	46%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	1.8%
White	33.6%
English Learners	8.1%
Foster Youth	0.3%
Homeless	1.6%
Socioeconomically Disadvantaged	75.2%
Students with Disabilities	10.5%

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.50	97.25	242.20	47.27	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	7.60	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.70	2.15	252.20	49.23	12115.80	4.41
Unknown	0.10	0.57	8.20	1.61	18854.30	6.86
Total Teaching Positions	33.40	100.00	512.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.60	96.80	223.90	46.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.62	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.30	1.16	5.80	1.21	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.72	240.70	49.94	11953.10	4.28
Unknown	0.10	0.30	8.50	1.76	15831.90	5.67
Total Teaching Positions	33.70	100.00	482.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.70	0.50
Total Out-of-Field Teachers	0.70	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CAVA is a public charter school. Students are provided new curriculum each year.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st), Phonics 1 E1 (1st) ELA 2 Summit (2nd), ELA 3 Summit, ELA 4 Summit, ELA 5 Summit Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Honors, Credit Recovery English 9, Summit English 10, Honors, Credit Recovery English 10, Summit and Honors American Literature, AP Language and Composition, Summit, Honors, British/World Literature, AP English Literature and Composition Grammar and Composition, Apex Journalism, PBL Journalism, Summit Creative Writing, Public Speaking	Yes	0%
Mathematics	Embark Math (TK), Math K E1 (K), Math 1 E1 (1st), Math 2 Summit (2nd), Math 3 Summit, Math 4 Summit, Math 5 Summit Summit Math 6, Summit Math 7, Summit Math 8 Bridge Summit Developmental Algebra, Summit Continuing Algebra, Summit Algebra 1, Summit Honors Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Credit Recovery Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus	Yes	0%
Science	Embark Science (TK), Science K E1, Science 1 E1, Science 2 E1, Science 3 E1, Science 4 E1, Science 5 E1 Summit MS Earth Science (6th), Summit MS Life Science (7th), Summit Integrated Science 8 CA (8th) Biology: The Living Earth, Honors Biology: The Living Earth, AP Biology; Chemistry in the Earth Systems, Honors Chemistry in the Earth Systems, AP Chemistry; Physics in the Universe, Honors Physics in the Universe; AP Environmental Science, Veterinary Science, Criminology, Astronomy, Forensic Science, Anatomy and Physiology; Earth Science Credit Recovery, Biology Credit Recovery, Chemistry Credit Recovery	Yes	0%
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA MS Summit World History I (CA), MS Summit World History II (CA), MS Summit American History to the Late 1800s (CA) Apex AP World History, World History, World History Honors, World History CR; Apex AP US History, Modern US History CA, Honors Modern US History CA, CR Modern US History CA; Cengage AP US Government and Politics, Principles of American Democracy, Credit Recovery Principles of American Democracy; Cengage AP Macroeconomics, Principles of Economics, Credit Recovery Principles of Economics	Yes	0%

Foreign Language	Elementary Spanish 1 (2nd), Beginning French Level 1 (2nd), Beginning Chinese Level 1 (2nd). Elementary Intermediate French 1, Elementary Intermediate French 2, Elementary Intermediate Spanish 1, Elementary Intermediate Chinese 1, Elementary Intermediate German 1 WLG MS Spanish IA/ IIA or WLG MS French IA/IIA Spanish 1, 2, 3, & CS Spanish 4 (HS), French 1, 2, 3	Yes	0%
Health	Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course. High School Summit Skills for Health	Yes	0%
Visual and Performing Arts	Embark Art (TK), Art K - 4th E1, Summit Early American Art (5th) Embark Music (TK), Spotlight on Music Grade K-5th Summit Intermediate World Art I (6) & II (7), Summit Intermediate American Art II (8), Spotlight on Music (6th - 8th) Summit Fine Art, Summit Art Appreciation, DYN Art in World Cultures, Summit Music Appreciation, Digital Arts I and II, Image Design and Editing, Image Design and Editing PBL, 3D Modeling, Animation, AP Art History, Image Design and Editing PBL, Web Design, Adobe Premiere, Adobe After Effects	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

CAVA is a non-site based virtual school.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems:				
Gas Leaks, Mechanical/HVAC, Sewer				
Interior:				
Interior Surfaces				
Cleanliness:				
Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains:				
Restrooms, Sinks/ Fountains				
Safety:				
Fire Safety, Hazardous Materials				

School Facility Conditions and Planned Improvements

Structural:

Structural Damage, Roofs

External:

Playground/School Grounds, Windows/

Doors/Gates/Fences

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	39	35	44	44	47	46
Mathematics (grades 3-8 and 11)	23	21	27	27	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	688	661	96.08	3.92	35.15
Female	353	343	97.17	2.83	37.90
Male	335	318	94.93	5.07	32.18
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	39.29
Black or African American	82	77	93.90	6.10	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	318	311	97.80	2.20	33.12
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	237	222	93.67	6.33	38.91
English Learners	74	72	97.30	2.70	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	522	502	96.17	3.83	30.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	75	92.59	7.41	16.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	688	660	95.93	4.07	21.09
Female	353	341	96.60	3.40	18.53
Male	335	319	95.22	4.78	23.82
American Indian or Alaska Native	--	--	--	--	--
Asian	28	28	100.00	0.00	17.86
Black or African American	82	76	92.68	7.32	17.11
Filipino	--	--	--	--	--
Hispanic or Latino	318	311	97.80	2.20	19.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	237	222	93.67	6.33	24.89
English Learners	74	72	97.30	2.70	5.56
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	522	501	95.98	4.02	17.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	81	75	92.59	7.41	9.46

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	24.38	22.75	11.76	8.25	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	376	359	95.48	4.52	22.91
Female	210	203	96.67	3.33	23.76
Male	166	156	93.98	6.02	21.79
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	25.00
Black or African American	37	34	91.89	8.11	14.71
Filipino	--	--	--	--	--
Hispanic or Latino	167	163	97.60	2.40	20.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	140	130	92.86	7.14	27.91
English Learners	35	34	97.14	2.86	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	274	265	96.72	3.28	20.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	35	92.11	7.89	11.43

2022-23 Career Technical Education Programs

In the 22-23 school year, the Stride Career Prep campus began its fourth year with the following CTE programs and certifications offered:

1. Business and Finance Program:

Business Management Pathway
Finance Pathway
International Business Pathway

2. Marketing, Sales, and Services Program:

Entrepreneurship/Self-Employment Pathway
Marketing Pathway
Professional Sales Pathway
Multimedia Marketing & Business

3. Information and Communication Technologies Program:

Game and Simulation Pathway
Information Support and Services Pathway
Networking Pathway
Software and Systems Development Pathway

4. Health Sciences and Medical Technology Program:

Medical Assisting Pathway
Medical Coding Pathway
Sports Medicine Pathway

5. Arts, Media, and Entertainment Program:

Animation Pathway
Digital Photography Pathway
Game Design and Integration Pathway
Graphic Design Pathway
Web Design Pathway
Multimedia Production Pathway

6. Hospitality, Tourism, and Recreation Program:

Hospitality, Tourism, and Recreation Pathway

7. Multiple certification opportunities to include:

Microsoft Office Specialist
Entrepreneurship & Small Business
Communication Skills for Business
First Aid, CPR/BLS
Certified Clinical Medical Assistant
IT Specialist
Multiple Adobe certifications

All courses within each program/pathway are offered by highly qualified CTE teachers credentialed in the course of study. Students complete a course of study that includes a career exploration course, concentration courses that are pathway specific, and a capstone course. Certifications can be earned after completing relevant courses within a pathway and taking the necessary exam.

The CTE Advisory Committee members come from a wide range of fields in business and industry, including current program offerings, as well as planned offerings.

- Vince Saavedra- Building and Construction Trades, Manufacturing and Product Design
- Robert Nicolson- Information and Communication Technologies
- Gary Jones- Manufacturing and Product Development, Engineering and Architecture
- Gary Roldan - Post-Secondary
- Maegan Carey- Health Science and Medical Technology
- Joe Berry - Arts, Media and Entertainment

2022-23 Career Technical Education Programs

- Mark Powers - Arts, Media, and Entertainment

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	114
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.18
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	18.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	19.8%	24.5%	24.5%	24.5%	24.5%
Grade 7	31.7%	31.7%	31.7%	31.7%	31.7%
Grade 9	16.3%	16.3%	16.3%	16.3%	16.3%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Direct parental involvement is fundamental to our school's success. Parents are actively involved from initial enrollment by researching our program and choosing to enroll their child in our school. The onboarding process welcomes families, informs them of our enrollment requirements, and provides coaching and support to prepare them for success in our school. Parents work closely with their student's teachers when they have questions or concerns about their student's progress or curriculum. Our program is enhanced by our commitment to providing a top-quality education to our students while providing training and engagement opportunities to our parents and families. Parents are trained to navigate the online school platform and coached on providing effective learning support under the guidance of highly qualified and certificated teachers. Many parents will learn how to use computers for the first time, become efficient with email and the internet, and be exposed to a content-rich curriculum, including mathematics and problem-solving, classic literature, a comprehensive re-telling of the story of history, various musical genres, and great works of art. We keep parents informed and updated through the ParentSquare platform, social media, and the LC Community platform. We have many online and offline resources, live and on-demand, including Coffee Chats (English and Spanish), Monthly Parenting Workshops, Parenting with Purpose (offering SEL resources and collaboration), attendance coaching and support, and parent orientations.

Parents are an integral part of our school's student support team, helping us evaluate our program each year through meeting participation and regular feedback. Each year, when surveyed, parents state that they are more involved in their child's education than at their previous school. Parents and families engage and connect with school staff and other students and families through our Family Teacher Organization (FTO), LC Community, and family activities and events. Parents are encouraged to participate and provide feedback through surveys and parent engagement meetings, give feedback on the LCAP and Title I services, and participate in school board meetings, and other parent activities. They are also encouraged to offer suggestions and feedback regarding outings, social events, and other activities. We have parent representatives in our school stakeholder meetings.

We have partnered with Care Solace to support the well-being of our community. This is a complimentary and confidential care coordination service for mental health and recovery, provided to students, staff, and families.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	40	26.7	22.6	16.4	19	18.2	9.4	7.8	8.2
Graduation Rate	60	73.3	77.4	73.6	73.8	78.4	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	62	48	77.4
Female	44	37	84.1
Male	18	11	61.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	25	22	88.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	28	20	71.4
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	54	42	77.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1548	1423	160	11.2
Female	857	790	98	12.4
Male	691	633	62	9.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	16	14	3	21.4
Asian	55	54	6	11.1
Black or African American	197	175	17	9.7
Filipino	15	14	0	0.0
Hispanic or Latino	706	658	75	11.4
Native Hawaiian or Pacific Islander	9	9	1	11.1
Two or More Races	26	25	5	20.0
White	524	474	53	11.2
English Learners	136	133	18	13.5
Foster Youth	4	3	1	33.3
Homeless	30	27	7	25.9
Socioeconomically Disadvantaged	1174	1082	142	13.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	188	178	23	12.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.02	0.27	0.34	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The California Virtual Academy takes staff and student health and safety seriously. Because the school is a virtual school, there is no need for a school building where classes are held daily. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Immunization forms and other pertinent medical records are kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations before matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community. All pertinent and required health and safety documentation is collected at the time of hire or enrollment, as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District.

The Comprehensive School Safety Plan is reviewed annually with educational partners in the fall and then updated by staff. The school board approves it every year in December. The plan is discussed with school staff at the beginning of each semester.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	7	2	
1	4	16	1	
2	9	7	2	
3	9	6	2	
4	6	13		1
5	7	8	1	
6	6	17	1	
Other	6	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	12	2	
1	5	13	1	1
2	6	7		1
3	6	14	1	1
4	6	10		1
5	9	6	1	1
6	4	62		3
Other	39			1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	5	2	0
1	6	11	2	0
2	12	3	2	0
3	15	2	3	0
4	17	2	3	0
5	14	4	0	0
6	6	42	6	0
Other	0	0	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	35	3	2
Mathematics	7	37	2	1
Science	9	23	1	2
Social Science	8	26	1	2

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	63		
Mathematics	6	47		
Science	7	37		
Social Science	7	43		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	76	0	0
Mathematics	8	53	1	0
Science	8	31	0	0
Social Science	6	50	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	452

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.9
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,068	\$2,747	\$9,321	\$58,693
District	N/A	N/A	\$8,595	
Percent Difference - School Site and District	N/A	N/A	8.1	15.3
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-29.1	-28.2

Fiscal Year 2022-23 Types of Services Funded

CAVA ensures that resources are allocated to support learning for all students while adhering to state and federal regulations. We receive Title I, Part A, Title II, Part A, and Special Education funds. Title I funds are primarily used to provide support for low achieving students. Support consists of academic, engagement, and social emotional. Title II funds are used for professional development for staff. Special Education services are offered within our full- inclusion, general education, independent study model. These services are available for all students who have been identified as qualifying for special services. All English Language Learners are provided an English Language Development program that includes online instruction and/or an online ELD program.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$47,616
Mid-Range Teacher Salary		\$75,580
Highest Teacher Salary		\$100,485
Average Principal Salary (Elementary)		\$114,067
Average Principal Salary (Middle)		\$123,622
Average Principal Salary (High)		\$125,386
Superintendent Salary		\$157,977
Percent of Budget for Teacher Salaries	14.8%	27.82%
Percent of Budget for Administrative Salaries	0.63%	5.78%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	1.9
--	-----

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	1
Social Science	1
Total AP Courses Offered	5
Where there are student course enrollments of at least one student.	

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17



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Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
d1. CAASPP Grades 3-8, 11 Smarter Balanced Summative Assessments	2019 30.9% Meet or Exceeded Standard	2021 41.3% Met or Exceeded Standards Increased 11.4%	2022 38.8% Met or Exceeded Standards Decrease of 2.5%	2023 35.4% Met or Exceeded Standards Decrease of 3.4%	10% increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Language Art (ELA) Meet or Exceeded Standard Source: Dataquest		English Learners 10% Student with Disabilities 14.3% African American 35.3% Low-income 35.6% Hispanic 39.8 % White 41.7%	English Learners 8.3% Student with Disabilities 13.3% Socioeconomically Disadvantaged 32.1% African American 33.3% Hispanic 35.0% White 43.4%	English Learners 8.3% Student with Disabilities 16.4% Socioeconomically Disadvantaged 30.8% African American 28.0% Hispanic 33.4% White 39.3%	
d1. CAASPP Grades 3-8, 11 Smarter Balanced Summative Assessments Math Meet or Exceeded Standard Source: Dataquest	2019 10.5% Met or Exceeded Standards	2021 26.5% Met or Exceeded Standards Increased 16% English Learners 5% Student with Disabilities 8.2% African American 8.8% Low-income 21.3% Hispanic 22.4% White 31.3 %	2022 22.6% Met or Exceeded Standards Decrease of 3.9% English Learners 8.3% Student with Disabilities 4.4% Socioeconomically Disadvantaged 18.9% African American 16.7% Hispanic 20.9% White 23.8%	2023 21.4% Met or Exceeded Standards Decrease of 1.3% English Learners 5.6% Student with Disabilities 10.6% Socioeconomically Disadvantaged 17.5% African American 17.6% Hispanic 19.5% White 25.1%	10% increase
d5. English Learner Progress (% of English Learner who made progress toward English Proficiency measured by ELPAC) Source: Dashboard Source: Dataquest	N/A 2019 Dashboard 16.7% Well Developed on ELPAC	N/A 2021 Dashboard 9.5% Well Developed on ELPAC	2022 Dashboard 39.5% 2022 Dashboard 21.7% Well Developed on ELPAC Increase of 12.2%	2023 Dashboard 50% Increased 10.5% 2023 Dashboard 19.4% Well Developed on ELPAC Decreased of 2.3%	Decrease the gap between EL achievement and all students
d. College/Career Readiness (% Prepared) Source: Dashboard	2020 17.50% Decrease of 6.6% Socioeconomically Disadvantaged 12.9% White 16.7% Hispanic 17.6%	2021 N/A (no data for 2021)	2022 N/A (no data for 2022)	2023 Dashboard 17.7% Socioeconomically Disadvantaged 16.7% Hispanic 16.0% White 21.4%	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
d6. EL Reclassification Rate Source: Dataquest	2020 26.7%	2021 43.2% Increased 16.5%	No data available yet	No data available yet	50%
h1. % of Students at/above grade level on Star360 Reading Grades 1-2 Source: Internal Data	2020 Reading 27.9% English Learners 0.0% Student with Disabilities 0.0% Socioeconomically Disadvantaged 30.0% African American 20.0% Hispanic 20.0% White 37.5%	2021 Reading 59% Increase of 31.1% English Learners 0% Student with Disabilities 0% Socioeconomically Disadvantaged 55.1% African American 75% Hispanic 57.1 % White 54.5%	2022 Reading 52.2% Decrease of 6.8% English Learners 37.5% Student with Disabilities 21.4% Socioeconomically Disadvantaged 49.0% African American 55.0% Hispanic 44.8% White 49.5%	2023 Reading 42.9% Decrease of 9.3% All 42.9% English Learners 36.4% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.1% African American 31.0% Hispanic 47.1% White 46.3%	Increase by 10%
h1. % of Students at/above grade level on Star360 Math Grade 2 Source: Internal Data	2020 Math (only 15 students tested) 60.0% English Learners 0.0% Student with Disabilities 0.0% Socioeconomically Disadvantaged 66.7% African American 0.0% Hispanic 100.0% White 60.0%	2021 Math 55.9% Decrease of 4.1% English Learners 0% Student with Disabilities 0% Socioeconomically Disadvantaged 53.3% African American 50% Hispanic 57.7% White 52 %	2022 Math 52.0% Decrease of 3.9% English Learners 40.0% Student with Disabilities 25.0% Socioeconomically Disadvantaged 46.4% African American 53.3% Hispanic 53.1% White 49.5%	2022 Math 42.2% Decrease of 9.8% All 42.2% English Learners 0.0% Student with Disabilities 16.7% Socioeconomically Disadvantaged 41.7% African American 20.0% Hispanic 46.0% White 45.5%	90%
d2. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.	2020 28.6% Hispanic 33.3% White 33.3% Socioeconomic Disadvantaged 25%	2021 10.9% Hispanic 11.5% White 6.3% Socioeconomic Disadvantaged 9.8%	2022 13.1% Increase of 3.2% Hispanic 16% White 7.7% Socioeconomically Disadvantaged 9.4%	2023 14.9% Increased 1.8% Hispanic 11.1% White 16.7% Socioeconomically Disadvantaged 13.8%	25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Source: Dashboard					
d3. The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	2022 Baseline Year 4.9% Hispanic 8% White 3.8% Socioeconomic Disadvantaged 5.7%	2021 CTE program has been available for less than 4 years	2022 4.9% Hispanic 8% White 3.8% Socioeconomic Disadvantaged 5.7%	2023 3% Decreased 1.9% Hispanic 0% White 3.3% Socioeconomic Disadvantaged 1.7%	10%
d4. The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University. and The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks.	2022 Baseline Year 0%	2021 CTE program has been available for less than 4 years	2022 0%	2023 1.5%	10%
d7. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. Source: Dashboard	2020 7 passed 8 tested	2021 2.2%	2022 0%	2023 No data at this time	Increase number of student taking AP exams by 10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
d8. The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness. Source: Dataquest	2019 ELA 20% Standard Exceeded Math 8% Standard Exceeded	2021 ELA 20% Standard Exceeded Math 6% Standard Exceeded	2022 ELA 24.2% Standard Exceeded Math 3% Standard Exceeded	2023 ELA 9.9% Standard Exceeded Math 3.6% Standard Exceeded	ELA - 25% Math - 13%
d1. California Science Test (CAST) Source: Dataquest	2021 Baseline Year 26.1% African American 16.7% Hispanic 18.9% Student with Disabilities 19.1% Socioeconomically Disadvantaged 27.6% White 28.7%	2021 26.1% African American 16.7% Hispanic 18.9% Student with Disabilities 19.1% Socioeconomically Disadvantaged 27.6% White 28.7%	2022 24.2% Decrease of 4.5% Student with Disabilities 10.3% Socioeconomically Disadvantaged 18.9% African American 10.0% Hispanic 19.2% White 32.0%	2023 22.1% Decrease of 2.1% English Learners 3.0% Student with Disabilities 8.0% Socioeconomically Disadvantaged 8.0% African American 16.7% Hispanic 20.0% White 26.2%	10% increase

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Professional Development	Yes	Partially Implemented		The leadership team has continued our coaching with Regina Owens to focus on creating high performing teams. The learning our leaders are participating in is being monitored	\$221,566.76	\$25,589

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					through intentionally collecting evidence and artifacts of the progress we are making. Teachers continue to participate in collaborative teams and learning through the PLC process in addition to the MTSS training occurring in each department.		
1.2	Assessments	Yes	Partially Implemented		STAR360 was used for assessments.	\$27,158.51	\$11,397
1.3	Academic Administrators	Yes	Partially Implemented		The academic administrators have aided the director team in streamlining processes within their departments and schoolwide in alignment with our school priorities (enduring connection	\$44,167.31	\$16,539

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					calls, roving subs, classroom visits, etc.). We monitor program success through the use of our data and action plans and adjust support as appropriate based on need.		
1.4	English Learner Interventions and Support	Yes	Partially Implemented	Semester 1 (23-24) 59% of active ELs demonstrated mastery on the Q1 Summative Assessment (the domain-specific ELD standards assessment). 66.34% of active ELs demonstrated mastery on the Q2 Summative Assessment (the domain-specific ELD standards assessment). 31% of newcomer students scored 2 or greater on Q2 domain- specific summative assessment. 35% of quarterly long term EL (LTEL) and at- risk of long term EL (AR- LTEL) focus students in grade 6-12 increased one level in the quarterly domain summative assessment and 90% of LTEL/AR-LTEL focus students had an		\$152,403.99	\$53,448

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				attendance rate of 80% or higher for the quarter.			
1.6	Instructional Coaches	Yes	Partially Implemented		At the end of semester 1 (23-24), teachers were provided a survey regarding their time with their instructional coach. The instructional coaches utilize the seven partnership principles to guide their conversations with teachers. Below is the percentage that responded 'yes'. 100% Equality: I am able to equally share ideas and make decisions. Dialogue: My conversations with my coach consist of a back and forth exchange, with all parties hearing and responding to one another's opinions. Voice: I am able to share my celebrations	\$234,050.39	\$88,954

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					and concerns in a way that builds trust with my instructional coach. Reciprocity: My coach and I enter each conversation open and expecting to learn. 99.70% Reflection: I engage in conversation that look back, look at, and look ahead with the instructional coach. Choice: When working with my coach, one individual does not make decisions for another. Decisions are made collaboratively, and each makes his/her own choices. 99.10% Praxis: My coach structures our time together to focus on learning that is		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					grounded in real life.		
1.7	Summer School	Yes	Planned	End of Summer 2023 (Increased Proficiency %) Kindergarten Letter Names 44.1% Letter Sounds 33.9% Number Recognition 52.9% Quantity Comparison 64.7% STAR360 End of Year to End of Summer 1st - 2nd Math 49.4% 1st Early Literacy 45.2% 2nd Reading 43.4% Summer Assessment Beginning to End of Summer Reading 3rd 59% 4th 65% Math 3rd 57% 4th 48.3% Jump Start Program TK-2: 84% of students who attended were still enrolled after quarter 1. 3-5: 78% of students still enrolled after Semester 1	STAR360 End of Year to End of Summer 2023 Increased Proficiency % 6th-8th Math 24.5% ELA 17.6% High School Course Pass Rate Standard 76.3% Credit Recovery 84.4%	\$82,342.93	\$81,288
1.8	Career & Technical Education (CTE)	Yes	Partially Implemented		During semester 1 (23-	\$192,939.46	\$60,574

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					24) students earned certifications in Job Ready and Career Skills. There was an increase in dual enrollment credits earned. Ten new post-secondary partnerships, and twelve new business and industry partner relationships. Students competed in SkillsUSA Regional competitions. There were thirty-seven events in semester 1, including a Military Career Fair, a Health Sciences Career Fair, and a College Fair.		
1.9	Instructional Support	Yes	Partially Implemented	Star360 Beginning of the Year (23-24) % State Proficient ELA 1st 0.0% 2nd 42.1% 3rd 36.1% 4th 37.1% 5th 35.2% 6th 23.2%	Students in grades K-5 who scored Below Basic in Math on STAR360 are assigned Freckle. Of those students, 52% of K-2 have grown one or more levels in	\$155,224.43	\$53,833

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				7th 37.4% 8th 34.1% 9th 39.4% 10th 36.7% 11th 45.0% 12th 49.3% Math 1st 65.9% 2nd 50.0% 3rd 41.7% 4th 18.6% 5th 16.5% 6th 11.1% 7th 23.8% 8th 13.4% 9th 10.2% 10th 10.9% 11th 18.3% 12th 14.1% Overall 20.9%	Math on STAR360. 60% of students (grades 3-5) using Freckle for math interventions increased their quantile score in STAR360 by 5% from the beginning of the year to midyear. Students in grades K-2 who scored Below Basic in reading on STAR360 are assigned Lalilo. Of those students 44% have grown one or more level in Reading on STAR360. Students in grades 3-5 who scored Below Basic in reading on STAR360 are assigned Mindplay. Of these students, 61% increased their Lexile score in STAR360 by 5% from the beginning of the year to midyear.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Middle school students who scored Below Basic or Basic in Math or ELA on STAR360 are assigned Freckle. Beginning of the year to middle of the year 23-24 STAR360 Math 6th grade Below Basic to Basic 8.7% Basic to Proficient 2.4% 7th grade Below Basic to Basic 11.9% Basic to Proficient 0% 8th grade Below Basic to Basic 10.7% Basic to Proficient 0% STAR360 ELA 6th grade Below Basic to Basic 10.3% Basic to Proficient 0% 7th grade Below Basic to Basic 11.5% Basic to Proficient .0% 8th grade		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Below Basic to Basic 11% Basic to Proficient 0%		

Goal 2

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
c. Parent and Family Engagement Source: Dashboard Local Indicator	2020 Standard Met	2021 Standard Met	2022 Standard Met	2023 Standard Met	Met
f1. Suspension Rate Source: SARC	2020 0%	2021 0%	2022 0%	2023 0%	0%
f2. Expulsion Rate Source: SARC	2020 0%	2021 0%	2022 0%	2023 0%	0%
f. Local Climate Survey Source: Dashboard Local Indicator	2020 Standard Met	2021 Standard Met	2022 Standard Met	2023 Standard Met	Met
c1. Efforts the school makes to seek parent input in making decisions for the school	2020 Parent and Family Engagement	2021 Parent and Family Engagement	2022 Parent and Family Engagement	2023 Parent and Family Engagement	Seek Parent Input

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Source: Dashboard Local Indicator	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • SEL Survey • SEL Committee • LCAP Meetings • School Climate Survey • Parent Connections, including coffee chats, parent trainings, open house, meet and greets, orientations, etc. • ASB • Focus Groups • Absenteeism Survey • Student and Teacher Pulse Checks	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent trainings, open house, meet and greets, orientations, etc.	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent trainings, open house, meet and greets, orientations, etc.	Parents and students are regularly surveyed in the following areas: • Satisfaction, preparation, routine • School Culture and Programs • Opportunities for parental participation • Social & Emotional Learning Parents, families, and students provide feedback and direction to the school through a variety of opportunities, including: • Teacher Pulse Check • Student Pulse Check • Social Emotional Learning survey • Parent Connections, including coffee chats, parent trainings, open house, meet and greets, orientations, etc.	
c2. How the school will promote parental	2020 Parent and Family Engagement	2021 Parent and Family Engagement	2022 Parent and Family Engagement	2023 Parent and Family Engagement	Increase the number of types of communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
participation in programs for unduplicated pupils Source: Dashboard Local Indicator	Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions • Sharing of Student's Individualized Learning Plans (ILP) • English Language Development (ELD) Program Meetings	
c3. How the school will promote parental participation in programs for individuals with exceptional needs Source: Dashboard Local Indicator	2020 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions	2021 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions	2022 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions	2023 Dashboard Parent and Family Engagement Local Indicator Two-way communication between parents/families and school, include: • ParentSquare • Learning Coach App • Email • Enduring Connection Calls • Student Conferences • Student Support Sessions	Increase the number of types of communication

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	- Sharing of Student's Individualized Learning Plans (ILP) - Student Support Team (SST) Meetings - Individual Educational Program (IEP) Meetings	- Sharing of Student's Individualized Learning Plans (ILP) - Student Support Team (SST) Meetings - Individual Educational Program (IEP) Meetings	- Sharing of Student's Individualized Learning Plans (ILP) - Student Support Team (SST) Meetings - Individual Educational Program (IEP) Meetings	- Sharing of Student's Individualized Learning Plans (ILP) - Student Support Team (SST) Meetings - Individual Educational Program (IEP) Meetings	
f3. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	2020 Dashboard Local Climate Survey Local Indicator Student School Climate Survey Results Students feel safe - 100% Teachers care about student success at school - 95.8% School promotes academic success - 100% School fosters an appreciation of differences and diversity - 100%	2021 Dashboard Local Climate Survey Local Indicator Student School Climate Survey Results Students feel safe - 100% Teachers care about student success at school - 95.8% School promotes academic success - 100% School fosters an appreciation of differences and diversity - 100%	2022 Dashboard Local Climate Survey Local Indicator	2022 Dashboard Local Climate Survey Local Indicator	Student School Climate Survey Results

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	English Language Services	Yes	Partially Implemented		DTS is used for translations and	\$2,502.38	\$962

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					CLI is used for on demand over the phone interpreting. ParentSquare is used to communicate with parents since messages can easily be translated into many languages.		
2.3	Engagement and Communication	Yes	Partially Implemented	From quarter 1 to quarter 2 (23-24) student registrations for school engagement events increased 8.2%.	School engagement activities include: clubs, outings, celebration events, pop-up events, picture days, park days, Adventures in Reading	\$48,909.24	\$12,978
2.5	Social Emotional Learning, Prevention, and Intervention	No	Partially Implemented	Fall 2023 4.6% increase in Self-Awareness sentiment averaged across all grades. 3.8% increase in Self-Management sentiment averaged across all grades	Case Solace Warm Handoffs (School staff directly contacting family with Care Solace staff.) Semester 1 increase of 22.5% over last year's total.	\$58,808.00	\$32,365

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
a. Basic (Teachers, Instructional Materials, Facilities) Source: Dashboard Local Indicator	2020 Dashboard Local Indicator Standard Met	2021 Dashboard Local Indicator Standard Met	2022 Dashboard Local Indicator Standard Met	2023 Dashboard Local Indicator Standard Met	Met
a1. Teachers of the school district are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching Source: SARC	100% of teachers are fully credentialed Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	100% of teachers are fully credentialed. Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 0 Vacant Teacher Positions - 0	91.1% of teachers are fully credentialed. Teaching Outside Subject Area of Competence (with full credential) - 0 Teacher Misassignments - 4 Vacant Teacher Positions - 0	No data yet	100%
a2. Every pupil in the school district has sufficient access to standards-aligned instructional materials.	2020 Dashboard Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer	2021 Dashboard Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer	2022 Dashboard Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer	2023 Dashboard Implementation of State Standards Local Indicator 100% of students are enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses. High school students are enrolling regularly in college preparatory, honors, and Advanced Placement, and credit recovery courses. TK-8 students participating in courses that offer	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	remediation and extensions of learning, as well as providing opportunities beyond the core coursework to extend learning and depth of knowledge.	
a3. School facilities are maintained in good repair	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A Virtual independent study charter school with no brick and mortar school sites.	N/A
b1. Implementation of the academic content and performance standards adopted by the state board	2020 Dashboard Implementation of State Standards Local Indicator Standard Met	2021 Dashboard Implementation of State Standards Local Indicator Standard Met	2022 Dashboard Implementation of State Standards Local Indicator Standard Met	2023 Dashboard Implementation of State Standards Local Indicator Standard Met	100%
b2. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	2019 Dashboard 29.4% of English Learner made progress toward English Proficiency	2021 Dashboard N/A of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 9.5%	2022 Dashboard 41.5% of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 21.7% Increase of 12.2%	2023 Dashboard 50% of English Learner made progress toward English Proficiency EL Proficient on the ELPAC Level 4 (Well Developed) 19.4%	50%
g1. A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (j), as applicable	100% of Pupils in the school have sufficient access to the standards aligned instructional materials	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100% of Pupils in the school have sufficient access to the standards aligned instructional materials.	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
g2. Programs and services developed and provided to unduplicated pupils	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100% of these student populations have access to all broad course of study and/or programs.	100%
g3. Programs and services developed and provided to individuals with exceptional needs	100% of students with disabilities have access to all broad course of study and/or programs	100% of students with disabilities have access to all broad course of study and/or programs.	100% of students with disabilities have access to all broad course of study and/or programs.	100% of students with disabilities have access to all broad course of study and/or programs.	100%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Student ISP Reimbursement	Yes	Partially Implemented		A survey is sent to all families that qualify for an ISP reimbursement at the end of January with a 2-week deadline. To receive a reimbursement of \$40 a month, families must complete the survey.	\$160,899.44	\$78,807
3.2	Highly Qualified Credentialed Teachers	Yes	Partially Implemented		We are fully staffed in GE MS and HS. We are still hiring in elementary and special education to ensure proper class size.	\$202,536.21	\$2,085
3.3	Accountability	Yes	Partially Implemented		Wildy important goals (WIG) Action plans and multi-tiered	\$74,337.45	\$23,132

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					system of supports (MTSS) Service plans were developed within each department to monitor our school goals and LCAP spending and outcomes. These plans are monitored through monthly 1:1's, and quarterly during academic reviews. Smart goals were created, and data is updated quarterly and reviewed in depth with actions set to address areas of need. Additionally, WIG meetings occur at each level (teacher, lead, director) weekly.		
3.4	Curriculum Specialists	Yes	Partially Implemented		Our curriculum specialists continue to work alongside teachers and leaders to support our	\$87,488.43	\$33,804

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					teams in content standards and instruction. They have been participating in the school-wide development of a standards alignment process and plan to share the work with our teams in the spring as vertical alignment begins across grade bands.		
3.5	McKinney Vento/Foster Youth Support	No	Partially Implemented		There was a 33.5% increase in the number of MKV/FY from fall 2022 to fall 2023. We have increased the number of FTE of the McKinney Vento & Foster Support Specialist position.	\$8,767.00	\$5,349
3.6	New Teacher Training	Yes	Partially Implemented		As new teachers are assigned, they are meeting with trainers to ensure a smooth transition into	\$56,637.93	\$5,440

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school.		
3.7	HS Scheduling	Yes	Partially Implemented	Using the scheduler, we were able to get session conflicts for students down to less than 5%, and the remaining conflicts are unavoidable, due to things like taking two history courses at the same time, etc. And even in these cases, recordings are made available to students. Online Class Attendance 22-23 (S1 & 2) 9th 90.17% 10th 79.84% 11th 76.31% 12th 68.53% 23-24 (S1) 9th 91.44% Increase of 1.27% 10th 84.18% Increase of 4.34% 11th 79.67% Increase of 3.35% 12th 73.52% Increase of 4.99%		\$21,362.87	\$7,392

Goal 4

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
e.2 Chronic Absenteeism Rate Source: Dashboard	2019 33.7% Student with Disabilities - 33.3% White - 34.2% Hispanic - 34.3% Socioeconomically Disadvantaged - 35.1% African American - 38.3% Asian - 45.5% English learners - 55.9%	2021 12.7% Decrease 15.3% English Learners 18.2% Student with Disabilities 15.4% Socioeconomically Disadvantaged 14.5% African American 24.6% Hispanic 11.8% White 11.1%	2022 11.9% Decrease of 0.8% English Learners 9.1% Student with Disabilities 16.0% Socioeconomically Disadvantaged 14.5% African American 18.7% Hispanic 12.4% White 10.6%	2023 10.0% Decreased 1.9% English Learners 10.8% Student with Disabilities 14.3% Socioeconomically Disadvantaged 11.7% Homeless 33.3% African American 8.9% Hispanic 9.8% White 10.2%	10% in all student groups
e.1 School Attendance Rate Source: Internal Data (OLS)	2020 92.16% Increase 1.3%	2021 95.5% Increase 3.3%	2022 86.5% Decrease of 9%	2023 96.6% Increased 10.1%	97%
e.4 High School Dropout Rate Source: SARC	N/A	2021 12.5%	2022 26.7% Increase of 14.2%	2023 22.6% Decreased 4.1%	10%
e.3 Middle School Dropout Rate Source: SARC	No data available	No data available	No data available	N/A	NA

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Compass	Yes	Partially Implemented	2023-24 % of students who exited onboarding support successfully within 2 weeks 96% (Students started the first day of school) 82% (Q1 late start) 84% (Q2 late-start)	2023-24 Students who complete support with an Engagement Coach Level 1 2% reduction in missing attendance 6% reduction in No Contact Letter #1 Level 2 11% reduction in missing attendance 17% reduction in No Contact Letter #1	\$145,975.02	\$65,638
4.2	Attendance Interventions	Yes	Partially Implemented	Semester 1 (23-24) Chronic Absenteeism Rate 10.8%			\$0
4.3	EL Engagement Support	Yes	Partially Implemented				\$0

Goal 5

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
e.5 Graduation Rate Source: Dashboard	2020 85.7% Increases 2.4% Socioeconomically Disadvantaged 84.4% Hispanic - 82.4% White - 89.5%	2021 60.9% Decrease 24.8% Socioeconomically Disadvantaged 58.5% Hispanic 50.0% White 87.5%	2022 73.8% Increase of 12.9% Socioeconomically Disadvantaged 73.6% Hispanic 80% White 69.2%	2023 79.1% Increase 5.3% Socioeconomically Disadvantaged 79.3% Hispanic 88.9% White 73.3%	70%
e. High School Course Pass Rate Source: Internal Data (OLS)	2020 84.8% Increase of 3.7%	2021 78.5% Decrease 6.3%	2022 75.8% Decrease of 2.7%	2023 77.6% Decreased 9%	85%
e. Credit Sufficiency % of students who are credit sufficient Source: Internal Data (SIS)	2021-22 60.2% English Learners 46.7% Student with Disabilities 55.8% Socioeconomically Disadvantaged 56.3% African American 58.6%	N/A New metric for 21-22	2022 76.1% Increase 18.7% English Learners 37.5% Student with Disabilities 64.1% Socioeconomically Disadvantaged 57.1% African American 81.3% Hispanic 72.5% White 76.4%	2023 74.4% Decreased 3% English Learners 54.6% Student with Disabilities 61.8% Socioeconomically Disadvantaged 72.4% African American 71.5% Hispanic 72.0% White 74.8%	70%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Graduation Coaches & Freshman Support Specialist	Yes	Partially Implemented		These positions are part of the Guidance Program, see 5.3.	\$76,045.57	\$31,106
5.2	Transcript Evaluation Service	Yes	Partially Implemented		ValidateMe! is used to evaluate transcripts from other countries.	\$711.79	\$308
5.3	Guidance Program	Yes	Partially Implemented	Semester 1 (23-24) Credit Sufficiency % of students who are credit sufficient 81.0% High School Course Pass Rate for semester 1 62.6%		\$39,378.09	\$8,953
5.5	Math/ELA Intervention	Yes	Partially Implemented	High Schools Foundations Classes End of semester 1 (23-24) Math pass rates overall 71% Math pass rate for core math course for students enrolled in Math Lab I 50% Math pass rate for core math course for students active* in Math Lab I 93% Average Engagement Rate 38.17%		\$134,517.65	\$25,085

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Math pass rates overall 71% Math pass rate for core math course for students enrolled in Math Lab II 76% Math pass rate for core math course for students active* in Math Lab II 99% Average Engagement Rate 55.45% ELA pass rates overall: 62% English pass rate for core English course for students enrolled in Lit Lab 22% English pass rate for core English course for students active* in Lit Lab 56% Average Engagement Rate 29.82%			
5.6	A-G Completion	No	Partially Implemented		A-G Funds are being used to increase dual enrollment opportunities, A-G course offerings, as well as increasing completion of A-G requirements. Additional after school support is being offered to students to	\$22,388.00	\$11,946

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					increase A-G courses pass rates.		
5.7	EL Classes	Yes	Partially Implemented			\$0.00	\$0

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

California Virtual Academy at Maricopa

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

California Virtual Educators United

BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

02/12/24

A. PERIOD OF AGREEMENT:

The proposed bargaining agreement covers the period beginning
and ending
for the following fiscal years **FY24**

07/01/23

06/30/24

FY24, ,

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$4,829,379.12

2. Current Year Costs After Agreement

\$5,823,454.28

3. Total Cost Change

\$994,075.16

4. Percentage Change

20.58%

5. Value of a 1% Change

\$42,322.25

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change

(% Change To Existing Salary Schedule)

9.0%

(% change for one time bonus/stipend or salary reduction)

11.5%

2. Step & Column

(Average % Change Over Prior Year Salary Schedule)

3. TOTAL PERCENTAGE CHANGE FOR THE
AVERAGE, REPRESENTED EMPLOYEE

21%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

6. Total # of Instructional Days to be provided in Fiscal Year
(applicable to Certificated BU agreements only)

**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

California Virtual Academy at Maricopa

SCHOOL DISTRICT

D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:

1.	Cost of Benefits Before Agreement	\$1,275,873.41
2.	Cost of Benefits After Agreement	\$1,538,498.08
3.	Percentage Change in Total Costs	20.58%

E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	
2.	Percentage Reserve Level State Standard for District:	
3.	Amount of State Minimum Reserve Standard:	

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	
5.	Unassigned/Unappropriated (Object 9790)	
6.	Total Reserves: (Object 9789 + 9790)	

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	
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TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	
9.	Percentage of General Fund Expenditures/Uses	
Difference between District Reserves and Minimum State Requirement		

**FORM FOR PUBLIC DISCLOSURE
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California Virtual Academy at Maricopa

SCHOOL DISTRICT

F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The proposed agreement will have the following incremental increase in salaries and benefits in subsequent fiscal years:

FY 2024-25: \$449,913

FY 2025-26: \$462,343

H. NARRATIVE OF AGREEMENT

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT

The following source(s) of funding have been identified to fund the proposed agreement

9.05% Salary increase funded from General Fund, and will be covered by the 8.22% COLA Adjustment in 2023-24 and prior year unrestricted net assets.

Effective 11.5% off schedule payment (\$8,000 per unit member) will be funded from the Supplemental & Concentration Grant Funds, and will be paid within 30 days of agreement ratification.

**FORM FOR PUBLIC DISCLOSURE
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California Virtual Academy at Maricopa

SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

District Superintendent - signature

Date

Chief Business Official- signature

Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on 2/12/2024 took action to approve the proposed Agreement with the California Virtual Educators United Bargaining Unit.

*President, Governing Board
(signature)*

Date

Agreement Between
California Virtual Academies
&
California Virtual Educators United

July 1, 2023~~2020~~

To

June 30, 2026~~2023~~

TABLE OF CONTENTS

	Page
Article 1 Agreement.....	1
Article 2 Recognition	2
Article 3 Term of Agreement.....	3
Article 4 Union Rights	4
Article 5 Organizational Security/Dues Deductions.....	7
Article 6 Charter School Rights.....	8
Article 7 Grievance Procedure	9
Article 8 Evaluation Procedures.....	12
Article 9 Employment Status	16
Article 10 Leaves of Absence	19
Article 11 Professional Work Day/Work Year	24
Article 12 Assignments & Vacancies.....	30
Article 13 Compensation.....	32
Article 14 Health Benefits	36
Article 15 Safety	37
Article 16 Savings.....	39
Article 17 Caseload	40
Appendix A Salary Schedule	
Appendix B Reimbursement Policy	

ARTICLE 1 - AGREEMENT

- 1.1 This Agreement is between all of the California Virtual Academies (CAVA) and California Virtual Educators United (CVEU) /CTA/NEA.
- 1.2 This Agreement is entered into and shall be enforced pursuant to the Educational Employment Relations Act (EERA) of the California Government Code (Sections 3540-3549) as adopted and amended.

ARTICLE 2 - RECOGNITION

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

ARTICLE 3 – TERM OF AGREEMENT

- 3.1 The term of this Agreement shall be from July 1, ~~2023~~~~2020~~, through June 30, ~~2026~~~~2023~~.
- 3.2 During the term of this Agreement, on an annual basis unless a topic has been closed by agreement of the parties, either party may elect to reopen up to three (3) articles each. Notice must be given by either party one (1) month prior to commencement of bargaining.
- 3.3 During the term of this Agreement, there shall be no strike by employees or lockout by CAVA or unilateral imposition in the event of exhaustion of impasse procedures. This section of this Article shall lapse at the termination of this Agreement.

ARTICLE 4 - UNION RIGHTS

- 4.1 Representation Rights: CVEU maintains those rights specified under the EERA to represent all bargaining unit members.
- 4.2 Access and Communications: Consistent with legal requirements, any authorized CVEU representative shall have the right of reasonable access to CAVA facilities, including posting notices of activities and matters of CVEU concern on these Schools' electronic file posting system (i.e., SharePoint). Any material or literature distributed or posted by CVEU or its members shall be dated and shall not be violative of law.
- 4.2.1 CVEU shall be provided with an online classroom with the sole purpose for conducting union business.
- 4.2.2 Within 15 days prior to any CAVA scheduled professional development meeting, requiring onsite attendance for unit members, CAVA shall notify the CVEU president of the time, date and location of the event and provide a list of unit members invited to attend.
- 4.2.3 Upon arriving at a CAVA designated work site, the CVEU/CTA representation shall notify the administration of their arrival and comply with any and all visitor requirements applicable to all other campus/facility visitors. CVEU/CTA representatives shall not in any way interrupt any employee's duties or assignments. The representative may contact employees before and after an employee's hours of service or during duty free lunch periods.
- 4.2.4 CAVA shall provide CVEU representatives with thirty (30) minutes of time of any school-wide or department-wide (for meetings not held in a personal residence) in-person professional development meeting. The thirty (30) minute time frame is not to conflict with any other unit member duties or the required thirty (30) minute duty-free lunch time. CAVA and CVEU shall work together to place CVEU allotted time on the agenda for the in-person administratively scheduled meeting. If the parties are unable to come to an agreement as to the timing of CVEU's meeting, the thirty (30) minutes of time shall occur at the end of the CAVA meeting.
- CVEU shall notify CAVA within seven (7) days of the in-person meeting that such time is needed by CVEU to address the unit members.
- It is understood by CAVA administration that administrators must exit the room and not re-enter during unit member meetings.
- 4.2.5 When an administratively scheduled in-person all staff meeting of five (5) hours or more is replaced by a virtual meeting, CAVA shall provide CVEU representatives and members with thirty (30) minutes of time at the end of such meeting. When an administratively scheduled in-person all department meeting of two (2) hours or more is replaced by a virtual meeting, CAVA shall provide CVEU representatives and members with ten (10) minutes of time at the end of such meeting. This meeting shall be held in the CVEU representative's virtual room. CAVA will allow the CVEU room link to be posted in the CAVA room prior to the end of the administratively scheduled meeting.

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

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

Formatted: Superscript

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

4.3 Unit Member Information

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

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

B. CAVA shall provide an updated list of all current unit members at least five (5) business days prior to the start of each school quarter identified on the master schedule.

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

4.4 Association Release Time: CVEU designee(s) shall have a combined annual total of nine (9) days of release time to perform CVEU responsibilities with no reduction in pay. Up to four (4) bargaining team members shall be entitled to up to three (3) days prior to the commencement of the first bargaining date in that school year. In the event that five (5) bargaining members are needed, release time may be split up among members in half-day increments. Such release days shall be in addition to the annual total of release days noted above, ~~and shall not interfere with or be taken during instructional time.~~ Up to three (3) State Council representatives shall be allotted up to a combined total of four (4) days (taken in full day increments) of release time for State Council. CVEU representatives shall provide at least five (5) working days' advance notice to the appropriate supervisor for such release time. This time shall be in addition to release time to which the CVEU President, officers, or designee(s) would otherwise be entitled to under EERA for the purposes of negotiations and attendance at grievance meetings, if necessary.

- 4.5 CVEU President Release Time: CVEU shall immediately notify CAVA any time there is a change in the unit member holding the office of the CVEU President. The CVEU President may take up to fifty percent (50%) of their work schedule (measured by caseload) for release time to perform CVEU business. In the absence of a notice of change of release time status, it shall be presumed that the previous semester's release time shall remain in effect. If the change in release time status is intended, such notice of intent shall be provided to CAVA in writing by CVEU by July 15th for the first semester, and December 1st for the second semester. CAVA shall be reimbursed seventy-five percent (75%) of the base salary for such release time. For example, if the President is at fifty percent (50%) release time, CAVA shall be reimbursed seventy-five percent (75%) of fifty percent (50%) of the President's salary. The CVEU President shall be given the option to return to full time status in the position held prior to assuming the Presidency or its equivalent. Years of service credit will accumulate in the same manner as a full-time employee while the member is serving as CVEU President.
- 4.6 Labor Management Meetings: At least once monthly, the CVEU President and/or designated representative shall meet with the CAVA Head of Schools and/or designated representative to discuss contract administration issues with the intent of preventative problem solving.
- 4.7 By no later than August 30th of each school year, CVEU shall provide CAVA the names of the designated representatives who will be in attendance for their respective board meetings. CAVA shall provide release time for one (1) unit member to attend each board meeting if such meeting conflicts with administratively assigned meetings or live teaching sessions as reflected on the master schedule. CVEU will receive notice of board meetings when such notice is posted.

ARTICLE 5- ORGANIZATIONAL SECURITY/DUES

5.1 Dues Deduction

- 5.1.1 ~~Within thirty (30) days of final ratification of this Agreement, As directed by CVEU, CAVA shall commence deduction of uniform Union dues, initiation fees and assessments from the pay of all bargaining unit CVEU members and remit said dues fees and assessments to CVEU. Except for the first and last paychecks of the school year when no deductions will be made, CAVA agrees to deduct the above-referenced sums in equal amounts from each of the other paychecks. Deductions will be prorated for unit members hired mid-year. Dues shall be remitted to CVEU as soon as practicable, but no later than thirty (30) days after the deduction.~~
- 5.1.2 Dues, initiation fees, and assessments may be changed (increased or decreased) only by CVEU/CTA/NEA and with written notice to CAVA at least thirty (30) days prior to the commencement of said change and with a copy of the notification of change which has been sent to all concerned employees.
- 5.1.3 ~~Dues, initiation fees, and assessments shall recur from school year to school year without re-solicitation.~~
- 5.1.34 Bargaining unit member requests to cancel or change authorizations for payroll deductions for CVEU shall be directed to CVEU, and CVEU shall be responsible for processing these requests. CAVA shall rely on information provided by CVEU regarding whether these deductions were properly canceled or changed.
- 5.1.54 On a quarterly basis or upon request, CAVA shall provide CVEU with an alphabetical list of unit members, including their name, addresses, and assignments for whom such deductions have been made, and indicating any changes in personnel from the list previously furnished.

5.2 Indemnification

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

ARTICLE 6 – CHARTER SCHOOL RIGHTS

- 6.1 Except as limited by this collective bargaining agreement, it is understood and agreed that CAVA retains all of its powers and authority to direct, manage and control its operations to the full extent of the law.
- 6.2 Subject to the provisions of this Agreement, CAVA's rights include, but are not limited to, the following:
- ☐ All management rights pursuant to law;
 - ☐ Determine the organization's intention and overall program design, including determination of the curriculum and related educational policies and methods of instruction;
 - ☐ Establish educational policies with respect to admitting students;
 - ☐ Hire, classify, assign, evaluate, supervise, promote, terminate, and discipline unit members;
 - ☐ Determine the number of personnel and kinds of personnel required;
 - ☐ Ensure the rights and educational opportunities of all students;
 - ☐ Maintain Board operations;
 - ☐ Build, move or modify facilities;
 - ☐ Establish budget procedures and determine budgetary allocations;
 - ☐ Determine the methods of raising revenue;
 - ☐ Contract out work and take action on any matter, consistent with any limitations in this Agreement.
 - ☐ Tracking of time during the work day using computer-based software, VoIP phones, or other identified tracking systems.
- 6.3 The exercise of the foregoing powers, rights, authority, duties, responsibilities by CAVA, the adoption of policies, rules, regulations and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

ARTICLE 7 - GRIEVANCE PROCEDURES

7.1 Definitions & General Conditions

- A. A grievance is a claim by one or more of the members of CVEU or by CVEU on behalf of its members or itself, that there has been a violation, misapplication, or misinterpretation of the Agreement.
- B. All matters and disputes which do not fall within the above definition of a grievance are excluded from this grievance process. Also excluded from this grievance process are those matters so indicated elsewhere in this Agreement.
- C. The respondent in any grievance shall be CAVA itself rather than any individual administrator. Processing and discussing the merits of a grievance shall not be considered a waiver by CAVA of a defense that the matter is not arbitrable or should be denied for other reasons that do not go to the merits.
- D. As used herein, "day" refers to a regular certificated workday when CAVA is open for business as a regular workday for a majority of CAVA unit members.
- E. The Grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meeting with CAVA.
- F. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.
- G. Any resolution agreements at the formal level shall be subject to approval of CVEU.

7.2 Informal Procedure

- A. The grievant shall place in writing the possible grievance and first discuss such the grievance with the CAVA representative~~appropriate administrator~~, either directly or accompanied by a ~~Union~~-CVEU representative, with the objective of resolving the matter informally. The grievant may authorize a CVEU representative to represent ~~them~~him/her.
- B. This discussion must be requested within fifteen (15) days of the alleged violation or within fifteen (15) days of when the grievant had knowledge of the facts concerning the alleged violation. This discussion must be held within ten (10) days of the request. The CAVA representative shall provide a written response to the grievant and the CVEU representative within five (5) days of the discussion.

7.3 Level 1: Formal Procedure

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

- B. Unless reasonably impracticable, within five (5) days after receipt of the written formal grievance from the grievant or the CVEU representative~~by the appropriate administrator, the CAVA representative administrator~~ shall meet with the aggrieved grievant and/or, if requested by the grievant, a CVEU representative, in an effort to resolve the grievance matter. This Level 1 conference meeting may take place virtually unless both parties agree to meet ~~either party requests a meeting in person~~.
- C. Within five (5) days after ~~receipt of the grievance, or after the Level 1 conference,~~ the CAVA representative administrator shall render a decision in writing.

7.4 Level 2: Formal Procedure

- A. If the grievant or the CVEU representative is not satisfied with the decision of the Level 1: Formal Procedure, the grievance can be appealed in writing to the Head of Schools ~~Within five (5) days of receipt of the decision at Level 1: Formal Procedure, or if no decision is rendered within the required time, if the grievant is not satisfied with the decision, the grievance may be appealed to the Head of Schools.~~
- B. Unless reasonably impracticable, within ten (10) days of receiving the appeal, the Head of Schools shall meet to hold a Level 2 conference with the grievant and/or the CVEU representative aggrieved unit member ~~and, if requested by the grievant, a CVEU representative~~, in an effort to resolve the grievance.
- C. Within five (5) days of the Level 2 conference meeting, the Head of Schools shall respond to the grievant and/or CVEU with a decision in writing.

7.5 Level 3: Mediation & Arbitration

- A. If both CVEU and CAVA agree to attempt a mediated settlement, then the matter will be submitted to mediation by utilizing the State Mediation & Conciliation Service ("SMCS") or any other mutually agreeable mediation service.
- B. If mediation is utilized and does not result in a resolution of the grievance, CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS.
- C. If the grievant is not satisfied with the decision rendered at level 2, and the parties do not mutually agree to mediation, then CVEU in its own discretion may submit the grievance to final and binding arbitration by utilizing SMCS or any other mutually agreeable mediation service.
- D. In arbitration, either party may request from the other the production, review and right to copy non-confidential documents relevant to the grievance. In addition, the parties shall, at least five (5) days prior to the first hearing date, exchange lists of their intended witnesses.
- E. The conduct of the hearing shall be at the discretion of the arbitrator who shall be governed by commonly accepted rules of procedure for holding arbitration hearings.

- F. The arbitrator shall have no power to add to, subtract from, disregard, alter, amend or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement.
- G. The arbitrator's award shall be final and binding upon the grievant(s). CAVA. and CVEU. The California law on final and binding arbitration awards shall be applicable to such a decision.
- H. All fees and expenses of the arbitrator shall be shared equally by CVEU and CAVA. Each party shall bear the expense of presenting its own case. A transcript of proceedings shall not be required, but either party may order a transcript at its own expense. If the other party at any time desires a copy of the transcript, it must share equally the cost of the reporter and transcript.

7.6 Miscellaneous

- A. The grievant and CVEU representative (if a member of the bargaining unit) shall be provided with reasonable release time to attend any grievance meetings with CAVA.
- B. There shall be no reprisals against an employee for utilizing these grievance procedures or for assisting a grievant pursuant to these procedures.

ARTICLE 8 - EVALUATION PROCEDURES

1. Purpose

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

2. Evaluation System

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

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

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

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

3. Annual Timeline

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

- **Evaluation Conference:** All unit members shall be notified at least ten (10) working days prior to the evaluation conference of date and time of evaluation. All evaluation conferences shall take place no later than forty-five (45) calendar days prior to the last day of unit member's work year. If a unit member believes that a meeting with an Administrator may result in discipline, the unit member may request union representation. Such rights and obligations shall be consistent with all legal requirements.

4. **Frequency of Evaluations, Observations and Classroom Visits**

- A. New unit members who are hired prior to the first day of the 2nd quarter, shall be evaluated in that school year.
- B. New unit members hired on the first day of the second quarter or thereafter shall be evaluated in the following school year so long as employment continues.
- C. Following initial evaluation, unit members will be evaluated every other year thereafter. Insofar as employment is continued for a unit member receiving either a "Significantly Below" or "Approaching Expectations" evaluation, such unit members will be subject to an annual evaluation (at administration's discretion). In referencing unit members who will receive a formal an evaluation during the school year, such evaluation shall be referred to herein as an "on-year," and for such unit members who will not receive an evaluation during the school year, such an evaluation will be referred to herein as an "off-year."
- D. Observations and classroom visits shall occur each year for all unit members.
- E. Unit members shall receive ongoing feedback from classroom visits, should any occur. For the purposes of this Article, such visits are not subject to the requirements as stated below for "on-year" and off-year" observations.

6. **Process for Evaluation**

- A. Goal Setting Conference

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

- B. Off-Year Observations

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

- C. On-Year Observations

For on-year observations, there shall be at least one classroom observation during the school year. Each observation shall utilize the appropriate standards and forms. Classroom Observations shall last for no fewer than thirty (30) minutes. Unit

members shall be notified five (5) workdays prior to the observation of the date and time of the observation. Within ten (10) workdays of such observation, the evaluator shall provide the unit member a copy of the completed synchronous instruction rubric.

D. **Correcting Deficiencies**

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

- Provide notification of the rubric score along with an explanation of concerns.
- Schedule a meeting (within five (5) workdays) to discuss improvement. At this time, specific areas of concern shall be identified along with suggestions or directives for improvement.

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

7. **Summative/Final Evaluation Report**

- A. The Principal or designated administrator shall produce a completed CAVA Employee Performance Review for each unit member employed at the time for such evaluations, based upon information gathered from observation(s), job performance, and the unit member's evidence.
- B. Final review shall include a summary performance rating that will serve as the official record documenting the unit member's overall performance. The final evaluation form shall utilize the following summary performance ratings:
- i. Significantly Above Expectations (5)
 - ii. Above Expectations (4)
 - iii. At Expectations (3)
 - iv. Approaching Expectations (2)
 - v. Significantly Below Expectations (1)
- C. A final evaluation conference between the unit member and evaluator shall be held no later than forty-five (45) days prior to the last day of the unit member's work year.
- D. The unit member shall have ten (10) calendar days to review and sign the evaluation and add a written response. In the event that the final evaluation results in a summary performance rating of "Significantly Below Expectations" or "Approaching Expectations," the unit member may request an additional meeting with the evaluator, if requested within two (2) workdays, and the unit member may have a union representative present. Such meeting shall occur within five (5)

workdays from the day requested. An evaluation report is not considered complete until after the additional meeting with the evaluator has taken place. Any written response of the unit member to the evaluation shall be attached to the evaluation and included in the unit member's personnel file. The signature of the unit member shall indicate receipt of the document, not necessarily agreement with the evaluation.

8. Employment Status Not Affected by This Article

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

ARTICLE 9 – EMPLOYMENT STATUS

Effective July 1, 2017, and thereafter, the following shall be implemented:

9.1 Probationary Period

All unit members new to CAVA shall be initially hired on an at-will basis for a two (2) year probationary period. During this period, either CAVA or the unit member can terminate employment at any time, with or without cause or advance notice. Should such probationary unit members serve two (2) complete and consecutive years of service at CAVA in the probationary period, employment shall be as described below (if offered employment for the succeeding school year). For purposes of the probationary period only, a year of service shall be no less than 130 days of time actually worked during the instructional days, not to include the extended school year or summer school, so that on the job performance can be observed. ~~this section, a complete year of service is defined as seventy-five percent (75%) of the instructional days in the school year or greater. Beginning July 1, 2017, any unit members who have satisfied this requirement will be employed subject to the provisions of this article.~~

9.2 Reduction in Force

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

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

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

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

9.3.1 General Provisions

The following independently or collectively are causes for discipline:

- Dishonesty, including any falsifying of employment records, employment information, or other School records;
- Theft or deliberate or careless damage or destruction of any School property, or the property of any employee or student;
- Inappropriate use of School equipment, time, materials, or facilities;

- Possession of any firearms or any other dangerous weapons on School premises at any time;
- Possession of any intoxicant while on duty or at any CAVA designated work location, including alcohol or controlled substances (unless such substances are supported by a valid prescription);
- Conviction of any²¹ felony or crime of moral turpitude;
- Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management;
- Absence without leave, repeated tardiness or abuse of leave privileges;
- Unprofessional conduct;
- Unsatisfactory performance;
- Violating any safety, health, security or School policy, rule, or procedure or engaging in any conduct which risks injury to the unit member or others;
- Misuse of proprietary information.
- Committing of or involvement in any act of unlawful harassment of another individual;
- Failure to maintain appropriate credential(s) required for the position; and
- Abandonment of position.

9.3.2 For Cause Suspension or Dismissal Process

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

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

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

procedures in this Agreement.

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

9.4 Reference to or Reliance upon the Education Code

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

ARTICLE 10 - LEAVES OF ABSENCE

10.1 Sick Leave

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

- 10.1.1 All full-time unit members shall accrue paid sick leave at the rate of 0.5 days per pay period. In any school year where there are fewer than twenty-two (22) pay periods, CAVA will add 0.5 days of paid sick leave to the final accrual. Upon hire and up to the end of the first quarter of the school year, a unit member may utilize up to 22.5 hours of unaccrued sick time subject to the conditions defined herein. If any applicable local ordinance requires a greater amount of time be provided at the beginning of any school or fiscal year, CAVA shall comply and accrual shall commence in a manner to ensure the unit member receives eleven (11) days per full school year. Unused sick leave carries over from year to year. Part-time unit members shall accrue sick leave on a prorated basis. Unit members will not be paid for unused sick time upon separation from employment. New unit members shall be able to transfer up to three (3) accumulated sick days from a previous California public school employment so long as such employment was within the previous twelve (12) months of the hire date at CAVA.
- 10.1.2 Leave may be used for personal injury or illness of the unit member or an immediate family member. Immediate family includes parent, spouse, domestic partner, child, grandchild, sibling, or grandparent by blood or by marriage. Sick leave may also be used for purposes relating to a unit member being a victim of domestic violence, sexual assault, or stalking.
- 10.1.3 Unit members must use sick leave in two (2) hour increments.
- 10.1.4 Unit members are expected to notify the Human Resources Department or their designated supervisor prior to the start of each workday to report an absence at the earliest time possible.
 - a. For absences of three (3) consecutive work days or more, CAVA may require physician verification. If requested, unit members may be expected to present a physician's statement certifying the unit member's fitness to return to duty after illness.
 - b. In the event of reasonable suspicion of abuse of sick leave privileges, CAVA reserves the right to request verification to substantiate requests for such leave.
- 10.1.5 Upon retirement, the unit member's accrued sick leave, if any, shall be properly reported to the State Teachers Retirement System ("STRS") pursuant to all applicable regulations.
- 10.1.6 Unit members will be provided training each year so that they can monitor their available PTO in the TimeStar system. When a unit member has a sick leave balance of zero or a negative balance, any approved time off from that point forward is required to be taken in the form of unpaid full days until more sick leave has been accrued. All unpaid time off is subject to approval from the Head of School and

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

10.2 Personal Necessity Leave

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

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

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

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

10.32 Unpaid Leave of Absence

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

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

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

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

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

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

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

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

10.45 Industrial Illness/Workers' Compensation

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

10.56 Bereavement Leave

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

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

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

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

10.67 Jury Duty and Witness Leave

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

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

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

10.78 Military and Military Spousal Leave of Absence

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

10.89 Other Statutory Leaves of Absence

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

10.910 Catastrophic Illness or Injury Leave

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

10.910.1 Unit members may donate one (1) sick leave day per fiscal year for each

five (5) days of accumulated leave they have to a sick leave bank for unit members suffering a catastrophic illness; however, each unit member must retain at least ten (10) sick leave days for his/her own account before donating.

| 10.910.2 Catastrophic leave requests must be submitted in writing to CAVA. Any unit member who received eligible sick leave credits under this program shall first exhaust all paid leave he/she has accrued.

| 10.910.3 CAVA shall make a determination as to whether each of the requirements of this article have been met.

| 10.910.4 The number of sick days that can be received by a unit member from the Catastrophic Leave bank is limited to forty-five (45) days per fiscal year.

| 10.910.5 Unit members utilizing Catastrophic Leave shall have reinstatement rights in accordance with applicable law.

ARTICLE 11 - PROFESSIONAL WORK DAY/WORK YEAR

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

11.1 Work Day

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

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

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

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

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

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

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

11.2 Work Year

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

11.3 Required Teaching Hours

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

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

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

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

This schedule will include specified time for the following work duties for those unit members who are required to complete said duties:

- Work Records - Except for morning meetings and homeroom sessions which shall not be interrupted, unit member shall receive one (1) teacher workday to complete work records (elementary: per quarter and middle school/high school/ELD: per semester). During this time, no live instruction or administratively scheduled meetings shall occur.
- Progress Reports – Unit members shall receive one (1) four (4) hour block of time each quarter to complete progress reports.

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

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

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

interactive teaching hours adjustment be required for a period of more than three (3) consecutive work weeks.

- The written plan and data gathered during this process will be submitted to the CVEU President.

For Education Specialists who serve mild/moderate students, CAVA shall schedule no more than a total of ~~twelve (12)~~ fourteen (14) hours of live interactive instruction each week. For Education Specialists who serve moderate/severe students, CAVA shall schedule no more than a total of eighteen (18) hours of live interactive instruction each week. For English Language Development Specialists and any “content only” (no homeroom) teachers, CAVA shall schedule no more than a total of eighteen (18) hours of live interactive instruction each week. If CAVA assigns “push-in” services, those sessions shall be included within the instructional hours total. This scheduling requirement shall not prohibit a unit member from providing additional live interactive instruction within the unit member’s professional discretion.

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

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

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

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

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

no more than one (1) PD day, generally no onboarding, however, should proctoring support be required by such Specialists, and should any such Specialists requests from their supervisor a meeting to provide amelioratory measures, the supervisor shall meet with the Specialist to discuss an appropriate adjustment to live interactive instruction hours.

CAVA's master schedule shall afford teachers five (5) hours of protected instructional planning time each full work week (prorated for short weeks), scheduled in blocks of no less than thirty (30) minutes. During authorized instructional planning time, the administration shall not require them to complete any other task. The parties agree to negotiate changes to shared re-teaching for the 2024-2025 school year.

11.4 **Non-Student Days**

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

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

11.5 **Duty-Free Lunch Break**

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

11.6 **Learning Centers**

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

11.7 **School Outings**

The requirements for unit members to plan and attend outings:

- a. General education teachers shall plan one event in each quarter and may co-plan with one other teacher. The outing will count as both co-host's outing requirement for that quarter.
- b. Education Specialists and English Language Development Specialists are not required to plan outings but shall be provided support should such unit members choose to plan events. Such unit members shall attend at least one (1) event each quarter.
- c. Education Specialists shall be excused from attending an outing if an IEP meeting or other legally required expectation is scheduled during the outing time.
- d. Unit members who wish to host virtual outings shall request approval from their

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supervisor.

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

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

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

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

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

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

11.8 Meetings and Professional Development

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

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

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

11.9 Guidance Counselors and Freshman Support Specialists

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

11.10 New Hires Support

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

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

11.11 In-Person Proctor Assignments During Virtual Testing Years

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

12.12 School Psychologists

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

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ARTICLE 12 – ASSIGNMENTS & VACANCIES

I. Definitions

- A. Assignment: An “Assignment” is the initial placement of a Unit Member in a school or content area for which the unit member holds an appropriate credential.
- B. Re-assignment: A “Re-assignment” is the change of the initial placement (upon hire or at the beginning of a school year) of a Unit Member from one school, department or content area to another school, department or content area.
- C. Incumbent: An “Incumbent Unit Member” or “Unit Member” is a currently employed Unit Member.
- D. Vacancy: A “Vacancy” is any position that does not have a Unit Member assigned to it. This includes any vacated, or newly created position whose work is part of the bargaining unit.
- E. Transfers: A “Transfer” is a change, in whole or in part, in the assignment of a unit member to a school or schools.

II. Assignments

- A. List of Vacancies: CAVA shall maintain a list of current vacancies, by grade level and school for K - 8 and content specific for 9- 12. Within ten (10) work days of a new vacancy occurring and prior to April 15 of each school year, CAVA shall provide notice of such vacancies to all unit members.
- B. Unit Member Assignment Preferences: Unit Members may prioritize the grade or content they would like to teach for the following year. Generally, Unit Members shall be placed in the same assignment each year except as provided herein.
- C. Notification of Assignments: Unit Members shall be notified of their assignments or re-assignment (as provided herein) by ~~May 15~~ June 1, unless unknown, but in no event later than the first contracted work day (non-instructional) of each school year.
- D. Mid-Year Increase in High School Enrollment: In cases of enrollment increasing at the 9-12 grade level, CAVA shall prioritize adding additional classes to those Unit Members who are currently teaching one content class.
- E. Assignments for General Education TK-5 Teachers: Unit Members serving as general education teachers for the TK- 5th grade or general education middle school teachers in a position utilizing a multiple-subject credential will be assigned one (1) grade level when possible as supported by school enrollment or class for the school year. In the event that a multiple grade level assignment is necessary, no more than three (3) consecutive grade levels may be assigned.
- F. Assignments for General Education 6-8 Teachers: Unit Members serving as general education teachers for the 6th – 8th grade or general education middle school

teachers in a position utilizing a multiple-subject credential will be assigned one (1) grade level when possible as supported by school enrollment or class for the school year assigned. In the event that a multiple grade level assignment is necessary, no more than two (2) consecutive grade levels may be assigned.

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

III. Involuntary Re-assignments

- A. Notice of Intent to Involuntarily Reassign: In the event a Unit Member is involuntarily reassigned, ~~they~~ ~~he or she~~ shall receive notice of the school's intent to reassign and the reason therefor. CAVA shall reasonably attempt to avoid involuntary reassignments.
- B. Reason for Involuntary Re-assignment: The reason for the re-assignment must not be based on any discipline or performance evaluation. Notwithstanding the previous sentence a Unit Member being evaluated or under discipline may volunteer to be reassigned in accordance with this article.
- C. Return to Original Assignment After Reassignment: In the event a Unit Member was involuntarily reassigned, they shall receive priority the following school year for reinstatement to the prior assignment.

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IV. Vacancies

- A. Voluntary Re-assignments: A Unit Member may request a re-assignment at any time when a vacancy exists for the following school year.
- B. Posting Vacant Positions: Upon knowledge of vacancies and for all vacant positions, CAVA shall first advertise vacant positions internally and shall notify all Unit Members via email of a list of vacancies as they become available. The list shall contain:
1. A closing date, which is at least five (5) working days following the posting date;
 2. A job description; and
 3. Credentials and qualifications necessary to meet the requirements of the position.
- C. Internal Posting Requirement: Vacancies shall be posted internally for forty-eight (48) hours in advance of posting externally.
- D. Requirements for Filling Vacancies: Vacancies shall be filled as follows:
1. Preference shall first be given to incumbent Unit Members with satisfactory performance and appropriate credentialing.

2. In the case where two incumbent Unit Members have satisfactory performance and appropriate credentialing, CAVA administration will consider seniority, past performance, and the recommendation of the interviewing team before making the final decision.
 3. External candidates shall only be considered if no incumbent Unit Members apply for the vacancy or incumbent Unit Member applicants do not have satisfactory performance and appropriate credentialing for the specified vacancy.
- E. Denial of Request for Re-assignment: If a request for a re-assignment is denied in accordance with the provisions of this article, upon request the Unit Member shall be granted a meeting with the administrator who denied the request to discuss the reason(s) for the denial. The Unit Member may request a union representative be present during this meeting. Following the meeting, the Unit Member shall, upon request, receive written reason(s) for the denial. Unit Member shall be allowed to retain their previous assignment.

V. Transfers

- A. Voluntary Transfers: In reviewing requests for voluntary transfers and the appropriate timing for granting such requests, CAVA shall take into consideration enrollment needs and the best interests of the CAVA program. In the event a transfer request is granted, and such transfer results in the unit member no longer maintaining full-time status, a list of any available additional assignments shall be provided to the unit member in an effort to make available full-time status.
- B. Involuntary Transfers: Enrollment shifts, staff resignations, and other unforeseen circumstances may require a school to increase or decrease its staff, resulting in the need to involuntarily transfer unit members from one school to another, in whole or in part. CAVA will attempt in all instances of an involuntary transfer to maintain the unit members department, grade level or content assignment. In the event that changes will need to occur in department, grade level or content assignment, CAVA will provide a list of assignments available to enable the unit member to maintain full time status.

ARTICLE 13 – COMPENSATION

13.1 Salary Schedule

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

To settle and close negotiations for the 2023-2024 2022-2023 school year, effective July 1, 20232022, the parties agree to the attached Salary Schedule. (see Appendix A). The resulting 2023-2024 salary increase for the bargaining unit constitutes a total salary increase in the amount of eight percent (8%).

Additionally, each unit member shall receive a payment as follows:

- In recognition of current unit members who worked during the 2022-2023 school year, each such unit member shall receive a one-time off-schedule payment in the amount of \$8,000.00, to be paid within thirty (30) days of full ratification of the 2023-2024 settlement between the parties.
- For those current unit members (at the time of full ratification) who commenced work for CAVA during the 2023-2024 school year, each such unit member shall receive a one-time off-schedule payment in the amount of \$5,000.00, to be paid within thirty (30) days of full ratification of the 2023-2024 settlement between the parties.

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

13.2 Instructional Related Stipends

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

Advanced Placement:	\$150 for <u>each course</u> elases -with fewer than twenty (20) students and \$200 <u>175</u> -for <u>each course</u> elases -of twenty (20) to thirty-nine (39) students and \$250 <u>200</u> for <u>each course</u> elases -of forty (40) or more students.
Honors Courses:	\$90 <u>75</u> -for <u>each course</u> elases -with fewer than twenty (20) students; \$100 <u>85</u> -for <u>each course</u> elases -with twenty (20) to thirty-nine (39) students; and \$125 <u>100</u> for <u>each course</u> elases -of forty (40) or more students.
Test Site Coordinators:	When CAVA is required to test in-person: CAASPP Test Site Coordinators shall be provided a stipend as follows: \$70 <u>60</u>-per day scheduled at sites with up to 25

students tested

- ~~\$135~~ ~~420~~ per day scheduled at sites with up to 50 students tested
- ~~\$160~~ ~~440~~ per day scheduled at sites with up to 75 students tested
- ~~\$175~~ ~~460~~ per day scheduled at sites with over 75 students tested

Test sites with up to 100 scheduled students shall only have one (1) Test Site Coordinator assigned per day.

For Test Site Coordinators who agree to travel to CAVA designated remote sites, the test site coordinator will receive an additional flat rate of ~~\$225~~ ~~200~~ for the day(s) traveled (this is in addition to any mileage and/or hotel reimbursements).

When CAVA is required to test in-person: Designated PFT Coordinators shall be provided an \$80 per site stipend.

1:1 Test Proctoring

If CAVA participates in virtual CAASPP testing, stipends shall be paid for in-person proctors as follows:

- CAA/CAASPP/Initial and or Summative ELPAC shall be paid ~~of~~ ~~\$160~~ per student. If the student requires multiple days of testing, each additional day will be paid \$50.
- Alternate ELPAC shall be paid ~~\$250~~ ~~200~~ for the first student, ~~\$175~~ ~~450~~ for each additional student.

National Honors Society,
National (Junior) Honors
Society, National Technical
Honor Society Advisors

Advisors shall be provided a stipend of ~~\$300~~ ~~275~~ per semester for fewer than twenty-five (~~25~~ ~~20~~) students, ~~or~~ ~~\$450~~ ~~425~~ for ~~more than~~ between twenty-six (26) to forty-nine (49) students, and \$550 for more than fifty (50) students for student organizing and communicating and recording the requirements for students.

Initial IEP Assessments

For Education Specialists who have an assigned caseload of 28 students to case manage: In the event the Education Specialists is assigned an initial IEP (above their caseload) to complete, the Education Specialist will be paid \$250 once the IEP meeting is held and the IEP is affirmed.

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

For those activities with a CAVA designated hourly rate, such rates shall be ~~\$45~~ ~~40~~ per

hour for non-instructional activities and \$50.45 per hour for instructionally based activities.

13.4 Years of Service Credit for New Hires

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

13.5 Expense Reimbursement

Not to exceed \$3,300 per school year, unit members shall receive reimbursement for approved actual expenses per school policy to cover expense reimbursements for school related expenses including but not limited to mileage, supplies, in-home set-up, business phone, internet, Live Scan test, printer supplies, travel and hotel within California. The limit noted above does not apply to School Psychologists who are reimbursed for actual expenses through the School's reimbursement policy. Should any unit member request less than \$3,300 in reimbursements under the School's reimbursement policy in any such school year, the unit member shall receive a one-time taxable payment of seventy-five percent (75%) of the remaining balance, to be paid within thirty (30) business days following the final unit member's approved submission for the school year.

Subject to the reasonable and necessary conditions as stated in the School's reimbursement policy, there shall be no cap on the categories of reimbursement.

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

13.6 Column Advancement

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

13.7 Service Credit

Unit members who are on paid leave status shall receive salary increment credit.

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

ARTICLE 14 - HEALTH BENEFITS

14.1 Employer Contributions.

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

Health Benefits:	United Health Care base plan (defined for 2017 as United Health Care Choice Plus 5000)
Dental Benefits:	United Health Care
Vision Benefits:	Vision Services Plan
Basic Life Insurance:	Cigna Welfare Basic Life (defined for 2017 as FLX-051416)
Basic Personal Accident:	Cigna Welfare Basic Personal Accident (defined for 2017 as FLX-051416)
Adoption Assistance Program:	Reimbursement up to \$1,500 per eligible child and proof of completion and subject to eligibility and program requirements
Education Assistance:	Reimbursement up to \$1,500 per calendar year upon proof of completion and subject to eligibility and program requirements.

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

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

14.2 Retirement.

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

ARTICLE 15 - SAFETY

15.1 Safe On-Site Working Conditions

- 15.1.1 Based upon industry standards, unit members shall not be required to work in unsafe conditions or to perform tasks that endanger their health or safety. Each year, CAVA will make available its safety plans and provide training to unit members.
- 15.1.2 For all on-site CAVA designated work events, the place for that event will be communicated to the Unit Member five (5) business days in advance, except for in the event of an emergency location change or if a unit member is hired within the five (5) day window. In the event of an emergency location change, unit members shall be notified within twelve (12) hours of the decision to change the location.
- 15.1.3 Testing sites shall have a designated administrator who preferably is located within one hundred (100) miles of the test site and who is available on an "on call" basis should the test site coordinator need support. In the event the designated administrator is not reachable, the Test Site Coordinator will follow the escalation process provided in the training.
- 15.1.4 All administratively secured testing sites shall be reviewed to ensure such sites are safe for testing/working conditions.
- 15.1.5 If a unit member reasonably believes (based on articulable facts) a testing site constitutes an unsafe working condition, they shall immediately contact the designated administrator so that a determination may be made as to the best course of action. Should the unit member disagree with the administrative determination, they may report such concerns to the Head of Schools.
- 15.1.6 For unit members required to complete in-person 1:1 testing with students and who are unable to locate a suitable site, unit members may request from their assigned administrator possible site options.
- 15.1.7 In the event that a unit member feels unsafe meeting with a student and/or family, (based on articulable facts), they may request to have an administrator or other designee be in attendance. If during an in-person meeting with a student or family, the unit member reasonably believes they are in an unsafe working condition, they should immediately remove themselves from the location and contact their administrator.

15.2 Unit Member Safety

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

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

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

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

15.3 Dangerous Pupils

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

15.4 Assault

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

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

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

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

15.6 CPR and First Aid Training

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

ARTICLE 16- SAVINGS CLAUSE

- 16.1 If any provision of this Agreement is held to be contrary to law by a court of competent jurisdiction, then such provisions shall not be deemed valid, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.
 - 16.1.1 In the event of such finding of law, then within 15 days of receipt of notification of the court's decision, the parties will commence negotiations over the impacts and effects of the decision.

ARTICLE 17 – CASELOAD

17.1 Homeroom Caseload Limitations

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

17.2 Homeroom Caseload Targets

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

- TK Caseload targets shall be twenty-five (25) homeroom students and shall not exceed thirty-one (31) homeroom students without the affected unit member's approval.
- T-K through 5th Grade: Caseloads target shall be thirty-one (3034) homeroom students and shall not exceed thirty-fivesix (3536) homeroom students without the affected unit member's approval.
- 6th Grade through 12th Grade: Caseloads target shall be thirty-two (32) homeroom students and shall not exceed thirty-seven (37) homeroom students without the affected unit member's approval.
- High School Designated Subjects Only Unit members assigned to teach designated subjects can elect ten (10) school days prior to the first school day of each semester to have increased homeroom students in exchange for a modified live synchronous instruction schedule. The reduction in live instruction and the increase in homeroom caseload will be agreed to prior to implementation. In such cases their target caseload will be defined by administration, and accepted by the unit member, and shall not exceed that target by more than five (5) students without the affected unit member's approval.

17.3 Specialized Caseloads

The below caseload targets shall be in place for all months in the school year except October and February, when the target is increased by ten percent (10%). The caseload

shall be measured by the assigned student roster (TotalView School) the 1st and 16th of each month. The caseload shall not exceed the target by more than ten percent (10%) without the affected unit member's permission.

- English Language Development Specialists – 110:1 ~~400:1 (RFEP not included)~~
- Freshman Support Specialists – 350:1
- Guidance Counselors – 250:1
- High School Content (not including credit recovery courses)
- Career and Technical Education – 175:1
- Electives – 220:1
- English – 130:1
- Math – 130:1
- Physical Education – 400:1
- Science – 175:1
- Social Science – 175:1
- World Language – 175:1
- Credit Recovery – High School Content Cap plus 50%

17.4 Payment When Caseload Targets Exceeded

- 17.4.1 In the event of an overage in any of the caseload targets specified in Section 17.2 which continues for more than five (5) school days, the unit member shall be paid ~~\$40.30~~ per student per Learning Period with ten (10) school days or less and ~~\$80.60~~ per student per Learning Period with eleven (11) school days or more.
- 17.4.2 In the event of an overage in any of the caseload targets specified in Section 17.3 or 17.5 that exceeds fifteen (15) school days, the unit member shall be paid ~~\$40.30~~ per pay period for every ten (10) students over the target, paid at the first student of the ten (10).

17.5 Caseloads for Special Education Positions

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

- Education Specialists

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

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

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

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

APPENDIX A

SALARY SCHEDULE

2023-2024 Certificated Salary Schedule
(effective July 1, 2023)

	General Ed (TK-12th Teachers, Freshman Support Specialists, English Language Development)		Sped		Guidance Counselors	Occupational Therapist	School Psychologist	Speech Language Pathologist
	BA Salary	MA Salary	BA Salary	MA Salary	Salary	Salary	Salary	Salary
1	\$60,252	\$62,252	\$70,200	\$72,200	\$69,120	\$89,316	\$97,200	\$97,200
2	\$61,758	\$63,758	\$71,955	\$73,955	\$70,848	\$91,549	\$99,630	\$99,630
3	\$63,302	\$65,302	\$73,754	\$75,754	\$72,619	\$93,838	\$102,121	\$102,121
4	\$64,885	\$66,885	\$75,598	\$77,598	\$74,435	\$96,184	\$104,674	\$104,674
5	\$68,129	\$70,129	\$79,378	\$81,378	\$78,156	\$100,993	\$109,907	\$109,907
6	\$69,832	\$71,832	\$81,362	\$83,362	\$80,110	\$103,518	\$112,655	\$112,655
7	\$71,578	\$73,578	\$83,396	\$85,396	\$82,113	\$106,105	\$115,472	\$115,472
8	\$73,368	\$75,368	\$85,481	\$87,481	\$84,166	\$108,758	\$118,358	\$118,358
9	\$75,202	\$77,202	\$87,618	\$89,618	\$86,270	\$111,477	\$121,317	\$121,317
10	\$78,962	\$80,962	\$91,999	\$93,999	\$90,584	\$117,051	\$127,383	\$127,383
11	\$80,936	\$82,936	\$94,299	\$96,299	\$92,848	\$119,977	\$130,568	\$130,568
12	\$82,959	\$84,959	\$96,656	\$98,656	\$95,169	\$122,977	\$133,832	\$133,832
13	\$85,033	\$87,033	\$99,073	\$101,073	\$97,549	\$126,051	\$137,178	\$137,178
14	\$87,159	\$89,159	\$101,550	\$103,550	\$99,987	\$129,202	\$140,607	\$140,607
15	\$89,338	\$91,338	\$104,088	\$106,088	\$102,487	\$132,432	\$144,122	\$144,122
16	\$91,572	\$93,572	\$106,691	\$108,691	\$105,049	\$135,743	\$147,725	\$147,725
17	\$93,861	\$95,861	\$109,358	\$111,358	\$107,675	\$139,137	\$151,419	\$151,419
18	\$96,207	\$98,207	\$112,092	\$114,092	\$110,367	\$142,615	\$155,204	\$155,204
19	\$98,613	\$100,613	\$114,894	\$116,894	\$113,126	\$146,181	\$159,084	\$159,084
20	\$101,078	\$103,078	\$117,766	\$119,766	\$115,955	\$149,835	\$163,061	\$163,061

APPENDIX B



CALIFORNIA
VIRTUAL
ACADEMIES

Expense Reimbursement Policy

Expense Reimbursement Policy: Teaching and Support Staff

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

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

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

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

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

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

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

Common Reasonable and Necessary Expenditures for Consumable Items:

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



Expense Reimbursement Policy

Office Expenses – Consumable Items:

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

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

Phone Expenses:

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

Internet:

- Reimbursed at actual cost up to \$100.00 per month

Travel:

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

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

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

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

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

Mileage:

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

Meals:

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



Expense Reimbursement Policy

Hotel:

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

Flight:

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

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

Non-reimbursable Expenses

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

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

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

