AGENDA
PUBLIC HEARING @ REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at San Mateo
February 24, 2025
1:00 P.M.
Primary Location:
Zoom Meeting: https://zoom.us/j/3446279195
Conference call: (669) 900-9128 Meeting ID: 344 627 9195
Alternate Locations:
Jefferson Elementary School District, 101 Lincoln Ave., Daly City, CA 94015
1095 Buena Vista Ave., Gilroy, CA 95020
9207 Orinda Way, Gilroy, CA 95020

ORIGINAL

INSTRUCTIONS FOR PRESENTATIONS TO THE BOARD BY PARENTS AND CITIZENS

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

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

2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the California Virtual Academy Office (805-581-0202) or emailing carobinson@caliva.org seventy-two hours in advance of the meeting.

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

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

5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.

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

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

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

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at _1:01_ P.M.

B. ROLL CALL

	Present	Absent
Ms. Corrie Marquez-Canseco (President)	__X___	_____
Ms. Jennifer Larocque (Secretary)	__X___	_____
Ms. Elena Miles	__X___	_____

C. FLAG SALUTE

- Talia led (student)

NOTICE OF PUBLIC HEARING

TIME AND DATE: **February 24, 2025 1:00 PM**
During its Regular Board Meeting

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

SUBJECT: **Local Control Accountability Plan**

Opening of Public Hearing: _1:02_PM

Closing of Public Hearing: _1:03__PM

II. COMMUNICATIONS

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

B. For Information: Director's Report
This is a presentation of information which has occurred since the previous Board meeting.
- Enrollment is currently at 1288; 418 in TK-5, 388 in MS, and 482 in HS

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.
- LCAP mid-year review
  Suzanne McCarty shared overview

D. Approval of Previous Board Meeting Minutes
Moved: Corrie
2nd: Elena

APPROVED

III. CONSENT AGENDA ITEMS

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

IV. SCHEDULED FOR ACTION

A. BUSINESS

APPROVED
BDRPT 01

Local Control Accountability Plan
- No questions asked.

APPROVED
BDRPT 02

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

APPROVED
BDRPT 03

Ratification of Disbursements
- No questions asked.

B. PERSONNEL

APPROVED
BDRPT 04

2024-25 Employment Agreements
- No questions asked.

C. INSTRUCTION AND CURRICULUM

APPROVED
BDRPT 05

2025-26 School Calendar
- No questions asked.

APPROVED
BDRPT 06

School Accountability Report Card
- No questions asked.

E. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at _1:31_ P.M.

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

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

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 3.6 above English Learners 26.6 below Student with Disabilities* 100.4 below Socioeconomically Disadvantaged 32.4 below African American 46.5 below Hispanic 30.3 below White 10.8 above Asian 59.2 above	2024 3.6 below English Learners 47.4 below Long-Term English Learners** 106.9 below Student with Disabilities 95.9 below Socioeconomically Disadvantaged 31.2 below Homeless** 101.2 below African American 16.7 below Hispanic 30.8 below White 7.9 above Asian 44.8 above		See Year 1 Outcome	At standard
1.2	Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 43.7 below English Learners 58.6 below Student with Disabilities* 138.3 below Socioeconomically Disadvantaged 83.2 below African American* 102 below Hispanic 86.8 below White 32.3 below Asian 30.9 above	2024 32.4 below English Learners 52.8 below Long-Term English Learners** 112 below Student with Disabilities 108.9 below Socioeconomically Disadvantaged 58.5 below Homeless** 117.9 below		See Year 1 Outcome	20 below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			African American 64.1 below Hispanic 66.0 below White 19.3 below Asian 43.7 above			
1.3	CA Science Test Source: Dataquest	2023 30.3% English Learners 7.7% Student with Disabilities 9.3% Socioeconomically Disadvantaged 17.9% African American 15.6% Hispanic 18.0% White 43.2%	2024 38.2% English Learners 11.8% Long-Term English Learners 12.5% Student with Disabilities 21.6% Socioeconomically Disadvantaged 27.5% Homeless African American 31.6% Hispanic 26.3% White 46.6%		See Year 1 Outcome	50%
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard ** Not a significant student group	2023 35.3% English Learners N/A Student with Disabilities 12.5% Socioeconomically Disadvantaged 29.5% African American 25.0% Hispanic 30.6% White 29.0%	2024 28.3% English Learners** 5.9% Long-Term English Learners** 8.3% Student with Disabilities** 4.2% Socioeconomically Disadvantaged 20.0% African American N/A Hispanic 18.2% White 41.9%		See Year 1 Outcome	50%
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP)	2023 a-g Completion 30.8% CTE Pathway Completion 4.8% CTE SED Only 6.5%	2024 a-g Completion 24.5% CTE Pathway Completion 5.5% CTE SED Only 5.4%		See Year 1 Outcome	a-g Completion 50% CTE Pathway Completion 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Source: Dashboard (Additional Reports)	Both CTE & a-g Completion 4.8% Passage of AP Exam 2.9% Early Assessment Program (EAP) 29.4%	Both CTE & a-g Completion 3.6% Passage of AP Exam 0.0% Early Assessment Program (EAP) 28.3%			
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard ** Not a significant student group	2023 47.6%	2024 43.8% Long-Term English Learners** 45.5%		See Year 1 Outcome	65%
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 9%	2024 15.8%		Between July 1, 2024 and January 31, 2025, our school has reclassified 5% of English learner students to fluent English proficient (RFEP). In February 2025, we will reclassify any additional students meeting the reclassification requirements mid-year, with the goal of reaching a 10% reclassification rate overall for this school year.	20%
1.8	Reading/ELA TK Early Literacy (ESGI) K/1st Early Literacy Star360 2nd Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K ESGI Early Literacy 66.2% 1st Early Literacy 72.1% 2nd Reading 56.4% K-2 Average 64.9%	2024 K ESGI Early Literacy 80.0% 1st Early Literacy 62.9% 2nd Reading 48.6% K-2 Average 63.8%		24-25 Semester 1 TK ESGI 11.8% proficient or advanced (beginning of semester 1) 52.9% proficient or advanced (end of semester 1) 41.2% increase in the number of students	75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					scoring proficient or advanced K-2 is included below in 1.10 Mid-Year Outcome Data	
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K-2 77.5%	2024 K-2 36.5%		24-25 Semester 1 TK ESGI 64.7% proficient or advanced (beginning of semester 1) 70.6% proficient or advanced (end of semester 1) 5.9% increase in the number of students scoring proficient or advanced K-2 is included below in 1.11 Mid-Year Outcome Data	80%
1.10	Reading Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 56.1% English Learners 62.5% Student with Disabilities 47.5% Socioeconomically Disadvantaged 54.8% African American 56.0% Hispanic 52.5% White 57.3%	2024 44.9%		2024-2025 Grades K-12 % of students who demonstrated gains on STAR ELA assessment during the 1st semester 44.0% 46.2% English Learners 33.7% Students with Disabilities 46.3% Socioeconomically Disadvantaged 45.5% African American 44.5% Hispanic	70%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					42.9% White	
1.11	Math Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 49.6% English Learners 46.6% Student with Disabilities 41.5% Socioeconomically Disadvantaged 48.6% African American 44.8% Hispanic 48.7% White 48.9%	2024 48.8%		2024-2025 Grades K-12 % of students who demonstrated gains on STAR math assessment during the 1st semester 48.9% 50.4% English Learners 39.2% Students with Disabilities 49.7% Socioeconomically Disadvantaged 39.6% African American 53.4% Hispanic 51.5% White	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
1.1	**Professional Development** Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers	Yes	Ongoing Implementation	Elementary leaders have participated in PD focused on building a collaborative culture, change management, and conflict resolution. Missing motivation, resistance, and missing resources resulting in	PD has focused on the implementation of the essential components of a Professional Learning Communities (PLC). Middle school focused on creating and sustaining high-performing collaborative teams, that work to ensure high levels of learning for all, and student achievement data to support strategic	$76,486.98	$14793

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
	will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.			frustration were the most identified behaviors observed in staff. Actions are being considered and will be implemented to support these two areas in building the capacity within the team. The TK-2 staff has engaged in ongoing professional development on Orton-Gillingham instructional practices, based on the science of reading. A Reading Warm-Up has been integrated into all tier one English Language Arts (ELA) blocks for students in transitional kindergarten through second grade. In the first semester, 82.6% of TK-2 classrooms visited had evidence of the Reading Warm-	instruction to improve student outcomes. High school teachers have shown significant improvement in their comfort with using rubrics and providing feedback, with only 5% reporting low comfort levels by October compared to 25% in August. There has been a notable increase in teachers' understanding and comfort with using artificial intelligence (AI) for educational tasks, with 73% reporting a good understanding of AI systems after recent training. We're seeing encouraging progress in our PLC process, with teachers reporting increased understanding of key concepts and improved ability to use data for supporting students through tiered interventions.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Up, including Orton-Gillingham practices based on the science of reading.			
1.2	**Instructional Coaching** Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	Yes	Ongoing Implementation	Instructional Coaches visited 99.8% of classrooms during quarter one and 99.9% of classrooms in quarter two. They met with 99.8% of teachers in quarter one and 100% in quarter two. Many teachers are choosing to meet more often to work on student focused goals. Teachers are trying new things in their classrooms to ensure students are learning and growing.	N/A	$117,472.65	$45396
1.3	**English Language Support** The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from	Yes	Ongoing Implementation	According to the California school dashboard, 41.9% of English Learners (ELs) in our school progressed at	28% of Long-Term English Learner (LTEL) students increased their language proficiency score from a Level 1 to a Level 2 or greater on the mid-year English Language Development (ELD)	$72,096.48	$28053

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

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
	Provide effective language assistance to Limited English Proficient (LEP) students and families with the role of a bilingual engagement coach for Spanish (the school's highest primary language other than English, as determined by language census data) and an on-staff interpreter/translator for Arabic (the school's second highest primary language other than English, as determined by language census data). Prioritize family engagement through Spanish and Arabic Language Coffee Chats for Learning Coaches, Storytime in Spanish and Arabic for students and families, and the offering of parent meetings in English and Spanish, with translation tools provided for access in other primary languages. Gather input from educational partners through the quarterly ELAC and DELAC meetings and annual ELD Needs Assessment Survey for staff and parents/guardians. Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.			of-year ELD Benchmark Assessment before taking the Summative ELPAC in Spring 2025.			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.4	**Instructional Support** The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions. The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.	Yes	Ongoing Implementation	Tier 3 intensive support program used with students working below grade level, usually 2+ years. With the combination of using these programs and live instructional remediation in math and reading, the following was seen. Reading TK-2: 40% of students graduated out of this level of support TK-2: 43% of students in Lalilo demonstrated gains on the Star 360 Reading assessment. 6-8: 24.2% gains on STAR360 during semester 1 Math TK-2: 38% of students graduated out of	PEAR is a new assessment tool, with an assessment library used by all grade levels to measure proficiency on vital grade level standards. There has been monthly growth of the percentage of Tk-2 students that have mastered a particular standard after instruction and remediation. 100% of Tk-2 teachers are using this assessment library and we are continuing ongoing training on how to decipher the data and use it to group students accordingly. 3-5 teachers contribute PEAR to more effective student groupings for intervention and extension with targeted practice of specific standards and skills. MS teachers reported barriers with the program. Administration is using feedback to make improvements to ensure the program is more effective and easier to use moving forward. In high school, the English department	$67,749.82	$78349

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
				this level of support TK-2: 53% of students in Freckle demonstrated gains on the Star 360 Math assessment. 3rd: 71% gains on STAR360 during semester 1 4th: 74% gains on STAR360 during semester 1 5th: 73% gains on STAR360 during semester 1 6-8: 20% gains on STAR360 during semester 1 Grades 3-8 use Accelerated Reader (AR) to improve reading ability. 3rd to 5th, using AR had a 52.4% increase in Oral Reading Fluency. Middle school students using AR performed higher than all students on post-instruction standard mastery assessments.	has implemented the assessment tool. It provides with valuable insights into student learning and help us refine our teaching strategies. The math department plans to fully implementation it by Fall 2025.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.5	**Career & Technical Education (CTE)** The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	Yes	Ongoing Implementation	Overall CTE Course Pass Rate: 12th: 88% 11th: 82% 10th 74% 9th: 73% Special Population Gains: Students with Disabilities (IEP): 66% (+10%) English Learners (EL): 66% (+8%) Socioeconomically Disadvantaged (SED): 76% (+8%) Certification Exams & Career Readiness: 54% of students passed their certification exams during the first semester. More students will have opportunities to earn certifications in the spring! ASVAB Career Readiness Testing will be	During semester 1 (24-25) students earned many Job Ready and Career Skills certifications, including Adobe Animate, IT Specialist: Cybersecurity, and Entrepreneurship & Small Business. 12 students earned dual enrollment credits between attendance at our two partner colleges, Norco Community College, and Irvine Valley Community College. We have secured 17 new business/industry partnerships & 6 post-secondary partnerships for a total of 23 new partners in S1. We have hosted 42 WBL events in various locations, including our CAVA Career Chats, a Military Career Fair, a Health Sciences Career Fair, an Arts, Media, and Entertainment Career Fair, a College Fair, and the ASVAB. We hosted Workshop Wednesdays in collaboration with our Prep Program Counselors and a Student Success Coach. We have	$92,267.83	$34830

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
				available next semester for students exploring military or technical career paths.	added Focus Friday events for students during which we share about internships, apprenticeships, and volunteer opportunities available throughout California.		
1.6	**Summer School** The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through . extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the opportunity to meet other students and begin to feel a part of the school community.	No Yes	Fully Implemented	End of Summer 2024 (Increased Proficiency %) ELA Kinder 11% 1st 12% 2nd 7% 3rd 1.5% 4th 19.8% 5th 42% 6th 28% 7th 23% Math Kinder 14% 1st 13% 2nd 7% 3rd maintained 4th 6.6% 5th - 45% 6th - 26% 7th - 34% High School Summer Course Pass Rate- 90% Standard Courses 87% Credit Recovery Courses	Students in Tk-2 who are newly enrolling in California Virtual Academies for an upcoming school year, can sign up to participate in a Jumpstart Summer Program to help get them acclimated. Of the students that participated, an average of 60% of the students ranked the program has beneficial and an average of 85% of parents indicated the program was beneficial. Grades 3-5 Jump Start Program At the end of Q1 - 67% of students that were enrolled in Jumpstart were still enrolled in our program.	$28,506.52	$19405
1.7	**Instructional Intervention** In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings	Yes	Ongoing Implementation	Our school uses a Multi-Tiered System of	N/A		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills. High school teachers convene weekly for data meetings, they analyze data to identify students who require additional assistance in achieving mastery of the course standards. Teachers implement targeted intervention sessions several times a week, offering these students a renewed chance to understand the essential standards. Office hours allow students to pose questions, seek clarification, and improve their comprehension of the subject matter.			Supports (MTSS) fidelity tool (SWIFT Fidelity Assessment) which measures the effectiveness of the MTSS/Intervention Team, a problem-solving team designed to ensure students that are most at-risk for academic unsuccess get the intervention they need, when they need it. 24-25 Semester 1 MTSS/Intervention Team has increased the fully implemented success criteria from 19% to 40% Supplemental and intensive intervention program has increased in the fully implemented success criteria from 16% to 59%			

Goal 2

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

Expected Annual Measurable Objectives

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

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

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

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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**English Language Services** Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	Yes	Ongoing Implementation	N/A	DTS is used for translations and CLI is used for on demand over the phone interpreting. ParentSquare is used to communicate with parents since messages can easily be translated into many languages.	$5,541.33	$4035
2.2	**Engagement** To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation	Yes	Ongoing Implementation	School engagement activities include clubs, outings, celebration events, pop-up events, picture days, park days, and Adventures in Reading. 68 clubs, grades TK-12, including after-hour clubs, monthly clubs within the school day, and in-person clubs (38% increase from 23-24 SY). 5% increase in the number of students who registered to participate in clubs from quarters 1 to 2. Events include in-person and virtual outings, Gingerbread Celebrations,	Students in grades 3-8 can access the CAVA K12 Zone during designated grade-specific sessions throughout the week, while high school students can access the National K12 Zone Monday through Friday. In the zone, students can play games, participate in virtual activities, and connect with their peers. Schoolwide Parent Engagement events, include partner engagement meetings, parenting with purpose workshops, coffee chats, family teacher organization (FTO), and live Learning Coach (LC) sessions. Parents/LCs can connect through the LC Community social platform. This group offers a space to engage with fellow LCs, access CAVA-	$34,945.77	$15312

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.			picture days including vision and hearing screening, park days, family game night, and Adventures in Reading. 34% increase, from quarter 1 to 2, in the number of in-person events offered.	specific resources, and receive support from knowledgeable staff.		
2.3	**Social Emotional Learning, Prevention, and Intervention** The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts. The SEL, Prevention & Intervention Department will support student resilience by: fostering supportive adult-child relationships scaffolding learning so students build a sense of self-efficacy and control strengthening adaptive skills and self-regulatory capacities through explicit SEL instruction providing specialized support and targeted resources to students and families dealing with trauma Identifying and implementing protocols to ensure school and student safety.	No	Partially Implemented	Fall 2024-25 Students who completed SEL Support with an SEL Support Coach 8% reduction in Non-Compliance Letter #2 in the previous month 58% of students who completed the support term 9% average improvement in students reporting "I know who I can reach out to for help." 3% average improvement in Self-Awareness/Self-Management for grades 3-12 We know that when students	The Red Book for Leaders is a directory of school processes, resources, and supports. It is a reference tool when a leader responds to student or staff concerns. Prior to the administration team being trained on the Redbook, the average score for the following was 3.8, ""When responding to a student safety concern, I am confident in the process I should follow and how to get support."", after it was 4.6.	$47,621.89	$17513

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

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

Goal 3

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0.6% Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 1.1%	2022-2023 Fully Credentialed and Properly Assigned 97.1% Teachers Without Credentials and Misassignment 0.4% Credentialed Teachers Assigned Out-of-Field 1.6% Unknown/Incomplete 0.9%		See Year 1 Outcome	100%
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		See Year 1 Outcome	100%
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		See Year 1 Outcome	N/A
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	2024 Progress in implementing each academic standard for all students. CTE Initial Implementation (3) Health Ed Initial Implementation (3) Physical Ed Initial Implementation (3)		See Year 1 Outcome	Full Implementation and Sustainability (5)

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

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

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Student ISP** Provide an internet subsidy for students who qualify for free and reduced lunch.	Yes	Ongoing Implementation	N/A	A survey is sent to all families that qualify for an ISP reimbursement at the end of January with a 2-week deadline. To receive a reimbursement of $40 a month, families must complete the survey.	$107,269.49	$66714
3.2	**High Quality Teachers** Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	Yes	Ongoing Implementation	N/A	Fully staffed in all departments	$579,683.19	$1495
3.3	**Equity, Access & Accountability** The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of support within the MTSS model. They routinely assess the progress of English learner support	Yes	Ongoing Implementation	N/A	The administrators and staff have collaborated to ensure the following. 100% of students continue to have to Access to Standards–Aligned Instructional Materials. All students, including unduplicated pupils, are enrolled in a broad course of study that includes all of the subjects. Continued to increase the implementation of Standard and access to ELD standards for EL students.	$110,937.07	$46223

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.						
3.4	**Curriculum Specialist** Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	Yes	Ongoing Implementation	N/A	Elementary curriculum specialists have effectively launched the new PEAR assessment library which is used to monitor mastery of the most important standards in each grade level. They have collected data monthly to show growth by standard and lead the charge in collective evidence and sharing out best instructional practices after reviewing this data. Middle school Curriculum Specialists created Student Achievement Plans (SAPs) are grade-level documents that list all of the Online Middle School Lessons, and the essential lessons (Guaranteed Viable Curriculum) highlighted within those lessons.	$40,979.13	$17611

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Teachers use the SAPs to plan, pace and reference GVC lessons to support student mastery of those GVC standards.		
3.5	**MKV/FY** McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	No	Ongoing Implementation	N/A	There was a 17.2% increase in the number of unhoused students from fall 2023 to fall 2024. We have increased the number of FTE of the McKinney Vento & Foster Support Specialist position.	$10,764.70	$5859
3.6	**Staff Training** All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be provided with an induction mentor when appropriate. They will meet regularly and work with an induction program that the inductee has chosen.	Yes	Ongoing Implementation	N/A	As new teachers are assigned, they meet with trainers to ensure a smooth transition into our virtual school and the classroom. When new teachers are enrolled in an induction program, they are provided with a mentor at our school. At the beginning of the school year, teachers new to our school received 5 additional days of training before school started.	$27,924.13	$17411

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

Goal 4

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Attendance Rate Source: Internal	2023 97.4% English Learners 95.9% Student with Disabilities 95.9% Socioeconomically Disadvantaged 96.9% African American 97.5% Hispanic 96.6% White 97.3%	2024 96.5% English Learners 94.7% Student with Disabilities 94.1% Socioeconomically Disadvantaged 96.1% African American 97.0% Hispanic 95.6% White 91.8%		24-25 Semester 1 97.4% English Learners 97.2% Student with Disabilities 95.5% Socioeconomically Disadvantaged 97.1% African American 96.3% Hispanic 97.7% White 96.9%	98%
4.2	Chronic Absenteeism Rate Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 6.1% English Learners 11.5% Student with Disabilities 9.1% Socioeconomically Disadvantaged 8.4% African American 3.2% Hispanic* 11.2% White 2.8% Asian 1.7% Filipino 2.3% *Red Dashboard Indicator	2024 All* 10.2% English Learners 16.9% Long-Term English Learners** 25.6% Student with Disabilities 16.8% Socioeconomically Disadvantaged* 12.6% Homeless** 18.5% African American 10.4% Hispanic* 15.0% White 6.3% Asian 7.8% Two or More Races 2.5% Filipino** 0.0% Pacific Islanders** 10.5%		24-25 Semester 1 5.6% English Learners 4.0% Students with Disabilities 11.9% Socioeconomically Disadvantaged 5.9% African American 5.7% Hispanic 5.0% White 3.0%	Reduce by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.3	High School Dropout Rate Source: SARC	2023 21.6% English Learners N/A Student with Disabilities 18.8% Socioeconomically Disadvantaged 26.2% African American 25.0% Hispanic 22.2% White 19.4%	2024 20.8% English Learners 41.2% Student with Disabilities 37.5% Socioeconomically Disadvantaged 24.3% African American N/A Hispanic 25.0% White 16.1%		See Year 1 Outcome	10%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Compass** The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-emotional issues. The goal is to identify the root issue that is prohibiting the student from being successful in school, provide targeted support to build relationships and bring about success and engagement.	Yes	Ongoing Implementation	Fall 2024-25 83% of students exited onboarding support successfully within 2 weeks 94% (Students started the first day of school) 83% (Q1 late start) 79% (Q2 late-start) Students who completed Service Level 1& 2 with an Engagement Coach: Increase in daily attendance Level 1 5% Level 2 14%	Short-term outreach to families/students to offer support with basic troubleshooting, help with school navigation, scheduling, enrollment requirements, or completion of onboarding requirements. Fall: 159% Year Over Year growth 96% on-time completion of outreach to assigned students/families	$85,384.80	$36205

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
				Reduction in Non-Compliance Letter #2 in the previous month Level 1 19% Level 2 48% Students assigned to support completed the support term Level 1 64% Level 2 41% Average improvement in students expressing "I know how to attend school daily and what to do if I miss a day of school." Level 1 10% Level 2 10% Students agree that during Compass they "learned skills to help me be more successful in school." Level 1 97% Level 2 97%			
4.2	**Attendance Intervention** For students to be successful in our virtual program, they must complete assigned schoolwork and attend live online classes daily. Teachers monitor work completion and class attendance and create high-impact commitments for those students in their class needing additional support to attend and engage in their schoolwork.	Yes	Ongoing Implementation	See Mid-Year Outcomes above, for Attendance Rate and Chronic Absenteeism Rate	N/A		

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

Goal 5

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
5.1	Graduation Rate Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 76.9% Socioeconomically Disadvantaged 75.0% Hispanic 77.8% White 78.1%	2024 79.1% English Learners** 61.1% Long-Term English Learners** 53.8% Student with Disabilities** 64.0% Socioeconomically Disadvantaged 75.7% Hispanic 75.0% White 81.3%		See Year 1 Outcome	85%
5.2	High School Course Pass Rate Source: Internal	2023 82.5% English Learners 71.0% Student with Disabilities 79.3% Socioeconomically Disadvantaged 77.7% African American 94.1% Hispanic 77.4% White 75.6%	2024 82.0% English Learners 79.7% Student with Disabilities 70.0% Socioeconomically Disadvantaged 78.7% African American 81.4% Hispanic 77.1% White 81.7%		24-25 Semester 1 85.2% English Learners 71.2% Students with Disabilities 67.7% Socioeconomically Disadvantaged 78.6% African American 80.6% Hispanic 80.6% White 84.1%	90%
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2023 78.0% English Learners 70.6% Student with Disabilities 70.5% Socioeconomically Disadvantaged 74.8%	2024 62.4% English Learners 42.4% Student with Disabilities 47.2%		24-25 Semester 1 85.9% English Learners 82.5% Students with Disabilities 74.7%	85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		African American 82.5% Hispanic 65.7% White 76.2%	Socioeconomically Disadvantaged 50.4% African American 62.9% Hispanic 47.0% White 59.6%		Socioeconomically Disadvantaged 83.3% African American 80.0% Hispanic 85.5% White 89.5%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate) Source: Dashboard	2023 30.8% English Learners 0.0% Student with Disabilities 12.5% Long-Term English Learners 12.5% Socioeconomically Disadvantaged 29.0% African American 33.3% Hispanic 22.2% White 31.3%	2024 24.5% English Learners 11.1% Long-Term English Learners 15.4% Student with Disabilities 16% Socioeconomically Disadvantaged 18.9% African American N/A Hispanic 20.5% White 21.9%		See Year 1 Outcome	50%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	**Transcript Evaluation Service** Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	Yes	Ongoing Implementation	N/A	ValidateMe! is used to evaluate transcripts from other countries.	$1,595.10	$1461
5.2	**Guidance Program** The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to	Yes	Ongoing Implementation	17% of students who were credit deficient in quarter 1 are now credit sufficient.	96% of students completed a conference with their Counselor during quarter 2 (highest ever rate).	$75,582.91	$36410

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
	help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.			See additional credit sufficiency data above in Mid-Year Outcome Data. See semester 1 pass rates above in Mid-Year Outcome Data	96% of students have a post high school plan documented to help with course scheduling and graduation planning 81% of students have viewed their graduation plan during semester 1 Grad rate tracker set up to help monitor rate for more than just actively enrolled students. Graduates and dropouts included to give a better prediction of end of year grad rate and allow staff to follow up on students listed as dropouts in CALPADS who may have enrolled in a private school or moved out of state.		
5.3	**Math/ELA Intervention** Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	Yes	Ongoing Implementation	Math pass rates overall 70.7% Math pass rate for core math course for students enrolled in Math Lab I 58.5% Math pass rate for core math course for students active in Math Lab I 74.3%	N/A	$34,588.98	$7839

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
				38% of students were actively engaged in Literacy Lab 25.9% of engaged students increased their STAR Scaled scores from Beginning of the Year (BOY) to Middle of Year (MOY) by 5% or more.			
5.4	**A-G Completion** Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary planning, professional development for teachers to obtain AP certification, and provide access to AP courses.	No	Ongoing Implementation	n/a	6% decrease in A-G completion from 2023 to 2024.	$27,011.02	$11731

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	13,902,223	N/A
LCFF Supplemental/Concentration Grants	1,647,282	293,833

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

BOARD REPORT #01

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: Local Control Accountability Plan

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

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

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

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

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Krista Mount
Director of Categorical Programs

Francis "Paco" Burke
Chief Business Official

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X				X	
Elena Miles	X					X
Jennifer Larocque	X					

Summary of LCAP Updates

Revised Goal 1, Action 4
Moved the Improved Services to Goal 1, Action 7. Updated the description to the following.

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

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

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

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

In elementary and middle schools, weekly Wildly Important Goals (WIG) meetings provide a platform for educators and leaders to discuss their targeted, high-impact commitments aimed at helping students achieve their academic objectives. Tier 2 and Tier 3 sessions are structured to assist students in achieving personalized learning objectives aligned with the guaranteed and viable curriculum (GVCs) standards in Mathematics and English Language Arts (ELA). Educators evaluate student assessment data to identify the specific learning targets within the standards where the student demonstrates a lack of proficiency. The student is scheduled for

sessions that offer focused and timely interventions. Tier 3 instruction aims to address deficiencies in foundational skills.

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

Revised Goal 3, Action 2
Changed the Improved Services Percentage to a dollar amount.

Revised the following section, Required Descriptions: Limited Actions

Added Goal 1, Action 7

Action: Instructional Intervention
Need: The CAASPP data shows the student groups of socioeconomically disadvantaged (29 below standard) and English learners (87.6 below standard) are below all students (13.6 below standard) in ELA. Students with disabilities are indicated Red on the Dashboard and is 104 points below standard in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (81.8 below standard) and English learners (105.3 below standard) are below all students (67.5 below standard) in math.
Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium).
Scope: Limited to Unduplicated Student Group(s)
How the Action(s) are Designed to Address Need(s): The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.
Metric(s) to Monitor Effectiveness: Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $287,808. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to $283,521. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

LCFF Supplemental and Concentration Financial Report 2024-2025

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

February 2025 Board Update

	Board Approved 2024-25 LCAP Budget	Revised 2024-25 LCAP Budget Update	Increase (Decrease)
S&C Funding	**San Mateo**	**San Mateo**	**San Mateo**
FY25 S&C Funding	$ 1,647,282	$ 1,763,895	$ 116,613
FY24 Carryover %	1%	0%	-1%
FY24 Carryover $$	$ 91,100	$ -	$ (91,100)
Total FY25 S&C Funding	**$ 1,738,382**	**$ 1,763,895**	**$ 25,513**
MPP% (Minimum Proportionality Percentage)	14%	13%	-1%
S&C Expenditures	**San Mateo**	**San Mateo**	**San Mateo**
Training	$ 2,268	$ 6,332	$ 4,064
Instructional Coaches	$ 113,193	$ 117,473	$ 4,279
EL Support	$ 73,660	$ 72,096	$ (1,564)
Instructional Support (Intervention)	$ 6,576	$ 8,815	$ 2,238
CTE - Career Prep Academy	$ 72,352	$ 83,670	$ 11,318
Summer School	$ -	$ 547	$ 547
ELD Services	$ 2,499	$ 5,541	$ 3,043
Engagement	$ 14,166	$ 17,079	$ 2,913
SEL, Prevention, Postvention	$ -	$ -	$ -
Student ISP	$ 108,836	$ 107,269	$ (1,567)
Teacher Salary Increase	$ 64,872	$ 579,683	$ 514,811
Accountability (incl Student Information System)	$ 66,040	$ 66,151	$ 112
Curriculum Specialists	$ 41,632	$ 40,979	$ (653)
New Teacher Training	$ 11,243	$ 25,378	$ 14,135
COMPASS	$ 27,968	$ 29,026	$ 1,058
Transcript Evaluation Service	$ 134	$ 1,595	$ 1,461
Guidance Counselor	$ 41,074	$ 48,689	$ 7,616
Math/ELA Intervention	$ 10,623	$ 8,799	$ (1,824)
Total S&C Expenditures	**$ 657,138**	**$ 1,219,125**	**$ 561,987**
Total S&C Improve Services	**5%**	**9.3%**	**3.9%**
S&C Improved Services	**SM**	**SM**	**SM**
1) Time GE teachers spend on Interventions (Tier 2 &	$ 177,105	$ 287,808	$ 110,702
2) Time GE teachers spend monitoring & supporting	$ 173,163	$ 283,521	$ 110,358
3) Time Leads devote to Teacher Support	$ 22,658	$ -	$ (22,658)
4) Time Leads devote to Attendance & Engagement S	$ 22,062	$ -	$ (22,062)
5) Teacher Salary Increase above Merit (FY23-FY25)	$ 475,497	$ -	$ (475,497)
TOTAL Percentage Spent to Improve Services	**7%**	**4%**	**-3%**
S&C Estimated to Incr & Improve Services	**12.47%**	**13.64%**	**1.18%**
FY25 Carryover %	**1.72%**	**0.00%**	**-1.72%**
FY25 Carryover $$	**$ 210,760**	**$ -**	**$ (210,760)**

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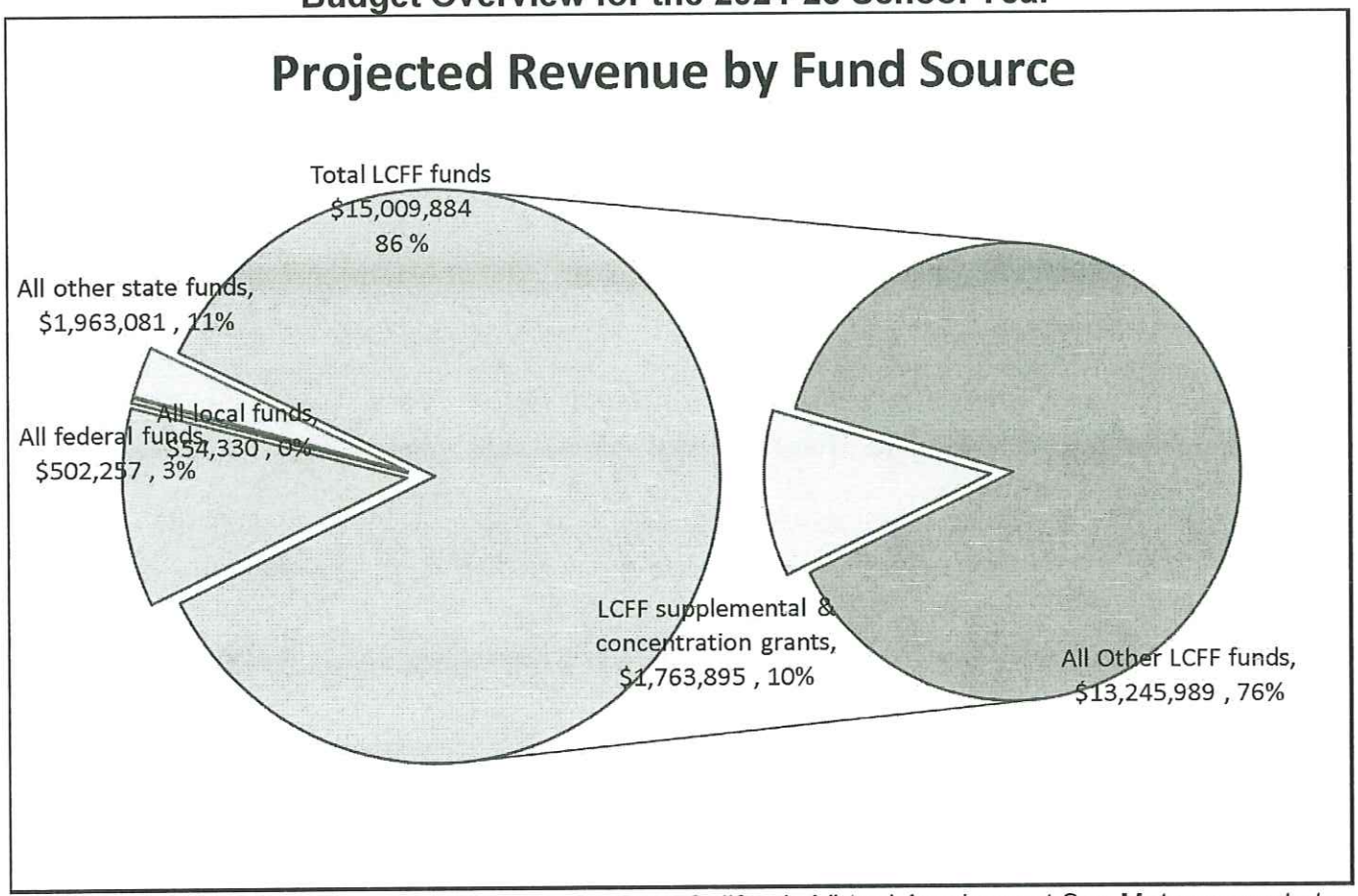
POWERED BY STRIDE K12

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Virtual Academy at San Mateo
CDS Code: 41-68916-0112284
School Year: 2024-25
LEA contact information:
Krista Mount
Director of Categorical Programs
kmount@caliva.org
805-581-0202

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

Budget Overview for the 2024-25 School Year

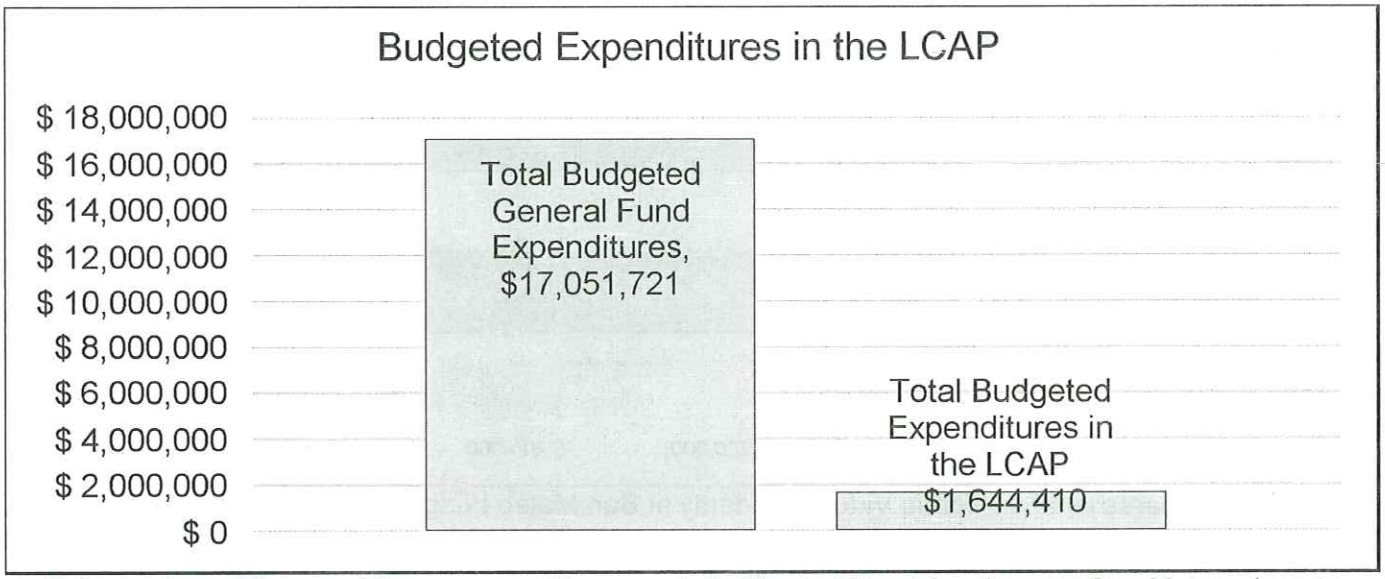


This chart shows the total general purpose revenue California Virtual Academy at San Mateo expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Virtual Academy at San Mateo is $17,529,552, of which $15,009,884 is Local Control Funding Formula (LCFF), $1,963,081 is other state funds, $54,330 is local funds, and $502,257 is federal funds. Of the $15,009,884 in LCFF Funds, $1,763,895 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: California Virtual Academy at San Mateo plans to spend $17,051,721 for the 2024-25 school year. Of that amount, $1,644,410 is tied to actions/services in the LCAP and $15,407,311 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

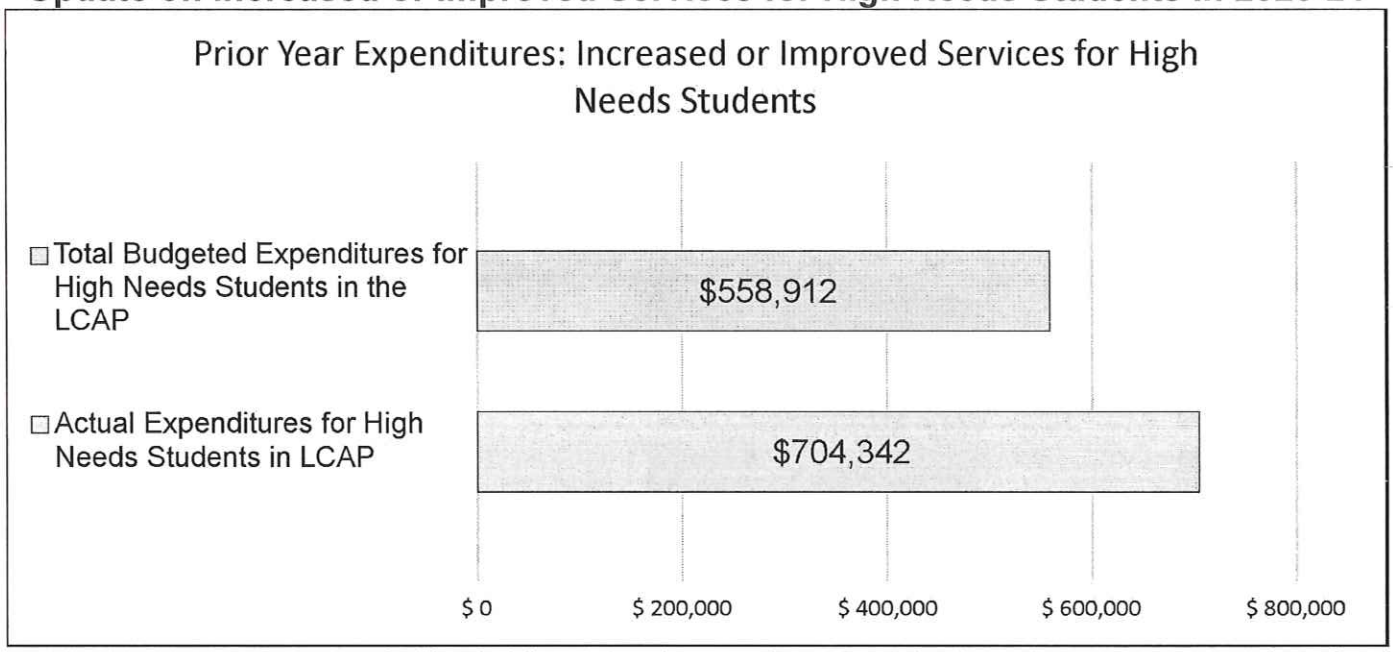
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, California Virtual Academy at San Mateo is projecting it will receive $1,763,895 based on the enrollment of foster youth, English learner, and low-income students. California Virtual Academy at San Mateo must describe how it intends to increase or improve services for high needs students in the LCAP. California Virtual Academy at San Mateo plans to spend $1,219,125 towards meeting this requirement, as described in the LCAP.

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

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, California Virtual Academy at San Mateo's LCAP budgeted $558,912 for planned actions to increase or improve services for high needs students. California Virtual Academy at San Mateo actually spent $704,342 for actions to increase or improve services for high needs students in 2023-24.



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2023–24 Local Control and Accountability Plan Annual Update

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

Goals and Actions

Goal

Goal #	Description
1	

Measuring and Reporting Results

Goal Analysis

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

Goals and Actions

Goal

Goal #	Description
2	

Measuring and Reporting Results

Goal Analysis

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

Goals and Actions

Goal

Goal #	Description
3	

Measuring and Reporting Results

Goal Analysis

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

Goals and Actions

Goal

Goal #	Description
4	

Measuring and Reporting Results

Goal Analysis

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

Goals and Actions

Goal

Goal #	Description
5	

Measuring and Reporting Results

Goal Analysis

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

Instructions

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

Goals and Actions

Goal(s)

Description:

Measuring and Reporting Results

- **Metric:**
- **Baseline:**
- **Year 1 Outcome:**
- **Year 2 Outcome:**
- **Year 3 Outcome:**
- **Desired Outcome for 2023–24:**

Measuring and Reporting Results

Goal Analysis

CALIFORNIA VIRTUAL ACADEMIES™

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Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

Student Demographics (Fall 2023)
12.8% English Learners
0.19% Foster Youth
2.7% Homeless Youth
0.0% Migrant Education
13.0% Students with Disabilities
58.1% Socioeconomically Disadvantaged

61.90% Unduplicated Students
Unduplicated students means that each pupil is counted only once even if the pupil meets more than one of these criteria for

Socioeconomically Disadvantaged, English Learners, and Foster Youth student groups.

Total Enrollment 1063

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

Collective Commitments

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

Reflections: Annual Performance

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

The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. Students with Disabilities are 100.4 below standard in ELA and 138.3 below in math and indicated red in both ELA & math. 14.3% of African Americans who are also socioeconomically disadvantaged met or exceeded standards for math. In contrast, 29.4% of African Americans who are not socioeconomically disadvantaged met or exceeded standards for math. The student group of African Americans is red on the Dashboard in math. English learners (EL) maintained in English language proficiency by -0.7%, however, EL decreased in both ELA and math.

The percentage of students completing a CTE pathway, 4.8%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 29.5%, which is lower than all students for the College/Career Indicator. An increase in CTE completion will also increase the College & Career Indicator, 35.3%, which is below the state average of 43.9%. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (8.4%), English Learners (11.5%), and Hispanic (11.2%) are higher than all students, 6.1%. The student group of Hispanics is indicated red on the Dashboard. The overall chronic absenteeism rate is 6.1% which is 18.2% below the state average. Even though, the Hispanic student group declined, they are still far below the state average of 28.4%. The graduation rate of the student group of socioeconomically disadvantaged (75%) was below all students (77%) and declined 6.5%. The student group of Hispanic is slightly above all students but did decline 12.2% and is now indicated red on the Dashboard. The student group of Engliah learners increased their graduation rate 15.6%.

Student group within a school with the lowest performance level on one or more indicators on the 2023 Dashboard.

Indicated Red on the Dashboard
Student with Disabilities: CAASPP ELA & Math
African America: CAASPP Math
Hispanic: Chronic Absenteeism Rate

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This broad goal was created because the CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. The College/Career Indicator, 35%, is below the state average of 43.9% prepared. Through the implementation of the actions in this goal, the school anticipates achievement increasing in the areas identified in the Measuring and Reporting Results section for the identified student groups below and all students.

ELA CAASPP
All students 3.6 below standard
Red on Dashboard
Students with Disabilities 100.4 below
Not Red on the Dashboard but below all students.
Socioeconomically Disadvantaged 32.4 below
English Learners 26.6 below

Math CAASPP
All students 43.7 below standard
Red on Dashboard
Student with Disabilities 138.3 below
African American 102 below
Not Red on the Dashboard but below all students.
Socioeconomically Disadvantaged 83.2 below
English Learners 58.6below

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 3.6 above English Learners 26.6 below Student with Disabilities* 100.4 below Socioeconomically Disadvantaged 32.4 below African American 46.5 below Hispanic 30.3 below White 10.8 above Asian 59.2 above	2024 3.6 below English Learners 47.4 below Long-Term English Learners** 106.9 below Student with Disabilities 95.9 below Socioeconomically Disadvantaged 31.2 below Homeless** 101.2 below African American 16.7 below Hispanic 30.8 below White 7.9 above Asian 44.8 above		At standard	
1.2	Math CAASPP Grades 3-8, 11 Points from Standard Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 43.7 below English Learners 58.6 below Student with Disabilities* 138.3 below Socioeconomically Disadvantaged 83.2 below	2024 32.4 below English Learners 52.8 below Long-Term English Learners** 112 below Student with Disabilities 108.9 below		20 below	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American* 102 below Hispanic 86.8 below White 32.3 below Asian 30.9 above	Socioeconomically Disadvantaged 58.5 below Homeless** 117.9 below African American 64.1 below Hispanic 66.0 below White 19.3 below Asian 43.7 above			
1.3	CA Science Test Source: Dataquest	2023 30.3% English Learners 7.7% Student with Disabilities 9.3% Socioeconomically Disadvantaged 17.9% African American 15.6% Hispanic 18.0% White 43.2%	2024 38.2% English Learners 11.8% Long-Term English Learners 12.5% Student with Disabilities 21.6% Socioeconomically Disadvantaged 27.5% Homeless African American 31.6% Hispanic 26.3% White 46.6%		50%	
1.4	College/Career Indicator (CCI) % of high school graduates who are "Prepared" Source: Dashboard	2023 35.3% English Learners N/A Student with Disabilities 12.5%	2024 28.3% English Learners** 5.9% Long-Term English Learners** 8.3%		50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	** Not a significant student group	Socioeconomically Disadvantaged 29.5% African American 25.0% Hispanic 30.6% White 29.0%	Student with Disabilities** 4.2% Socioeconomically Disadvantaged 20.0% African American N/A Hispanic 18.2% White 41.9%			
1.5	CCI Details a-g Completion CTE Pathway Completion Both CTE & a-g Completion Passage of AP Exam Early Assessment Program (EAP) Source: Dashboard (Additional Reports)	2023 a-g Completion 30.8% CTE Pathway Completion 4.8% CTE SED Only 6.5% Both CTE & a-g Completion 4.8% Passage of AP Exam 2.9% Early Assessment Program (EAP) 29.4%	2024 a-g Completion 24.5% CTE Pathway Completion 5.5% CTE SED Only 5.4% Both CTE & a-g Completion 3.6% Passage of AP Exam 0.0% Early Assessment Program (EAP) 28.3%		a-g Completion 50% CTE Pathway Completion 25%	
1.6	English Learner Progress % making progress towards English language proficiency Source: Dashboard ** Not a significant student group	2023 47.6%	2024 43.8% Long-Term English Learners** 45.5%		65%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	English Learner Reclassification Rate Reclassified from English Leaner to Fluent English Proficient Source: Dataquest	2023 9%	2024 15.8%		20%	
1.8	Reading/ELA TK Early Literacy (ESGI) K/1st Early Literacy Star360 2nd Reading Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K ESGI Early Literacy 66.2% 1st Early Literacy 72.1% 2nd Reading 56.4% K-2 Average 64.9%	2024 K ESGI Early Literacy 80.0% 1st Early Literacy 62.9% 2nd Reading 48.6% K-2 Average 63.8%		75%	
1.9	Math TK ESGI K-2 Star360 Proficient & Advanced (at/above grade level) Source: Internal	2023 K-2 77.5%	2024 K-2 36.5%		80%	
1.10	Reading Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment.	2023 56.1% English Learners 62.5% Student with Disabilities 47.5% Socioeconomically Disadvantaged 54.8% African American 56.0%	2024 44.9%		70%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Internal	Hispanic 52.5% White 57.3%				
1.11	Math Growth Grades 3-12 The % of students scoring below grade level on the Star360 beginning-of-the-year assessment demonstrated one or more years of growth on the end-of-year assessment. Source: Internal	2023 49.6% English Learners 46.6% Student with Disabilities 41.5% Socioeconomically Disadvantaged 48.6% African American 44.8% Hispanic 48.7% White 48.9%	2024 48.8%		70%	

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development will focus on the implementation of the essential components of a Professional Learning Communities (PLC) and improving instructional practices based on data to address gaps in English language arts and math proficiency and improve academic growth for all students. A focus on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data should improve proficiency. The professional learning community model ensures that students learn and are not just taught. Additionally, teachers will be provided with systematic professional development and coaching on Social Emotional Learning (SEL), aligned with the CASEL 5 framework.	$76,486.98	Yes
1.2	Instructional Coaching	Instructional coaches (IC) support the PLC process by partnering with teachers to reflect on their instructional practices and set goals seeking student outcomes as well as cycling through the four critical questions in collaborative administrative teams around what we want teachers to know and be able to do in their live instruction. IC use research-based coaching techniques to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement.	$117,472.65	Yes
1.3	English Language Support	The school offers a Structured English Immersion (SEI) program, and services for English Learners (ELs) are based on the Initial ELPAC, annual Summative ELPAC, Interim ELPAC, and ongoing local formative and summative assessments, in alignment with the California English Language Development (ELD) Standards. Assessment results from these state and local assessments are used to create individualized language proficiency goals that drive Designated and Integrated ELD instruction and support throughout the school year. For all English Learners, implement a Designated ELD curriculum that is research-based, aligned with the California ELD Standards, and taught by highly qualified ELD Specialists.	$72,096.48	Yes

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

Action #	Title	Description	Total Funds	Contributing
		Use feedback provided from all educational partners and EL achievement data to determine staff professional development annually. Offer professional development for ELD Specialists responsible for Designated ELD, focusing on the school's Tier 1 ELD curriculum - Launch and Link to Literacy, Tier 2 program - Off2Class, and Tier 3 Program - Rosetta Stone, as well as high-impact research-based scaffolds and strategies that align with California's ELD standards. Offer all teachers responsible for Integrated ELD with professional development to address the language and academic needs of students in content area classrooms, including cultural proficiency/competency training, how to utilize the state-adopted ELD standards in tandem with the state-adopted academic content standards, and scaffolds and strategies to provide language clarification and acquisition support during content area lessons.		
1.4	Instructional Support	The school uses a Multi-Tiered System of Supports (MTSS) model that helps educators provide targeted instruction and support to students. MTSS is based on research and aims to improve student outcomes by identifying and addressing student needs early. Teachers utilize formative and summative assessments to evaluate the effectiveness of instruction (tier 1) and determine which students need more targeted or intensive instruction (tiers 2 and 3) to master essential standards. Online supplemental instructional programs provide targeted intervention to students who lack the universal learning skills necessary to be successful across multiple content areas Instructional leads use data to oversee and monitor the response to instruction for students needing additional support in math and/or English Language Arts. They provide training for supplemental instructional programs and monitor students' participation in the programs. They also provide additional instructional support. Special Education instructional paraprofessionals support students individually or in small groups during live instruction sessions. The Reading Coordinator works with teachers to implement, train, and support the literacy program using research-based practices, instructional	$67,749.82	Yes

Action #	Title	Description	Total Funds	Contributing
		techniques, and assessment requirements that align with California's English Language Arts and Literacy Standards.		
1.5	Career & Technical Education (CTE)	The Career & Technical Education (CTE) program, focuses on the importance of career readiness education and the opportunities it can provide for youth in high-demand, high-growth job fields. Our program will continue to offer and enhance our current industry sectors of Business and Finance, Marketing, Sales, and Services, Information and Communication Technologies (IT), Arts, Media, and Entertainment (AME), Health Science and Medical Technology, and Public Services. The program also offers the students the opportunity to participate in a student-led Career & Technical Student Organization (CTSO), SkillsUSA, focusing on building student leadership skills and technical skills in preparation for college or career. The program provides small group College & Career Readiness lessons hosted by the schools' counselors, work-based learning opportunities for all students working toward pathway completion, and Project Based Learning (PBL) electives, allowing the students to be more hands-on in their learning. Dedicated CTE leadership and curriculum specialists work to ensure equitable opportunities and access to engaging and relevant content for all students. Careers and CTE course options were expanded to Middle School. Students have the option to enroll in a career exploration course. Once the course is complete, they can enroll in High School IT, Business, or AME courses for high school credit.	$92,267.83	Yes
1.6	Summer School	The MTSS model is used to determine eligibility for summer school classes focused on supporting at-risk students through extended learning time. Elementary summer classes will focus on reading and math interventions. Middle school classes will front-load students on the next grade level standards, providing foundational skills, and remediation, to prevent learning loss. The high school will offer students who are credit deficient credit recovery courses and standard courses for those who need to maintain their A-G status. Elementary will also offer a Jump Start program to allow new students to learn to navigate the online school and virtual classroom platforms, as well as build on basic skills. These classes will also provide students the	$28,506.52	No Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed as a maintenance goal. Suspension and expulsion rates are both at 0%. As an independent study virtual school, parents play an integral role in their child's education, the school intentionally involves parents, providing them with information and resources to support student learning. The home language of all English learners and those EL reclassified is 11.6% Spanish and 31% of families speak a language other than English. This is a need to provide translation and interpreter so all families can access the resources and curriculum. Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 79% of the school's population, we need to continue to reach out to these families. There is a need to increase parent and student participation in the climate survey.

Measuring and Reporting Results

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

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

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

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

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

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

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

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Services	Provide interpreter and translation services so families who speak a language other than English will be engaged in school.	$5,541.33	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Engagement	To enhance student academic achievement and elevate graduation rates, the school prioritizes family engagement as a key strategy. Staff takes the initiative to reach diverse families through regular and reciprocal school-to-home communication via newsletters, email, texting, phone calls, and live or recorded sessions. Regular, positive, respectful, and productive communication is used to establish a trusting relationship with families. Educational partner meetings and surveys provide an opportunity for families to provide feedback. For the home-school partnerships to result in improved student outcomes, the school models strategies to support learning at home. Being an independent student program, families play a vital role in their child's education. To set them up for success, new families are provided information, resources, and support, to ensure they understand how to utilize the online school and meet enrollment requirements. To provide a healthy and positive school culture and climate the school has integrated enrichment and extracurricular activities for students into our program. In addition, these activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education. Research shows a positive correlation between participation in extracurricular activities and academic performance (HonorsSociety.org, 2023). Students who participate in these activities often show improved grades, higher educational aspirations, increased college enrollment, and reduced absenteeism. Extracurricular activities also contribute significantly to personal development, fostering essential life skills and enhancing students' overall well-being.	$34,945.77	Yes
2.3	Social Emotional Learning, Prevention, and Intervention	The SEL, Prevention & Intervention Department is dedicated to building and fostering supportive relationships within our school community - with staff, families, and students. Strong relationships with teachers and school staff can dramatically enhance students' motivation levels and promote learning. According to Harvard's Center on the Developing Child, individuals who demonstrate resilience in response to one form of adversity may not necessarily do so in response to another. When schools, communities, and families strengthen these factors, they optimize resilience across multiple contexts.	$47,621.89	No

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

An explanation of why the LEA has developed this Maintenace of Progress Goal. There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at theTK-8 level, with most students participating in at least six courses and high school students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. There is a need to increase the number of students completing all a-g course. Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Fully Credentialed and Appropriately Assigned Teachers Source: Dataquest	2021-2022 Fully Credentialed and Properly Assigned 96.6% Teachers Without Credentials and Misassignment 0.6%	2022-2023 Fully Credentialed and Properly Assigned 97.1% Teachers Without Credentials and Misassignment 0.4%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Credentialed Teachers Assigned Out-of-Field 1.7% Unknown/Incomplete 1.1%	Credentialed Teachers Assigned Out-of-Field 1.6% Unknown/Incomplete 0.9%			
3.2	Access to Standards–Aligned Instructional Materials Source: SARC	Fall 2023 100% of students have Standards–Aligned instructional materials for all core classes.	Fall 2024 100% of students have Standards–Aligned instructional materials for all core classes.		100%	
3.3	Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT)	N/A Virtual	N/A Virtual		N/A	
3.4	Implementation of State Standards Source: Dashboard	2023 Progress implementing each academic standards for all students. Full Implementation (4) in the following areas, CTE, Health Ed, Physical Ed, Visual and Performing Arts, World Language.	2024 Progress in implementing each academic standard for all students. CTE Initial Implementation (3) Health Ed Initial Implementation (3) Physical Ed Initial Implementation (3) Visual and Performing Arts Initial Implementation (3)		Full Implementation and Sustainability (5)	

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

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

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

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student ISP	Provide an internet subsidy for students who qualify for free and reduced lunch.	$107,269.49	Yes
3.2	High Quality Teachers	Hire and retain highly qualified fully credentialed teachers. Salary increases and/or bonuses are granted to better attract and retain highly qualified and credentialed instructional staff.	$579,683.19	Yes
3.3	Equity, Access & Accountability	The team of administrators and staff collaborate to guarantee equity, accessibility, and accountability. An integral part of the team is those who ensure all data is collected and presented in a manner that is comprehensible to all educational partners. Through the collection and analysis of data related to student achievement, school climate, and teacher effectiveness, it becomes possible to identify areas of improvement and make informed decisions regarding resource allocation and intervention strategies. Team members are committed to aligning all facets of the academic program with state standards, ensuring that every student is actively learning, and creating conditions that foster productive discourse between all educational partners. Team members are responsible for creating and supervising the implementation of an MTSS framework, ensuring that all students receive the necessary levels of	$110,937.07	Yes

Action #	Title	Description	Total Funds	Contributing
		support within the MTSS model. They routinely assess the progress of English learner support implementation. Team members collaborate to develop schedules that include coursework aligned with the "a-g" requirements for all high school students, while also ensuring access to advanced classes when needed. They engage with administrators, educators, parents, and students to design a challenging schedule that meets the needs of every student.		
3.4	Curriculum Specialist	Curriculum Specialists play a crucial role in ensuring that the school delivers a high-quality curriculum that meets the state standards. They facilitate the work to align essential standards to state testing blueprints, as, well as, vertically aligning the essential standards from TK to 12th grade, on an annual basis. The essential standards bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge. They work to reduce achievement and climate gaps and ensure equity for every student.	$40,979.13	Yes
3.5	MKV/FY	McKinney Vento and Foster Youth Liaisons will ensure students living in homeless situations and/or foster youth have full and equal access to school programs, support to meet academic standards, and resources to remove barriers so they can engage with school. These supports are need-based and include providing students living in a homeless situation a hotspot so they can access their online classes, necessary school supplies to complete assigned work, and hygiene kits to meet basic personal needs.	$10,764.70	No
3.6	Staff Training	All teachers who are new to our school will be provided with multiple levels of support. First, they will begin the school year early so they can receive training on the nuts and bolts of operations before all staff professional begins. Instructional teacher leaders will be assigned to new to our school teachers to ensure all students are learning. These teachers will also be paired with veteran teachers who will support them with their assigned duties. New leaders will be provided with similar support. Including being paired with a veteran leader. New teachers and new administrators will be	$27,924.13	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was created to decrease the chronic absenteeism rate. Students learn when they attend school. The chronic absenteeism data shows the student group of socioeconomically disadvantaged (8.4%), English Learners (11.5%), and Hispanic (11.2%) are higher than all students, 6.1%. The student group of Hispanic is red on the Dashboard because the rate increased 7.4% from 2022 to 2023., Students' engagement in learning and schools is largely based on being seen and valued. Disengagement and absences occur when a student does not feel seen, heard, or appreciated. These principles drive the actions in this goal.

Chronic Absenteeism Rate (6.1%)
Red Dashboard Indicator
Hispanic 11.2%

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance Rate Source: Internal	2023 97.4% English Learners 95.9% Student with Disabilities 95.9% Socioeconomically Disadvantaged 96.9% African American 97.5% Hispanic 96.6% White 97.3%	2024 96.5% English Learners 94.7% Student with Disabilities 94.1% Socioeconomically Disadvantaged 96.1%		98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American 97.0% Hispanic 95.6% White 91.8%			
4.2	Chronic Absenteeism Rate Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 6.1% English Learners 11.5% Student with Disabilities 9.1% Socioeconomically Disadvantaged 8.4% African American 3.2% Hispanic* 11.2% White 2.8% Asian 1.7% Filipino 2.3% *Red Dashboard Indicator	2024 All* 10.2% English Learners 16.9% Long-Term English Learners** 25.6% Student with Disabilities 16.8% Socioeconomically Disadvantaged* 12.6% Homeless** 18.5% African American 10.4% Hispanic* 15.0% White 6.3% Asian 7.8% Two or More Races 2.5% Filipino** 0.0% Pacific Islanders** 10.5%		Reduce by 2%	
4.3	High School Dropout Rate Source: SARC	2023 21.6% English Learners N/A Student with Disabilities 18.8% Socioeconomically Disadvantaged 26.2%	2024 20.8% English Learners 41.2% Student with Disabilities 37.5%		10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American 25.0% Hispanic 22.2% White 19.4%	Socioeconomically Disadvantaged 24.3% African American N/A Hispanic 25.0% White 16.1%			

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Compass	The Compass Program provides information, resources, and support to students and families who are new to our schools, who are struggling to meet enrollment requirements due to a lack of engagement with the school, or who are in a crisis due to an absence of resources or social-	$85,384.80	Yes

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This focused goal was developed because the graduation rate (76.9%) is below the state average of 86.4%. The graduation rate of the student group of socioeconomically disadvantaged (75%) was below all students (77%) and declined 6.5%. The student group of Hispanic is slightly above all student but did decline 12.2%. The course pass rate for all students is 82.5%, the student group of English learners is 71%, and socioeconomically disadvantaged is 77.7%. The credit sufficiency for English learners (70.6%) and socioeconomically disadvantaged (74.8%) are below all students (78%). Educational partner feedback indicated that increasing the graduation rate should be a priority for the school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation Rate Source: Dashboard * Red on Dashboard ** Not a significant student group	2023 76.9% Socioeconomically Disadvantaged 75.0% Hispanic 77.8% White 78.1%	2024 79.1% English Learners** 61.1% Long-Term English Learners** 53.8% Student with Disabilities** 64.0% Socioeconomically Disadvantaged 75.7% Hispanic 75.0% White 81.3%		85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	High School Course Pass Rate Source: Internal	2023 82.5% English Learners 71.0% Student with Disabilities 79.3% Socioeconomically Disadvantaged 77.7% African American 94.1% Hispanic 77.4% White 75.6%	2024 82.0% English Learners 79.7% Student with Disabilities 70.0% Socioeconomically Disadvantaged 78.7% African American 81.4% Hispanic 77.1% White 81.7%		90%	
5.3	Credit Sufficiency % of students who are credit sufficient Source: Internal	2023 78.0% English Learners 70.6% Student with Disabilities 70.5% Socioeconomically Disadvantaged 74.8% African American 82.5% Hispanic 65.7% White 76.2%	2024 62.4% English Learners 42.4% Student with Disabilities 47.2% Socioeconomically Disadvantaged 50.4% African American 62.9% Hispanic 47.0% White 59.6%		85%	
5.4	% of Students who Completed a-g Requirements (Combined Four- and Five-Year Graduation Rate)	2023 30.8% English Learners 0.0% Student with Disabilities 12.5%	2024 24.5% English Learners 11.1%		50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dashboard	Long-Term English Learners 12.5% Socioeconomically Disadvantaged 29.0% African American 33.3% Hispanic 22.2% White 31.3%	Long-Term English Learners 15.4% Student with Disabilities 16% Socioeconomically Disadvantaged 18.9% African American N/A Hispanic 20.5% White 21.9%			

Goal Analysis [2023-24]

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Transcript Evaluation Service	Transcripts from non-U.S. schools are evaluated so that students can be accurately placed and receive credit for courses taken and passed outside the U.S.	$1,595.10	Yes
5.2	Guidance Program	The school guidance program aligns with American School Counselor Association (ASCA) standards/domains. Counselors meet consistently one-on-one with students to address academics, mental health, and social-emotional needs, and put plans in place to help bridge gaps in learning and credit deficiency. The team conducts transcript audits to ensure proper grade entry following each grade reporting period. They ensure students have up-to-date documentation (transcripts from prior schools, AP test scores, college transcripts, etc.) on file. They focus on the early identification of students who may become credit deficient and work with school staff to put plans in place to recover credits and meet college career readiness measures. The team ensures all students remain on a path to graduation and follows them for one-year post-graduation. The team works in partnership with all departments to analyze the unique needs of students with disabilities to identify high school completion and post-secondary possibilities. The counseling team conducts weekly data digs to make meaningful commitments to identify and support significant struggling student groups. The student group of Hispanic has been designated as needing consistent attention and support in addition to other identified groups. These students receive priority contact and support from their Counselor.	$75,582.91	Yes
5.3	Math/ELA Intervention	Increase high school math and English course offerings to supplement core instruction and prevent credit deficiency.	$34,588.98	Yes
5.4	A-G Completion	Increase the number of high schoolers graduating with A-G eligibility by incorporating use of the California Colleges portal in one on one and small group sessions held by the Counselor. We will connect qualifying students to community colleges for dual or concurrent enrollment, provide targeted college application workshops for students and families, staff training opportunities in the areas of college readiness and postsecondary	$27,011.02	No

Action #	Title	Description	Total Funds	Contributing
		planning, professional development for teachers to obtain AP certification, and provide access to AP courses.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,763,895	$57,305.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.439%	0.000%	$0.00	13.439%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below	We will improve proficiency through a focused effort on the identification and understanding of essential standards (rigor), common grading practices, common formative assessments, collaboration, and the sharing of best practices as identified through observational data (improved proficiency in ELA/math). This action is being provided on an LEA-wise basis because professional development focusing on low-achieving students should also improve all student achievement by providing the most	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. Through the WASC process, leadership and teachers indicated the need to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to address gaps in language arts and math proficiency. **Scope:** LEA-wide	effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	
1.2	**Action:** Instructional Coaching **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math.w standard) are below all students (77.3 below standard) in math. Educational partner feedback, through the WASC process, indicated leadership and teachers want to refine professional development to focus on implementing the essential components of a PLC and improving instructional practices based on data to	Instructional coaches will be assigned to all teachers to support the PLC. Research-based coaching techniques will be used to help teachers identify areas of focus, set specific goals, and implement teaching strategies designed to improve student achievement. This action is being provided on an LEA-wise basis because instructional coaching focused on low-achieving students should also improve all student achievement by providing the most effective learning environment for students. The majority of students in each teacher's class are socioeconomically disadvantaged.	Progress will be monitored through staff surveys (quantitative and qualitative).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	address gaps in language arts and math proficiency. **Scope:** LEA-wide		
1.4	**Action:** Instructional Support **Need:** Additional student groups to be served: Students with Disabilities, and African American The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. Students with Disabilities are 100.4 below standard in ELA and 138.3 below in math. African Americans are 102 below standard in math. African Americans are 113.9 below standard in math.14.3% of African Americans who are also socioeconomically disadvantaged met or exceeded standards for math. Whereas 29.4% of African Americans who are not socioeconomically disadvantaged met or exceeded standards for math.	The school will increase the percentage of students demonstrating proficiency in ELA and Math, as measured by the CAASPP, including increases in the percentage of English Learners, Students with Disabilities, and African American students scoring proficient. This will be accomplished through increased and targeted professional development for all teachers and specialists, and supplemental programs to target students' specific content area needs at tiers 2 and 3 in ELA and Math. This action is designed to address the identified needs of unduplicated students; however, it will be provided on an LEA wide basis because all students preforming below grade level can benefit from these opportunities.	Progress will be monitored through the school's reading and math assessments (Star360) for the student groups of socioeconomically disadvantaged, English learners, African American, and special education students. Effectiveness will be measured by CAASPP, Star360 data, and Educational Partner Feedback.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** LEA-wide		
1.5	**Action:** Career & Technical Education (CTE) **Need:** The percentage of students completing a CTE pathway, 4.8%, is significantly lower than the state average of 18.7%. Additionally, the group of socioeconomically disadvantaged students has a rate of 29.5%, which is lower than all students for the College/Career Indicator. An increase in CTE completion will also increase the College & Career Indicator, 35.3%, which is below the state average of 43.9%. Educational partner feedback has found the CTE pathway instrumental for students to succeed outside of school, both now and in their future careers. Areas of need, not all students are following through and completing the pathways, increased communication between teachers and families, and finding ways to increase student attendance at College & Career Readiness Workshops (i.e. college app prep, financial aid, job search). Parents indicated CTE as a high priority.	The CTE program will allow students who are not planning on attending college another way to prepare for a career. The CTE program provides students with career and academic skills, as well as skills that are needed for the modern workplace, such as critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation. This action will create an opportunity to significantly increase the CTE Completion rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, the action is being provided on an LEA-wide basis to maximize its impact on increasing overall CTE Completion rates for all students.	Progress in increasing the CTE pathway completion rate of our socioeconomically disadvantaged students as well as all students will be monitored. Feedback will be sought from students, parents, and staff about the CTE program.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Summer School **Need:** **Scope:** LEA-wide		
2.2	**Action:** Engagement **Need:** Research has found that schools with family and community partnerships are more successful in improving students' academic achievement and their college and career readiness compared to schools that do not engage families and community (Bryk, Anthony S., et al. 2010). The unduplicated students are 79% of the school's population. Educational partner feedback was collected, 91% of families said family, community, and student engagement is a priority (high or medium). 87% of families indicated that they have been given opportunities to participate in decision making regarding my student's education. **Scope:**	The positive influence of school practices to engage families is greatest for low-income children; in fact, the disparity between middle- and low-income families' readiness to work effectively with schools contributes to the achievement gap. (Henderson, Anne T, and Karen L. Mapp. 2002) This action is designed to meet the need to engage unduplicated pupils and their families but will benefit all students.	We will monitor progress through feedback from educational partners. Effectiveness will be measured through the CA Dashboard Local Indicator of Parent & Family Engagement.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	**Action:** High Quality Teachers **Need:** Recent studies suggest that teachers have a far greater impact on student achievement than any other single schooling factor. (Darling-Hammond, Linda. 2006) Not all of our teachers are fully credentialed and appropriately assigned. During 22-23, 24.4% of teachers were newly hired during the first semester. By the end of the year, 27% of teachers were newly hired. Educational partner feedback was collected, 96% of families said recruiting, training, and retaining qualified teachers is a priority (high or medium). The union negotiated a pay increase and a bonus. Teachers stated the pay is a factor in them returning the next year. **Scope:** LEA-wide	Hire and retain highly qualified fully credentialed teachers. We expect these actions to significantly improve achievement for unduplicated pupils as this action is designed to address their identified needs. However, this action will be provided on an LEA-wide basis because all students will benefit from highly qualified teachers that has experience in our school setting.	Hire and retain highly qualified fully credentialed teachers. Effectiveness will be measured through the Fully Credentialed and Appropriately Assigned Teachers indicator and percentage of new hires each year.
3.3	**Action:** Equity, Access & Accountability **Need:** There is a need to maintain the current level of 100% of students enrolled in a minimum of language arts, math, science, and history at the TK-8 level, with most students participating in at least six courses and high school	The Equity, Access, & Accountability team works together to ensure all students have access to a broad course of study and standard-aligned instructional materials. Unduplicated pupils have access to and are enrolled in a broad course of study, however, not all students pass their classes. In high school, the pass rate of all students is 83%, while it is only 71% for English learners and 75% for	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students enrolled in a-g, honors, advanced placement, and credit recovery courses. 100% of students have Standards–aligned instructional materials for all core classes. Educational partners' feedback was collected, 93% of families said that high school students completing all courses (a-g) is a priority (high or medium). **Scope:** LEA-wide	socioeconomically disadvantaged students. This action will create an opportunity to significantly increase not only access but engagement in a broad course of study for unduplicated students because they are designed to address their identified needs. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall engagement in a broad course of study with standard-aligned instructional materials for all students.	We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.
3.4	**Action:** Curriculum Specialist **Need:** Unduplicated pupils have the same access to all programs and services as their peers due to our virtual courses and classroom, mailing all student printed materials, and providing every family with a computer. The need is to ensure all students can access the resources provided and learn. The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6 below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. Educational partners' feedback was collected, 90% of families said that aligning the core	Curriculum Specials ensure that all instructional materials are aligned to standards and that all students have access to them. This action is designed to ensure the curriculum is aligned and presented in a way unduplicated pupils can access it; however, this action will be provided on a LEA wide basis because all students need to effectively access the curriculum to learn.	Progress will be monitored through high school course pass rates, and Dashboard local indicators of implementation of state academic standards and Access to a Broad Course of Study. We will continue to seek feedback from educational partners regarding the implementation and access of standards and a broad course of study.

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The chronic absenteeism data shows the student group of socioeconomically disadvantaged (8.4%), English Learners (11.5%), and Hispanic (11.2%) are higher than all students, 6.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** LEA-wide	disadvantaged, English Learners and the student group of Hispanic; however, it will also benefit all students who are not participating in school.	
5.2	**Action:** Guidance Program **Need:** The graduation rate of the student group of socioeconomically disadvantaged (75%) was below all students (77%) and declined 6.5%. The student group of Hispanic is slightly above all student but did decline 12.2%. The course pass rate for all students is 82.5%, the student group of English learners is 71%, and socioeconomically disadvantaged is 77.7%. The credit sufficiency for English learners (70.6%) and socioeconomically disadvantaged (74.8%) are below all students (78%). Educational partner feedback was collected, 91% of families said reducing the ratio between counselors and students is a priority (high or medium) and 97% said ensuing student graduation is a high priority.	The guidance program ensures student graduate on time. This action will create an opportunity to significantly increase the graduation rate for socioeconomically disadvantaged students because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing overall graduation rate for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
5.3	**Action:** Math/ELA Intervention **Need:** High school students can not graduate without completing math and ELA courses. The graduation rate of the student group of socioeconomically disadvantaged (75%) was below all students (77%) and declined 6.5%. The student group of Hispanic is slightly above all student but did decline 12.2%. The course pass rate for all students is 82.5%, the student group of English learners is 71%, and socioeconomically disadvantaged is 77.7%. The credit sufficiency for English learners (70.6%) and socioeconomically disadvantaged (74.8%) are below all students (78%). Educational partner feedback was collected, 90% of families said ELA and Math remediation courses are a priority (high or medium). **Scope:** LEA-wide	Offer ELA and Math remediation courses. This action will create an opportunity to significantly increase the graduation rate, and credit sufficiency for socioeconomically disadvantaged students and credit sufficiency for English learners because it is designed to address their identified needs. However, this action is provided on an LEA-wide basis to maximize its impact on increasing the graduation rate and credit sufficiency for all students.	The effectiveness of the action will be monitored with graduation rate, credit sufficiency, course pass rate, and feedback from educational partners.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** English Language Support **Need:** English learners (EL) maintained in English language proficiency by -0.7%, however, EL decreased in both ELA and math. EL students decreased in both ELA and Math as measured by CAASPP, signaling a need for an increase in Integrated ELD actions and improved monitoring and intervention for Reclassified to Fluent English Proficient (RFEP) students. 15% of EL Needs Assessment surveys for the 2023-2024 school year indicated a need for improved Math and ELA support for EL students. Educational partner feedback was collected, 75% of families said support for English learners to attain proficiency. **Scope:** Limited to Unduplicated Student Group(s)	The school will increase the percentage of English learners who make progress toward English proficiency and who demonstrate proficiency on the ELPAC with a Level 4 through ELD standards-based curriculum, supplemental programs to target EL students' specific language needs at tiers 2 and 3, and ongoing professional development for staff. In addition, we will increase the percentage of EL students' demonstrating proficiency in Math and ELA on the CAASPP through elevated professional development for all Integrated ELD teachers, and supplemental programs to target EL students' specific content area needs at tiers 2 and 3.	Ongoing progress will be monitored through California state standards-aligned formative and summative assessments, as well as Educational Partner Feedback (including the Annual EL Needs Assessment Survey). In addition, the Summative ELPAC, ELA and Math CAASPP, and the annual EL Reclassification Rate will be used to measure overall progress.
1.7	**Action:** Instructional Intervention **Need:** The CAASPP data shows the student groups of socioeconomically disadvantaged (32.4 below standard) and English learners (26.6	The school will increase the percentage of English Learners and socioeconomically disadvantaged students demonstrating proficiency in ELA and Math, as measured by the CAASPP. This will be accomplished through direct support from teachers to target students' specific content area needs at tiers 2 and 3 in ELA and Math.	Progress will be monitored through the school's reading and math assessments (Star360). Effectiveness will be measured by CAASPP, Star360 data, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	below standard) are below all students (3.6 below standard) in ELA. The CAASPP data also shows the student groups of socioeconomically disadvantaged (83.2 below standard) and English learners (58.6 below standard) are below all students (43.7 below standard) in math. Educational partner feedback was collected, 88% of families said additional instructional support through interventions is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)		Educational Partner Feedback
2.1	**Action:** English Language Services **Need:** The home language of all English learners and those EL reclassified is 11.6% Spanish and 31% of families speak a language other than English. Parent and staff feedback has indicated that interpreter and translation services are a need. Parents need these services to be effective learning coaches for their students and teachers need them to fully support the parent/learning coach. **Scope:** Limited to Unduplicated Student Group(s)	Interpreter and translation services will be provided directly to ELs and their parents.	We will monitor progress through feedback from staff and families. Effectiveness will be measured through the Parent Participation in Programs for Unduplicated Pupils local indicator on the Dashboard.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	**Action:** Student ISP **Need:** Students need the internet to maintain access to all standards-aligned instructional materials and class sessions. Educational partner feedback was collected, 93% of families said providing an internet subsidy for socioeconomically disadvantaged families is a priority (high or medium). When a student doesn't complete work or attend an online class, teacher sometimes find that is because the student doesn't have internet access. **Scope:** Limited to Unduplicated Student Group(s)	An internet subsidy will be provided to any socioeconomically disadvantaged family that requests it. This will allow all students to maintain internet access.	Progress will be monitored through educational partner feedback, internet subsidy requests, and the Dashboard local indicator of implementation of state academic standards.
4.2	**Action:** Attendance Intervention **Need:** The chronic absenteeism data shows the student group of socioeconomically disadvantaged (8.4%), and English Learners (11.5%) are higher than all students, 6.1%. Educational partner feedback was collected, 91.6% of families said ensuring students attend school is a priority (high or medium). **Scope:** Limited to Unduplicated Student Group(s)	Teachers will monitor and follow up with students not completing assignments and attending class.	Progress will be monitored by the chronic absenteeism and attendance rates and educational partner feedback.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
5.1	**Action:** Transcript Evaluation Service **Need:** Students who transfer to our school from another country will be placed in the correct courses if their foreign transcript is evaluated and converted to CA courses. Parent and staff feedback has indicated this is needed. **Scope:** Limited to Unduplicated Student Group(s)	Transcripts from non-U.S. schools are evaluated.	We will monitor progress through feedback from staff and families.

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

Socioeconomic Disadvantaged (SED) and English learner (EL) students have a disproportionately lower rates of achievement than all students. To address the need to increase achievement with SED and EL students, the school will implement academic interventions (Goal: Increase Student Achievement and Proficiency, 1.7). The school could implement this action by hiring additional staff to provide academic interventions for these students, which, based on the current pay scale, the school estimates the cost to $287,808. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to unduplicated students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Socioeconomic Disadvantaged (SED) and English learner (EL) students have disproportionately higher rates of chronic absenteeism than all students. To address the need to reduce chronic absenteeism and increase student engagement with our SED and EL students, the school will implement attendance interventions (Goal: Decrease Chronic Absenteeism Through Student Engagement, 4.2). The school could implement this action by hiring additional staff to provide attendance support, which, based on the current pay scale, the school estimates the cost to $283,521. Instead, the school chooses to utilize a portion of the existing staff time to provide the intervention to SED and EL students. The estimated cost was divided by the amount of LCFF funding identified in the Total Planned Expenditures Table, and the quotient was converted to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$13,124,772	1,763,895	13.439%	0.000%	13.439%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,219,124.67	$96,018.07	$0.00	$329,267.05	$1,644,409.79	$1,389,532.17	$254,877.62

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$8,451.54	$68,035.44	$6,332.22	$28,584.29		$41,570.47	$76,486.98	
1	1.2	Instructional Coaching	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$117,472.65	$0.00	$117,472.65				$117,472.65	
1	1.3	English Language Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$71,411.00	$685.48	$72,096.48				$72,096.48	
1	1.4	Instructional Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$52,675.65	$15,074.17	$8,814.82	$13,340.57		$45,594.43	$67,749.82	0%
1	1.5	Career & Technical Education (CTE)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Grades 8-12	24-25	$89,364.30	$2,903.53	$83,669.93			$8,597.90	$92,267.83	
1	1.6	Summer School	All English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	24-25	$28,506.52	$0.00	$547.06	$753.25		$27,206.21	$28,506.52	
1	1.7	Instructional Intervention	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	24-25								2.19%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	English Language Services	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$0.00	$5,541.33	$5,541.33				$5,541.33	
2	2.2	Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$17,609.84	$17,335.93	$17,079.19			$17,866.58	$34,945.77	
2	2.3	Social Emotional Learning, Prevention, and Intervention	All	No			All Schools	24-25	$43,086.90	$4,534.99		$2,379.63		$45,242.26	$47,621.89	
3	3.1	Student ISP	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	24-25	$0.00	$107,269.49	$107,269.49				$107,269.49	
3	3.2	High Quality Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$579,549.24	$133.95	$579,683.19				$579,683.19	0%
3	3.3	Equity, Access & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$96,038.48	$14,898.59	$66,151.38	$23,949.31		$20,836.38	$110,937.07	
3	3.4	Curriculum Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$40,979.13	$0.00	$40,979.13				$40,979.13	
3	3.5	MKV/FY	MKV & FY	No			All Schools	24-25	$8,950.10	$1,814.60				$10,764.70	$10,764.70	
3	3.6	Staff Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$25,378.29	$2,545.84	$25,378.29			$2,545.84	$27,924.13	
4	4.1	Compass	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	24-25	$85,226.18	$158.62	$29,026.04			$56,358.76	$85,384.80	
4	4.2	Attendance Intervention	English Learners Low Income	Yes	Limited to Unduplicated	English Learners	All Schools	24-25								2.16%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					cated Student Group(s)	Low Income										
5	5.1	Transcript Evaluation Service	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	24-25	$0.00	$1,595.10	$1,595.10				$1,595.10	
5	5.2	Guidance Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	24-25	$75,582.91	$0.00	$48,689.46			$26,893.45	$75,582.91	
5	5.3	Math/ELA Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	24-25	$34,588.98	$0.00	$8,798.91			$25,790.07	$34,588.98	
5	5.4	A-G Completion	All	No			All Schools High School	24-25	$14,660.46	$12,350.56		$27,011.02			$27,011.02	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$13,124,772	1,763,895	13.439%	0.000%	13.439%	$1,219,124.67	4.350%	13.639 %	Total:	$1,219,124.67
								LEA-wide Total:	$1,032,622.27
								Limited Total:	$186,502.40
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,332.22	
1	1.2	Instructional Coaching	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$117,472.65	
1	1.3	English Language Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$72,096.48	
1	1.4	Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,814.82	0%
1	1.5	Career & Technical Education (CTE)	Yes	LEA-wide	English Learners Low Income	All Schools Grades 8-12	$83,669.93	
1	1.6	Summer School	Yes	LEA-wide	English Learners Low Income		$547.06	
1	1.7	Instructional Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.19%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	English Language Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,541.33	
2	2.2	Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,079.19	
3	3.1	Student ISP	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$107,269.49	
3	3.2	High Quality Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$579,683.19	0%
3	3.3	Equity, Access & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$66,151.38	
3	3.4	Curriculum Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,979.13	
3	3.6	Staff Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,378.29	
4	4.1	Compass	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,026.04	
4	4.2	Attendance Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		2.16%
5	5.1	Transcript Evaluation Service	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,595.10	
5	5.2	Guidance Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools High School	$48,689.46	
5	5.3	Math/ELA Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 8-12	$8,798.91	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$973,634.07	$993,468.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$86,139.00	$98,819
1	1.2	Assessments	Yes	$8,991.00	$8,991
1	1.3	Administrator	Yes	$14,309.00	$16,244
1	1.4	English Learner Support	Yes	$49,684.00	$50,380
1	1.6	Instructional Coaches	Yes	$76,069.00	$78,409
1	1.7	Summer School	Yes	$27,048.00	$31,578
1	1.8	Career & Technical Education (CTE)	Yes	$78,541.00	$60,110
1	1.9	Instructional Support	Yes	$75,432.00	$73,544
2	2.2	English Language Services	Yes	$4,756.00	$11,194
2	2.3	Engagement	Yes	$42,141.00	$42,830
2	2.5	Social Emotional Learning, Prevention, and Intervention	No	$38,885.00	$46,142

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Student ISP Reimbursement	Yes	$83,719.00	$113,626
3	3.2	Teachers	Yes	$65,454.00	$84,820
3	3.3	Accountability	Yes	$28,156.00	$31,373
3	3.4	Curriculum Specialists	Yes	$28,436.00	$29,589
3	3.5	McKinney Vento/Foster Youth Support	No	$11,544.00	$9,726
3	3.6	New Teacher Training	Yes	$16,930.00	$13,195
3	3.7	HS Scheduling	Yes	$7,599.00	$7,382
4	4.1	Compass	Yes	$70,331.00	$74,384
4	4.2	Attendance Interventions	Yes		
5	5.1	Graduation Coaches	Yes	$37,514.00	$38,722
5	5.2	Transcript Evaluation Service	Yes	$642.00	$642
5	5.3	Guidance Program	Yes	$13,053.07	$13,436
5	5.5	Math/ELA Intervention	Yes	$60,146.00	$33,770

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.6	A-G Completion	No	$48,115.00	$24,562

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,483,881	$558,912.07	$704,342.38	($145,430.31)	6.150%	6.910%	0.760%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$29,365.00	$24,848.21		
1	1.2	Assessments	Yes	$8,991.00	$16,807.43		
1	1.3	Administrator	Yes	$14,309.00	$13,554.54		
1	1.4	English Learner Support	Yes	$49,684.00	$51,979.94		
1	1.6	Instructional Coaches	Yes	$76,069.00	$81,594.49		
1	1.7	Summer School	Yes	$9,199.00	$8,525.48		
1	1.8	Career & Technical Education (CTE)	Yes	$57,645.00	$54,025.83		
1	1.9	Instructional Support	Yes	$17,296.00	$11,314.56	1.04%	1.83%
2	2.2	English Language Services	Yes	$4,756.00	$12,226.95		
2	2.3	Engagement	Yes	$9,901.00	$10,802.18		
3	3.1	Student ISP Reimbursement	Yes	$83,719.00	$100,397.43		
3	3.2	Teachers	Yes	$65,454.00	$160,650.47	4.27%	3.40%
3	3.3	Accountability	Yes	$20,419.00	$43,928.10		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Curriculum Specialists	Yes	$28,436.00	$31,818.01		
3	3.6	New Teacher Training	Yes	$16,930.00	$13,142.39		
3	3.7	HS Scheduling	Yes	$6,424.00	$4,907.33		
4	4.1	Compass	Yes	$22,050.00	$24,423.52		
4	4.2	Attendance Interventions	Yes			.84%	1.68%
5	5.1	Graduation Coaches	Yes	$11,434.00	$12,213.07		
5	5.2	Transcript Evaluation Service	Yes	$642.00	$507.69		
5	5.3	Guidance Program	Yes	$13,053.07	$14,229.66		
5	5.5	Math/ELA Intervention	Yes	$13,136.00	$12,445.10		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$11,652,910	$1,483,881	0.00%	12.734%	$704,342.38	6.910%	12.954%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

APPROVED

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: Fiscal Year 2024-25 Second Interim Budget Update

PROPOSAL:
It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the "Second Interim Budget Update."

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

The adopted budget for the 2024-25 fiscal year was based on an anticipated P2 ADA of 1,080 students. The current P2 ADA estimate for California Virtual Academy at San Mateo has increased to 1,168 students, which is expected to generate $17,529,552 in funding. The current budget anticipates an ending fund balance of $1,459,116, which includes an estimated surplus of $477,832 in the current fiscal year, which California Virtual Academy at San Mateo will retain and carry forward into future fiscal years.

BUDGET IMPLICATIONS:
The forecasted revenue is $17,529,552. The school anticipates an ending fund balance of $1,459,116 for the 2024-25 school year.

RECOMMENDATIONS:
It is recommended that the Governing Board:

1. Approve the Second Interim Budget Update for the 2024-25 school year on behalf of California Virtual Academy at San Mateo.

2. Authorize the Head of School to make budget adjustments periodically to include unanticipated revenue or unexpected costs that may arise.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

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

PRESENTED BY:

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

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** Casey Robinson _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X					X
Elena Miles	X				X	
Jennifer Larocque	X					

California Virtual Academy at San Mateo

Board Presentation

Fiscal Year 2024-25

Second Interim Budget

CALIFORNIA
VIRTUAL
ACADEMIES

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at San Mateo

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

Category	Current	Incr (Decr)	Reason
ADA	1,136	32	2.8% increase compared to Fiscal Year 2024-25 First Interim Budget
LCFF Revenue	$ 15,009,884	$ 418,618	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	$ 2,465,338	$ 362,654	Increase primarily due to an an increase in planned one-time state restricted funding expenditures
Expenses	$ 17,051,721	$ 336,152	Primarily due an estimated increase in one-time compensation for all employees, an increase in estimated SpEd contracted services, all of which partially offset by a rate driven decrease in student materials and services

Fiscal Year 2024-25 Second Interim Budget Highlights

SB740	47.17%	Certificated salaries and benefits, as a percent of revenue, is 7.2% higher than required
	81.06%	Instruction and instruction-related services, as a percent of revenue, is 1.1% higher than required
K12 Invoice Credits	$ -	Amount of credits issued by K12 for Fiscal Year 2024-25, which guarantee the school does not end the year with a deficit

California Virtual Academy at San Mateo

Fiscal Year 2024-25

Second Interim Budget Comparison

Description	Object Code	2024-25 Adopted Budget	2024-25 First Interim Budget	2024-25 Second Interim Budget	vs. First Interim Budget Increase (Decrease) $ Difference	% Change	
P2 ADA		1,080	1,136	1,168	32	2.85%	a
A. REVENUES							
1. LCFF/Revenue Limit Sources	8010-8099	$ 13,902,223	$ 14,591,266	$ 15,009,884	$ 418,618	2.87%	b
2. Federal Revenues	8100-8299	507,059	493,107	502,257	9,150	1.86%	c
3. Other State Revenues	8300-8599	1,433,486	1,609,577	1,963,081	353,504	21.96%	d
4. Other Local Revenues	8600-8799	38,360	21,619	54,330	32,711	151.30%	e
5. TOTAL REVENUES		**$ 15,881,127**	**$ 16,715,569**	**$ 17,529,552**	**$ 813,983**	**4.87%**	
B. EXPENDITURES							
1. Certficated Salaries	1000-1999	$ 4,930,180	$ 5,058,047	$ 5,386,881	$ 328,834	6.50%	f
2. Non-certificated Salaries	2000-2999	335,405	278,944	278,749	(196)	-0.07%	g
3. Employee Benefits	3000-3999	1,815,385	1,896,858	1,871,259	(25,600)	-1.35%	h
4. Books and Supplies	4000-4999	3,278,173	3,447,873	3,098,840	(349,033)	-10.12%	i
5. Services and Other Operating Expenditures	5000-5999	5,491,881	6,006,133	6,391,591	385,458	6.42%	j
6. Capital Outlay	6000-6999	30,103	27,713	24,401	(3,312)	-11.95%	k
7. Other Outgo	7100-7499	-	-	-	-		
8. TOTAL EXPENDITURES		**$ 15,881,127**	**$ 16,715,569**	**$ 17,051,721**	**$ 336,152**	**2.01%**	
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	-	**477,832**	**477,832**		
D. OTHER FINANCING SOURCES/USES		-	-	-	-		
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	-	**477,832**	**477,832**		

EXPLANATION OF VARIANCES:

- a 2.8% increase compared to Fiscal Year 2024-25 First Interim Budget
- b Increase primarily due to increase in estimated P2 ADA
- c Primarily due to an enrollment driven increase in estimated in Federal SpEd IDEA funding
- d Increase primarily due to an an increase in planned one-time state restricted funding expenditures, and an enrollment driven increase in State SpEd funding
- e Estimated increase in interest income
- f Primarily due to addition of one-time compensation for all employees as a result of payroll transition
- g Immaterial change in school's allocation of restricted funded classified FTEs
- h Primarily due to an estimated decrease in employer portion of health benefits
- i Primarily due to a rate-driven decrease in student materials and services
- j Primarily due to increase in estimated SpEd contracted services expenditures
- k Due to estimated decrease in asset purchases - employee computers and technology

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at San Mateo

Fiscal Year 2024-25
Second Interim Budget

Senate Bill 740 Instructional Cost

Certificated Salaries and Benefits	Object Code		Total
Certificated Teacher Salaries	1100	$	5,190,372
Cert. Supervisors' and Admin. Salaries	1300	$	196,509
Additional Certificated Personnel Pay	1900	$	-
Certificated Employee Benefits	3000-3999	$	1,748,391
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	$	1,107,926
Certificated Staff Cost		**$**	**8,243,198**
Non-Certificated Support Salaries	2200	$	278,749
Non-Certificated Employee Benefits	3000-3999	$	122,868
Approved Textbooks and Core Curricula Materials	4100	$	2,986,181
Materials and Supplies	4300	$	112,660
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	$	123,103
Travel and Conferences	5200	$	86,512
Inst. Computers/Printers/Leasing	5600	$	761,748
Contract - Student Instructional Technology (7%)	5800	$	1,242,551
Other Instructional and Operating Expenditures	5800	$	8,687
ISP Services/Telephone	5900	$	198,747
Instruction & Instruction-Related Costs		**$**	**5,921,804**
Total Instructional Cost		**$**	**14,165,002**

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	$ 8,243,198	$ 17,475,222	47.17%
B. Total Instructional Costs	$ 14,165,002	$ 17,475,222	81.06%
C. PTR (Pupil-Teacher Ratio)	**21.86**	**: 1**	

Note:

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

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

K12 Invoice Credit Methodology

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

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	$ 2,307,595	$ -	$ 2,307,595
Technology Fees (7%)	$ 1,242,551	$ -	$ 1,242,551
OLS - Curriculum & Development	$ 2,328,912	$ -	$ 2,328,912
Instruction Materials	$ 540,175	$ -	$ 540,175
Inst. Computers/Printers/Leasing	$ 729,814	$ -	$ 729,814
Total Net K12, Inc.-Related Expenditures	**$ 7,149,048**	**$ -**	**$ 7,149,048**

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

To the entity that approved the charter school:

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

Signed: _____ Date: February 24, 2025
Charter School Official
(Original signature required)

Print Name: April Warren Title: Head of School

To the County Superintendent of Schools:

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

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

Print Name: _____ Title: _____

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

For Approving Entity:

Josie Peterson
Name

Assistant Superintendent, Business Services
Title

650.746-2430
Phone

jpeterson@jeffersonesd.org
E-mail

For Charter School:

Francis "Paco" Burke
Name

Chief Business Official
Title

805.232.4142
Phone

fburke@caliva.org
E-mail

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

_____ _____
County Representative Date

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

Description	Object Code	2024-25 First Interim (X)	2024-25 Second Interim (Z)	First Interim vs. Second Interim Increase (Decrease) $ Difference (Z) vs. (X)	First Interim vs. Second Interim Increase (Decrease) % Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	14,591,266	15,009,884	418,618	2.87%
2. Federal Revenues	8100-8299	493,107	502,257	9,150	1.86%
3. Other State Revenues	8300-8599	1,609,577	1,963,081	353,504	21.96%
4. Other Local Revenues	8600-8799	21,619	54,330	32,711	151.30%
5. TOTAL REVENUES		16,715,569	17,529,552	813,983	4.87%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	5,058,047	5,386,881	328,834	6.50%
2. Non-certificated Salaries	2000-2999	278,944	278,749	-196	-0.07%
3. Employee Benefits	3000-3999	1,896,858	1,871,259	-25,600	-1.35%
4. Books and Supplies	4000-4999	3,447,873	3,098,840	-349,033	-10.12%
5. Services and Other Operating Expenditures	5000-5999	6,006,133	6,391,591	385,458	6.42%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	27,713	24,401	-3,312	-11.95%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		16,715,569	17,051,721	336,152	2.01%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		0	477,832	477,832	New
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979	0	0	0	
2. Less: Other Uses	7630-7699	0	0	0	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		0	477,832	477,832	New
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	985,604	985,604	0	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-4,319	-4,319	0	0.00%
c. Adjusted Beginning Balance		981,285	981,285		
2. Ending Fund Balance, June 30 (E + F.1.c.)		981,285	1,459,116		
Components of Ending Fund Balance :					
a. Nonspendable					
Revolving Cash (equals object 9130)	9711	-	-	-	
Stores (equals object 9320)	9712	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	
All Others	9719	-	-	-	
b. Restricted	9740	-	-	-	
c Committed					
Stabilization Arrangements	9750	-	-	-	
Other Commitments	9760	-	-	-	
d Assigned					
Other Assignments	9780	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	-	-	-	
Unassigned/Unappropriated Amount	9790	981,285	1,459,116	477,832	49%

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2024-25 First Interim Budget			2024-25 Actuals thru 1/31			2024-25 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	12,697,571	-	12,697,571	7,361,732	-	7,361,732	12,644,912	-	12,644,912
Education Protection Account State Aid - Current Year	8012	1,893,695	-	1,893,695	1,199,316	-	1,199,316	2,364,972	-	2,364,972
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	-	-	-	-	-	-
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-
Tax Relief Subventions	8020-8039	-	-	-	-	-	-	-	-	-
County and District Taxes	8040-8079	-	-	-	-	-	-	-	-	-
Miscellaneous Funds	8080-8089	-	-	-	-	-	-	-	-	-
LCFF/Revenue Limit Transfers:										
PERS Reduction Transfer	8092	-	-	-	-	-	-	-	-	-
Charter Schools Funding in lieu of Property Taxes	8096	-	-	-	-	-	-	-	-	-
Other LCFF/Revenue Limit Transfers	8091, 8097	-	-	-	-	-	-	-	-	-
Total, LCFF/Revenue Limit Sources		14,591,266	-	14,591,266	8,561,048	-	8,561,048	15,009,884	-	15,009,884
2. Federal Revenues										
No Child Left Behind	8290	-	267,775	267,775	-	127,528	127,528	-	269,481	269,481
Special Education - Federal	8181, 8182	-	166,983	166,983	-	-	-	-	172,471	172,471
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	58,348	58,348	-	21,791	21,791	-	60,305	60,305
Total, Federal Revenues		-	493,107	493,107	-	149,319	149,319	-	502,257	502,257
3. Other State Revenues										
Special Education - State	StateRevSE	-	1,078,423	1,078,423	-	1,235,634	1,235,634	-	1,109,144	1,109,144
All Other State Revenues	StateRevAO	245,139	286,015	531,154	166,190	85,637	251,827	246,981	606,956	853,938
Total, Other State Revenues		245,139	1,364,438	1,609,577	166,190	1,321,271	1,487,462	246,981	1,716,100	1,963,081
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	21,619	-	21,619	28,553	-	28,553	54,330	-	54,330
Total, Local Revenues		21,619	-	21,619	28,553	-	28,553	54,330	-	54,330
5. TOTAL REVENUES		14,858,025	1,857,545	16,715,569	8,755,791	1,470,591	10,226,382	15,311,195	2,218,357	17,529,552
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,878,878	982,573	4,861,451	2,149,307	404,307	2,553,614	4,051,855	1,138,517	5,190,372
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	111,281	85,315	196,596	66,868	47,763	114,630	114,630	81,879	196,509
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		3,990,159	1,067,888	5,058,047	2,216,174	452,070	2,668,244	4,166,485	1,220,396	5,386,881
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	72,177	206,768	278,944	26,523	94,739	121,262	60,969	217,780	278,749
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		72,177	206,768	278,944	26,523	94,739	121,262	60,969	217,780	278,749
3. Employee Benefits										
STRS	3101-3102	762,120	203,967	966,087	415,769	93,865	509,635	795,799	233,096	1,028,894
PERS	3201-3202	19,524	55,931	75,454	7,174	25,627	32,801	16,492	58,909	75,401
OASDI / Medicare / Alternative	3301-3302	72,367	16,907	89,273	54,513	14,503	69,016	102,785	27,345	130,130
Health and Welfare Benefits	3401-3402	576,113	110,213	686,326	282,500	58,889	341,389	471,497	90,663	562,160
Unemployment Insurance	3501-3502	16,289	3,309	19,598	7,812	1,790	9,602	14,730	3,375	18,105
Workers' Compensation Insurance	3601-3602	49,969	10,151	60,120	24,409	5,593	30,001	46,023	10,545	56,568
OPEB, Allocated	3701-3702	-	-	-	-	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-	-	-	-	-
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	-	-	-	-	-
Other Employee Benefits	3901-3902	-	-	-	-	-	-	-	-	-
Total, Employee Benefits		1,496,381	400,477	1,896,858	792,178	200,266	992,445	1,447,326	423,933	1,871,259
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	3,289,977	19,705	3,309,682	1,771,207	9,764	1,780,970	2,969,809	16,371	2,986,181
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	123,958	14,233	138,191	1,560	157	1,717	102,353	10,306	112,660
Noncapitalized Equipment	4400	-	-	-	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		3,413,935	33,938	3,447,873	1,772,767	9,921	1,782,688	3,072,163	26,678	3,098,840

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	2024-25 First Interim Budget			2024-25 Actuals thru 1/31			2024-25 Second Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	948,097	948,097	-	629,435	629,435	-	1,231,029	1,231,029
Travel and Conferences	5200	21,564	135,687	157,251	5,266	10,157	15,423	29,539	56,973	86,512
Dues and Memberships	5300	30,239	3,010	33,249	7,967	1,193	9,161	32,644	4,889	37,533
Insurance	5400	24,801	-	24,801	11,537	-	11,537	25,340	-	25,340
Operations and Housekeeping Services	5500	11,698	-	11,698	2,771	-	2,771	12,204	-	12,204
Rentals, Leases, Repairs, and Noncap. Improvements	5600	744,838	-	744,838	430,362	-	430,362	761,748	-	761,748
Transfers of Direct Costs	5700	-	-	-	-	-		-	-	
Professional/Consulting Services and Operating Expend.	5800	3,883,286	4,998	3,888,284	2,284,893	71,058	2,355,951	3,916,674	121,805	4,038,479
Communications	5900	195,423	2,492	197,915	104,839	1,752	106,590	195,481	3,266	198,747
Total, Services and Other Operating Expenditures		4,911,850	1,094,284	6,006,133	2,847,636	713,595	3,561,231	4,973,629	1,417,962	6,391,591
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	*6900*	27,713	-	27,713	12,603	-	12,603	24,401	-	24,401
Total, Capital Outlay		27,713	-	27,713	12,603	-	12,603	24,401	-	24,401
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		13,912,215	2,803,354	16,715,569	7,667,881	1,470,591	9,138,472	13,744,973	3,306,748	17,051,721
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		945,810	(945,810)	-	1,087,910	-	1,087,910	1,566,222	(1,088,391)	477,832
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979	-	-	-		-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(945,810)	945,810	-	-	-	-	(1,088,391)	1,088,391	-
4. TOTAL OTHER FINANCING SOURCES / USES		(945,810)	945,810	-	-	-	-	(1,088,391)	1,088,391	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(0)	-	-	1,087,910	-	1,087,910	477,832	-	477,832
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	985,604	-	985,604	985,604	-	985,604	985,604	-	985,604
b. Adjustments to Beginning Balance	9793, 9795	(4,319)	-	(4,319)	(4,319)	-	(4,319)	(4,319)	-	(4,319)
c. Adjusted Beginning Balance		981,285	-	981,285	981,285	-	981,285	981,285	-	981,285
2. Ending Fund Balance, June 30 (E + F.1.c.)		981,285	-	981,285	2,069,195	-	2,069,195	1,459,116	-	1,459,116
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711	-	-	-	-	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-	-	-	-	-
All Others	9719	-	-	-	-	-	-	-	-	-
b Restricted	9740	-	-	-	-	-	-	-	-	-
c. Committed										
Stabilization Arrangements	9750	-	-	-	-	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-	-	-	-	-
d. Assigned										
Other Assignments	9780	-	-	-	-	-	-	-	-	-
e Unassigned/Unappropriated										
Reserve for Economic Uncertainities	9789	-	-	-	-	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	981,285	-	981,285	2,069,195	-	2,069,195	1,459,116	-	1,459,116

California Virtual Academy at San Mateo

Fiscal Year 2024-25
Second Interim Budget

Multi-Year Projection Assumptions			
Factor	**FY 2024-25 (Y1)**	**FY 2025-26 (Y2)**	**FY 2026-27 (Y3)**
Estimated Enrollment	1,219	1,232	1,244
Estimated # Unduplicated Pupils	696	713	732
Estimated P2 ADA	1,168	1,180	1,191
Average Daily Attendance Growth Rate [1]	12.1%	1.0%	1.0%
Special Education	12.1%	1.0%	1.0%
California Consumer Price Index (CA CPI)	2.85%	2.92%	2.70%
Statutory Cost-of-Living Allowance (COLA)	1.07%	2.43%	3.52%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA [2]	1.63%	2.84%	2.84%
Estimated Certificated FTEs	66.3	67.0	67.6
% Increase (Decrease) Certificated FTEs	3.64%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	2.76%	2.45%	2.99%
Salaries (Min Wage Schedule)	3.13%	2.42%	2.96%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	6.0	6.0	6.0
% Increase (Decrease) Classified FTEs	4.71%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	-4.66%	2.92%	2.70%
CalPERS Employer Rate (statutory)	27.05%	27.40%	27.50%
Other State Revenues: Lottery	$ 297,042	$ 305,715	$ 313,970
Other State Revenues: Mandated Block Grant	$ 39,293	$ 40,248	$ 41,665
Other State Revenues: A-G Completion	$ 34,076	$ 34,904	$ 36,132
Other State Revenues: Arts, Music, Instr Materials Block Grant	$ 359,366	$ 368,099	$ 381,056
Other State Revenues: Educator Effectiveness	$ 72,635	$ 74,400	$ 77,019
Other State Revenues: Learning Recovery Emergency Block Grant	$ 51,526	$ 52,778	$ 54,636
Other Federal Revenues: ESSER I, II, III	$ 60,305	$ -	$ -

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

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

CHARTER SCHOOL

MULTI-YEAR PROJECTION - ALTERNATIVE FORM

2024-25 Second Interim

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	12,644,912	0	12,644,912	13,143,320	13,634,550
Education Protection Account State Aid - Current Year	8012	2,364,972	0	2,364,972	2,446,664	2,558,115
Charter Schools Gen. Purpose Entitlement - State Aid	8015	0	0	0	0	0
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions	8020-8039	0	0	0	0	0
County and District Taxes	8040-8079	0	0	0	0	0
Miscellaneous Funds	8080-8089	0	0	0	0	0
LCFF/Revenue Limit Transfers:						
PERS Reduction Transfer	8092	0	0	0	0	0
Charter Schools Funding in lieu of Property Taxes	8096	0	0	0	0	0
Other LCFF/Revenue Limit Transfers	8091, 8097	0	0	0	0	0
Total, LCFF/Revenue Limit Sources		15,009,884	0	15,009,884	15,589,984	16,192,665
2. Federal Revenues						
No Child Left Behind	8290	0	269,481	269,481	277,350	284,839
Special Education - Federal	8181, 8182	0	172,471	172,471	174,195	175,937
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	60,305	60,305	0	0
Total, Federal Revenues		0	502,257	502,257	451,546	460,776
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,109,144	1,109,144	1,120,235	1,131,438
All Other State Revenues	StateRevAO	246,981	606,956	853,938	876,144	904,477
Total, Other State Revenues		246,981	1,716,100	1,963,081	1,996,379	2,035,915
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	54,330	0	54,330	0	0
Total, Local Revenues		54,330	0	54,330	0	0
5. TOTAL REVENUES		15,311,195	2,218,357	17,529,552	18,037,908	18,689,356
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,051,855	1,138,517	5,190,372	5,370,400	5,587,186
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	114,630	81,879	196,509	202,247	207,707
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		4,166,485	1,220,396	5,386,881	5,572,647	5,794,893
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	60,969	217,780	278,749	286,884	294,623
Non-certificated Supervisors' and Administrators' Sal.	2300	0	0	0	0	0
Clerical and Office Salaries	2400	0	0	0	0	0
Other Non-certificated Salaries	2900	0	0	0	0	0
Total, Non-certificated Salaries		60,969	217,780	278,749	286,884	294,623
3. Employee Benefits						
STRS	3101-3102	795,799	233,096	1,028,894	1,064,376	1,106,825
PERS	3201-3202	16,492	58,909	75,401	78,606	81,021
OASDI / Medicare / Alternative	3301-3302	102,785	27,345	130,130	131,543	133,343
Health and Welfare Benefits	3401-3402	471,497	90,663	562,160	541,569	519,759
Unemployment Insurance	3501-3502	14,730	3,375	18,105	18,302	18,553
Workers' Compensation Insurance	3601-3602	46,023	10,545	56,568	57,182	57,965
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	0	0	0	0	0
Total, Employee Benefits		1,447,326	423,933	1,871,259	1,891,577	1,917,465

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	2,969,809	16,371	2,986,181	3,059,679	3,165,771
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	102,353	10,306	112,660	115,949	119,080
Noncapitalized Equipment	4400	0	0	0	0	0
Food	4700	0	0	0	0	0
Total, Books and Supplies		3,072,163	26,678	3,098,840	3,175,628	3,284,851
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	1,231,029	1,231,029	1,266,975	1,301,183
Travel and Conferences	5200	29,539	56,973	86,512	89,038	91,442
Dues and Memberships	5300	32,644	4,889	37,533	13,404	13,766
Insurance	5400	25,340	0	25,340	26,080	26,784
Operations and Housekeeping Services	5500	12,204	0	12,204	12,560	12,899
Rentals, Leases, Repairs, and Noncap. Improvements	5600	761,748	0	761,748	780,415	807,616
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	3,916,674	121,805	4,038,479	4,155,630	4,304,051
Communications	5900	195,481	3,266	198,747	204,550	210,073
Total, Services and Other Operating Expenditures		4,973,629	1,417,962	6,391,591	6,548,652.71	6,767,814.38
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	*6900*	24,401	0	24,401	25,113	25,792
Total, Capital Outlay		24,401	0	24,401	25,113	25,792
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		13,744,973	3,306,748	17,051,721	17,500,501	18,085,439
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		1,566,222	(1,088,391)	477,832	537,407	603,917
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0		
2. Less: Other Uses	7630-7699	0	0	0		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,088,391)	1,088,391	0		
4. TOTAL OTHER FINANCING SOURCES / USES		(1,088,391)	1,088,391	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		477,832	0	477,832	537,407	603,917

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

Charter School Name: California Virtual Academy @
(continued) San Mateo
CDS #: 41-68916-0112284
Charter Approving Entity: Jefferson Elementary School District
County: San Mateo
Charter #: 0802
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

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

Description	Object Code	FY 2024-25 Unrestricted	FY 2024-25 Restricted	FY 2024-25 Total	2025-26 Projections	2026-27 Projections
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	985,604	0	985,604	1,459,116	1,996,524
b. Adjustments to Beginning Balance	9793, 9795	(4,319)	0	(4,319)		
c. Adjusted Beginning Balance		981,285	0	981,285	1,459,116	1,996,524
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,459,116	0	1,459,116	1,996,524	2,600,441
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	1,459,116	0	1,459,116	1,996,524	2,600,441



California Virtual Academy at San Mateo

Fiscal Year 2024-25

Second Interim Budget

FY 2024-25(Y1) Cash Flow Worksheet

		Actual Cash Flow							*Forecast Cash Flow*						
	Object	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accruals	Total
A. BEGINNING CASH	9110	**2,656,024**	**4,708,375**	**4,777,713**	**4,325,276**	**4,907,597**	**3,292,604**	**3,777,466**	**4,296,673**	**3,267,086**	**2,500,479**	**2,297,705**	**1,268,118**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net State Aid	8011	3,236,919	560,362	560,161	1,008,651	0	1,008,651	1,008,651	1,138,042	1,138,042	1,138,042	1,138,042	1,138,042	(428,694)	12,644,912
EPA	8012	(1,058,635)	0	0	527,483	0	0	0	0	0	591,243	0	0	2,304,881	2,364,972
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	16,843	0	68,904	0	0	9,720	0	0	125,564	0	0	125,564	155,661	502,257
Other State Revenues	8300-8599	172,377	56,749	80,009	98,504	80,009	102,148	222,015	58,892	196,308	294,462	58,892	196,308	346,407	1,963,081
Other Local Revenues	8600-8799	4,629	3,398	0	0	17,496	3,334	4,325	0	0	0	0	0	21,148	54,330
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**2,372,133**	**620,509**	**709,074**	**1,634,638**	**97,505**	**1,123,853**	**1,234,991**	**1,196,935**	**1,459,914**	**2,023,747**	**1,196,935**	**1,459,914**	**2,399,404**	**17,529,552**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	56,603	335,028	917,088	532,020	699,073	412,876	337,732	465,880	465,880	465,880	465,880	232,940	0	5,386,881
Classified Salaries	2000-2999	0	0	0	0	0	0	0	55,750	55,750	55,750	55,750	55,750	0	278,749
Employee Benefits	3000-3999	177,924	57,843	10,904	97,487	8,845	103,897	135,713	255,729	255,729	255,729	255,729	255,729	0	1,871,259
Supplies and Services	4000-5999	85,255	158,299	233,518	422,810	1,004,580	122,218	242,340	1,444,282	1,444,282	1,444,282	1,444,282	1,444,282	0	9,490,432
Capital Outlays	6000-6599	0	0	0	0	0	0	0	4,880	4,880	4,880	4,880	4,880	0	24,401
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**319,782**	**551,170**	**1,161,511**	**1,052,317**	**1,712,498**	**638,991**	**715,785**	**2,226,521**	**2,226,521**	**2,226,521**	**2,226,521**	**1,993,581**	**0**	**17,051,721**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**2,052,351**	**69,338**	**(452,437)**	**582,321**	**(1,614,993)**	**484,862**	**519,207**	**(1,029,587)**	**(766,607)**	**(202,774)**	**(1,029,587)**	**(533,667)**	**2,399,404**	**477,832**
F. ENDING CASH (A + E)		**4,708,375**	**4,777,713**	**4,325,276**	**4,907,597**	**3,292,604**	**3,777,466**	**4,296,673**	**3,267,086**	**2,500,479**	**2,297,705**	**1,268,118**	**734,451**		
G. ENDING CASH, PLUS ACCRUALS															**3,133,855**

CALIFORNIA VIRTUAL ACADEMIES

California Virtual Academy at San Mateo

Fiscal Year 2024-25

Second Interim Budget

FY 2025-26(Y2) Cash Flow Worksheet

		Forecast Cash Flow													
	Object	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accruals	Total
A. BEGINNING CASH	9110	**3,133,855**	**2,851,352**	**2,722,240**	**2,679,880**	**3,049,547**	**2,920,435**	**2,878,075**	**3,247,743**	**3,118,631**	**3,076,270**	**3,445,938**	**3,316,826**		
B. RECEIPTS															
Local Control Funding Formula															
Property Tax	8096	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net State Aid	8011	0	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,182,899	1,314,332	0	13,143,320
EPA	8012	611,666	0	0	611,666	0	0	611,666	0	0	611,666	0	0	0	2,446,664
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0		0
Federal Revenues	8100-8299	0	112,886	0	0	112,886	0	0	112,886	0	0	112,886	0	0	451,546
Other State Revenues	8300-8599	99,819	99,819	299,457	99,819	99,819	299,457	99,819	99,819	299,457	99,819	99,819	299,457	0	1,996,379
Other Local Revenues	8600-8799	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Sources	8931-8979	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL RECEIPTS		**711,485**	**1,395,604**	**1,482,356**	**1,894,384**	**1,395,604**	**1,482,356**	**1,894,384**	**1,395,604**	**1,482,356**	**1,894,384**	**1,395,604**	**1,613,789**	**0**	**18,037,908**
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	530,728	530,728	530,728	530,728	530,728	530,728	530,728	530,728	530,728	530,728	265,364	0	5,572,647
Classified Salaries	2000-2999	23,907	23,907	23,907	23,907	23,907	23,907	23,907	23,907	23,907	23,907	23,907	23,907	0	286,884
Employee Benefits	3000-3999	157,631	157,631	157,631	157,631	157,631	157,631	157,631	157,631	157,631	157,631	157,631	157,631	0	1,891,577
Supplies and Services	4000-5999	810,357	810,357	810,357	810,357	810,357	810,357	810,357	810,357	810,357	810,357	810,357	810,357	0	9,724,281
Capital Outlays	6000-6599	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	0	25,113
Other Outgo	7000-7499	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interfund Transfers Out	7600-7629	0	0	0	0	0	0	0	0	0	0	0	0		0
All Other Financing Uses	7630-7699	0	0	0	0	0	0	0	0	0	0	0	0		0
Other Disbursements/non Expenditures		0	0	0	0	0	0	0	0	0	0	0	0		0
TOTAL DISBURSEMENTS		**993,988**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,524,716**	**1,259,352**	**0**	**17,500,501**
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															0
Accounts Payable															0
TOTAL PRIOR YEAR TRANSACTIONS		**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
E. NET INCREASE/DECREASE (B - C + D)		**(282,503)**	**(129,112)**	**(42,360)**	**369,668**	**(129,112)**	**(42,360)**	**369,668**	**(129,112)**	**(42,360)**	**369,668**	**(129,112)**	**354,437**	**0**	**537,407**
F. ENDING CASH (A + E)		**2,851,352**	**2,722,240**	**2,679,880**	**3,049,547**	**2,920,435**	**2,878,075**	**3,247,743**	**3,118,631**	**3,076,270**	**3,445,938**	**3,316,826**	**3,671,263**		
G. ENDING CASH, PLUS ACCRUALS															**3,671,263**

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

California Virtual Academy @ San Mateo (112284) - FY24-25 2nd Interim Update

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
General Assumptions						
COLA & Augmentation	*5.07%*	*13.26%*	*8.22%*	*1.07%*	*2.43%*	*3.52%*
Base Grant Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Add-on, ERT & MSA Proration Factor	-	*0.00%*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Student Assumptions:						
Enrollment Count	*1,125*	*1,008*	*1,063*	*1,219*	*1,232*	*1,244*
Unduplicated Pupil Count (UPC)	*613*	*552*	*658*	*696*	*713*	*732*
Unduplicated Pupil Percentage (UPP)	*52.69%*	*54.00%*	*57.04%*	*57.91%*	*58.82%*	*57.93%*
Current Year LCFF Average Daily Attendance (ADA)	*1,046.30*	*1,011.82*	*1,041.95*	*1,167.90*	*1,179.58*	*1,191.37*
Funded LCFF ADA	*1,046.30*	*1,011.82*	*1,041.95*	*1,167.90*	*1,179.58*	*1,191.37*
LCFF ADA Funding Method	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*	*Current Year*
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
NSS ADA Funding Method(s)						
LCFF Entitlement Summary						
Base Grant	$9,146,097	$10,063,460	$11,291,852	$12,797,304	$13,239,438	$13,842,539
Grade Span Adjustment	338,699	351,843	361,058	393,228	406,422	425,322
Adjusted Base Grant	$9,484,796	$10,415,303	$11,652,910	$13,190,532	$13,645,860	$14,267,861
Supplemental Grant	999,508	1,124,852	1,329,364	1,527,727	1,605,298	1,653,073
Concentration Grant	-	-	154,517	249,499	338,826	271,731
Total Base, Supplemental and Concentration Grant	$10,484,304	$11,540,155	$13,136,791	$14,967,758	$15,589,984	$16,192,665
Allowance: Necessary Small School	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	31,928	39,389	42,126	-	-
Total Allowance and Add-On Amounts	$-	$31,928	$39,389	$42,126	$-	$-
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$10,484,304**	**$11,572,083**	**$13,176,180**	**$15,009,884**	**$15,589,984**	**$16,192,665**
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,484,304**	**$ 11,572,083**	**$ 13,176,180**	**$ 15,009,884**	**$ 15,589,984**	**$ 16,192,665**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 10,020	$ 11,437	$ 12,646	$ 12,852	$ 13,217	$ 13,592
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,484,304	11,572,083	13,176,180	15,009,884	15,589,984	16,192,665
LCFF Sources Summary						
Funding Source Summary						
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ -	$ -	$ -	$ -	$ -	$ -
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 5,131,480	$ 901,398	$ 1,719,211	$ 2,364,972	$ 2,446,664	$ 2,558,115
Net State Aid *(excludes Additional State Aid)*	$ 5,352,824	$ 10,670,685	$ 11,456,969	$ 12,644,912	$ 13,143,320	$ 13,634,550
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,484,304**	**$ 11,572,083**	**$ 13,176,180**	**$ 15,009,884**	**$ 15,589,984**	**$ 16,192,665**
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	$ 5,352,824	$ 10,670,685	$ 11,456,969	$ 12,644,912	$ 13,143,320	$ 13,634,550
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 5,131,480	$ 901,398	$ 1,719,211	$ 2,364,972	$ 2,446,664	$ 2,558,115
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 534,598	$ 141,728	$ 8,594	$ -	$ -	$ -
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	-	-
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,484,304	$ 11,572,083	$ 13,176,180	$ 15,009,884	$ 15,589,984	$ 16,192,665
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,484,304	$ 11,572,083	$ 13,176,180	$ 15,009,884	$ 15,589,984	$ 16,192,665
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (*Excludes add-ons for TIIG & Transportation*)	[illegible]	[illegible]	$ 11,692,299	$ 13,232,658	$ 13,645,860	$ 14,267,861
Supplemental and Concentration Grant funding in the LCAP year	[illegible]	[illegible]	$ 1,483,881	$ 1,777,226	$ 1,944,124	$ 1,924,804
Projected Additional 15% Concentration Grant funding in the LCAP year	[illegible]	[illegible]	$ 35,657	$ 57,577	$ 78,190	$ 62,707
Percentage to Increase or Improve Services	[illegible]	[illegible]	12.69%	13.43%	14.25%	13.49%

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

APPROVED

BOARD REPORT # 03

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

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

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

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

BUDGET IMPLICATIONS:
The total disbursements for the months of November, December, and January were $1,706,910, $570,550, and $605,236, respectively.

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

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:

April Warren	Dustin Kepler
Head of School	Accounts Payable Specialist

PRESENTED BY:

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

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** Casey Robinson _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X				X	
Elena Miles	X					X
Jennifer Larocque	X					

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	836,056.16
Insperity	PEO - Payroll Services and HR Admin Services provider	382,026.53
California Virtual Academy @ San Diego	Intercompany Settlement	193,150.00
California Virtual Academy @ Los Angeles	Intercompany Settlement	122,829.00
Pine Hill School	NPS Placement	17,175.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	15,141.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	14,182.95
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	11,819.01
Rids Brother Company Inc	Transportation Services	11,645.00
State Board of Equalization	Sales Tax	11,000.00
E-Therapy Intermediate, INC	Special Education Contracted Services	10,875.30
Spectrum Center, Inc	Special Education Contracted Services	10,455.31
Effectual Educational Consulting Service	Special Education Services	9,445.00
Anchor Counseling & Education Solutions	Special Education Contracted Services	8,524.47
AXIS Teletherapy	Special Education Contracted Services - Speech Report Reviews	6,469.28
Kinship Academy	NPS placement	5,840.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	5,304.37
California Teachers Association	Union Dues	4,340.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	3,240.30
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	2,944.45
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,936.69
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	2,910.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	2,349.50
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	2,190.02
EMHSports USA, Inc	Special Education Contracted Services	2,160.00
Law Offices of Young, Minney & Corr, LLP	Legal Services	1,687.50
Grace Speech Therapy Corp.	SLP IEP Attendance	1,640.01
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	1,343.34
The Stepping Stones Group LLC	Special Education Contracted Services	843.00
Bay Area SpeechWorks	Special Education Contracted Services	835.50
TinyEYE Technologies Corporation	Individual Counseling for SPED Students	835.33
Kadiant, LLC	Special Education Contracted Services	744.00
Vista Center for the Blind and Visually Impaired	Special Education Contracted Services - Vision Therapy Services	666.25
Behavior Education Consulting Center	Psychological Services for SPED Students	578.80
Speech Guy, LLC	Special Education Contracted Services	512.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	480.00
Behavioral & Educational Consulting Inc	Behavior Intervention	432.50
SpeechRighter, Inc.	Special Education Contracted Services	270.00
Deaf and Hard of Hearing Educational Solutions, Inc.	SPED Services	217.50
Adapted Child's Play	Special Education Contracted Services	203.75
A1 Speech Therapy, Inc.	Special Education Contracted Services	192.00
Clear Speech and Language	Language and Speech Therapy	189.56
Expedited Reports	Expedited Reports for March	162.50
Jabbergym, LLC	Language and Speech Therapy	35.00
Amazon Capital Services	Staff Office Supplies	32.12
Grand Total		**1,706,910.00**

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1537 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(891.34)
	Bill	11/20/2024	INV-07285		
	Bill	11/20/2024	INV-07301		(4,283.25)
	Bill	11/20/2024	INV-07261		(2,693.63)
	Bill	11/20/2024	INV-07321		(487.50)
	Bill Payment	11/20/2024	1537		8,355.72
Bill Payment #1518 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(168.75)
	Bill	11/07/2024	INV-07278		
	Bill Payment	11/07/2024	1518		168.75
Amount Unapplied - Bill Payment #1537 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(0.00)
					(0.00)
Bill Payment #ACH NOV 08,22&27, 2024 - Insperity(CAVA@SAN MATEO)					(382,026.53)
	Bill	11/30/2024	SM_NOV'24 PYRL	SM_NOV 2024 Var. PYRL Invs	
	Bill Payment	11/30/2024	ACH NOV 08,22&27, 2024	SM_NOV 2024 Var. PYRL Invs	382,026.53
					0.00
Bill Payment #ACH 11.05.2024 - State Board of Equalization(CAVA@SAN MATEO)					(11,000.00)
	Bill	10/30/2024	SM_OCT 2024 Use Tax	SM_Matrls/Comptr Use Tax_OCT 2024	
	Bill Payment	11/05/2024	ACH 11.05.2024	SM_Matrls/Comptr Use Tax_OCT 2024	11,000.00
Bill Credit #SM_OCT 2024 Use Tax Adj. - State Board of Equalization(CAVA@SAN MATEO)					(177.86)
	Bill	10/30/2024	SM_OCT 2024 Use Tax	SM_Matrls/Comptr Use Tax_OCT 2024	
	Bill Credit	11/05/2024	SM_OCT 2024 Use Tax Adj.	SM_OCT 2024 Use Tax Adj.	177.86
					0.00
Bill Payment #1549 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(270.00)
	Bill	11/20/2024	INV-08981		
	Bill	11/20/2024	INV-09079		(420.00)
	Bill	11/20/2024	INV-09107		(65.00)
	Bill	11/20/2024	INV-09151		(2,160.00)
	Bill	11/20/2024	INV-09157		(350.00)
	Bill	11/20/2024	INV-09168		(1,215.00)
	Bill	11/20/2024	INV-09175		(1,170.00)
	Bill	11/20/2024	INV-09178		(240.00)
	Bill	11/20/2024	INV-09183		(390.00)
	Bill	11/20/2024	INV-09187		(1,980.00)
	Bill	11/20/2024	INV-09216		(975.00)
	Bill	11/20/2024	INV-09219		(120.00)
	Bill Payment	11/20/2024	1549		9,355.00
Bill Payment #1525 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(90.00)
	Bill	11/06/2024	12661		
	Bill Payment	11/07/2024	1525		90.00
					0.00
Bill Payment #1538 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(984.25)
	Bill	11/20/2024	INV-00959		
	Bill Payment	11/20/2024	1538		984.25
Bill Payment #1519 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(1,365.25)
	Bill	11/07/2024	INV-00938		
	Bill Payment	11/07/2024	1519		1,365.25
					0.00
Bill Payment #1559 - Pine Hill School(CAVA @ San Mateo)	Bill	11/20/2024	2425-10-CAVA		(17,175.00)
	Bill Payment	11/20/2024	1559		17,175.00
					0.00
Bill Payment #1553 - Green Hasson & Janks LLP(CAVA@SAN MATEO)					(15,141.00)
	Bill	11/20/2024	98183		
	Bill Payment	11/20/2024	1553		15,141.00
					0.00
Bill Payment #1532 - Rids Brother Company Inc(CAVA @ San Mateo)					(11,645.00)
	Bill	11/06/2024	1428		
	Bill Payment	11/07/2024	1532		11,645.00
					0.00
Bill Payment #1535 - A1 Speech Therapy, Inc.(CAVA@SAN MATEO)					(192.00)
	Bill	11/20/2024	INV-00342		
	Bill Payment	11/20/2024	1535		192.00
					0.00
					(900.00)
Bill Payment #1551 - EMHSports USA, Inc(CAVA @ San Mateo)	Bill	11/20/2024	INV-03786		
	Bill	11/20/2024	INV-03798		(1,260.00)
	Bill Payment	11/20/2024	1551		2,160.00
					0.00
Bill Payment #1557 - MK Innovations Inc dba The Silly Room(CAVA @ San Mateo)					(2,910.00)
	Bill	11/20/2024	INV-00670		
	Bill Payment	11/20/2024	1557		2,910.00
					0.00
Bill Payment #1562 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	11/20/2024	INV-01175		(512.00)
	Bill Payment	11/20/2024	1562		512.00
					0.00
Bill Payment #1539 - Axis Teletherapy(CAVA @ San Mateo)	Bill	11/20/2024	INV-00961		(162.50)
	Bill	11/20/2024	INV-00962		(97.94)
	Bill	11/20/2024	INV-00963		(125.00)
	Bill	11/20/2024	INV-00980		(1,930.00)
	Bill	11/20/2024	INV-00993		(45.09)
	Bill	11/20/2024	INV-00981		(635.00)
	Bill	11/20/2024	INV-00982		(1,930.00)
	Bill	11/20/2024	INV-01042		(906.75)
	Bill	11/20/2024	INV-01043		(637.00)
	Bill Payment	11/20/2024	1539		6,469.28
					0.00
Bill Payment #1520 - California Teachers Association(CAVA@SAN MATEO)					(4,340.00)
	Bill	11/06/2024	Union Dues - 102024		
	Bill Payment	11/07/2024	1520		4,340.00
					0.00

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1544 - Christopher Chaidez dba Upward Bound					(613.34)
School Inc.(CAVA @ San Mateo)	Bill	11/20/2024	INV-00658		
	Bill	11/20/2024	INV-00679		(613.34)
	Bill Payment	11/20/2024	1544		1,226.68
Bill Payment #1521 - Christopher Chaidez dba Upward Bound					(70.00)
School Inc.(CAVA @ San Mateo)	Bill	11/06/2024	INV-00642		
	Bill	11/06/2024	INV-00637		(280.00)
	Bill	11/07/2024	INV-00650		(613.34)
	Bill Payment	11/07/2024	1521		963.34
					0.00
Bill Payment #1547 - Communicology, Inc., DBA,					(45.00)
TeleSesh(CAVA @ San Mateo)	Bill	11/20/2024	INV-00299		
	Bill	11/20/2024	INV-00271		(1,370.63)
	Bill	11/20/2024	INV-00260		(201.25)
	Bill	11/20/2024	INV-00309		(299.00)
	Bill	11/20/2024	INV-00282		(45.00)
	Bill	11/20/2024	INV-00290		(1,670.84)
	Bill	11/20/2024	INV-00243		(774.40)
	Bill	11/20/2024	INV-00252		(45.00)
	Bill Payment	11/20/2024	1547		4,451.12
Bill Payment #1522 - Communicology, Inc., DBA,					(808.25)
TeleSesh(CAVA @ San Mateo)	Bill	11/06/2024	INV-00223		
	Bill	11/06/2024	INV-00235		(45.00)
	Bill Payment	11/07/2024	1522		853.25
					0.00
Bill Payment #1548 - E-Therapy Intermediate, INC(CAVA @ San					(4,588.13)
Mateo)	Bill	11/20/2024	INV-07982		
	Bill	11/20/2024	INV-08022		(640.90)
	Bill	11/20/2024	INV-08040		(4,717.52)
	Bill	11/20/2024	INV-08041		(348.75)
	Bill Payment	11/20/2024	1548		10,295.30
Bill Payment #1524 - E-Therapy Intermediate, INC(CAVA @ San					(435.00)
Mateo)	Bill	11/06/2024	INV-07983		
	Bill	11/06/2024	INV-08007		(145.00)
	Bill Payment	11/07/2024	1524		580.00
Amount Unapplied - Bill Payment #1548 - E-Therapy					(0.00)
Intermediate, INC(CAVA @ San Mateo)					
					(0.00)
Bill Payment #1552 - Grace Speech Therapy Corp.(CAVA @ San					(210.13)
Mateo)	Bill	11/20/2024	INV-01236		
	Bill	11/20/2024	INV-01254		(102.50)
	Bill	11/20/2024	INV-01260		(123.00)
	Bill	11/20/2024	INV-01268		(307.50)
	Bill Payment	11/20/2024	1552		743.13
Bill Payment #1528 - Grace Speech Therapy Corp.(CAVA @ San					(220.38)
Mateo)	Bill	11/06/2024	INV-01178		
	Bill	11/06/2024	INV-01195		(92.25)
	Bill	11/06/2024	INV-01199		(153.75)
	Bill	11/06/2024	INV-01205		(174.25)
	Bill	11/06/2024	INV-01209		(123.00)
	Bill	11/06/2024	INV-01215		(102.50)
	Bill	11/06/2024	INV-01225		(30.75)
	Bill Payment	11/07/2024	1528		896.88
					0.00
Bill Payment #1533 - Spectrum Center, Inc(CAVA @ San					(10,455.31)
Mateo)	Bill	11/06/2024	INV-000009755		
	Bill Payment	11/07/2024	1533		10,455.31
					0.00
Bill Payment #1564 - The Stepping Stones Group LLC(CAVA @					(234.67)
San Mateo)	Bill	11/20/2024	INV-00556		
	Bill	11/20/2024	INV-00570		(176.00)
	Bill	11/20/2024	INV-00580		(321.33)
	Bill Payment	11/20/2024	1564		732.00
Bill Payment #1534 - The Stepping Stones Group LLC(CAVA @					(111.00)
San Mateo)	Bill	11/06/2024	INV-00546		
	Bill Payment	11/07/2024	1534		111.00
					0.00
Bill Payment #1565 - TheraStaffers(CAVA @ San Mateo)	Bill	11/20/2024	INV-00629		(599.34)
	Bill	11/20/2024	INV-00637		(744.00)
	Bill Payment	11/20/2024	1565		1,343.34
					0.00
Bill Payment #1543 - Chase Boyle dba Snow Counseling(CAVA					(300.00)
@ San Mateo)	Bill	11/20/2024	INV-00450		
	Bill	11/20/2024	INV-00462		(120.00)
	Bill	11/20/2024	INV-00468		(60.00)
	Bill Payment	11/20/2024	1543		480.00
					0.00
Bill Payment #1550 - El Paseo Children's Center, Inc.(CAVA @					(9,300.47)
San Mateo)	Bill	11/20/2024	INV-01135		
	Bill Payment	11/20/2024	1550		9,300.47
Bill Payment #1526 - El Paseo Children's Center, Inc.(CAVA @					(4,882.48)
San Mateo)	Bill	11/06/2024	INV-01115		
	Bill Payment	11/07/2024	1526		4,882.48
					0.00
Bill Payment #1554 - Jabbergym, LLC(CAVA @ San Mateo)	Bill	11/20/2024	INV-00065		(35.00)
	Bill Payment	11/20/2024	1554		35.00
					0.00
Bill Payment #1558 - National TeleTherapy Resources, a					(988.06)
Speech Pathology Corp.(CAVA @ San Mateo)	Bill	11/20/2024	INV-07759		
	Bill	11/20/2024	INV-07823		(956.59)
	Bill	11/20/2024	INV-07824		(66.50)

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1558 - National TeleTherapy Resources, a	Bill Payment	11/20/2024	1558		2,011.15
Bill Payment #1531 - National TeleTherapy Resources, a					(59.00)
Speech Pathology Corp.(CAVA @ San Mateo)	Bill	11/06/2024	INV-07616		
	Bill	11/06/2024	INV-07617		(184.50)
	Bill	11/06/2024	INV-07618		(62.75)
	Bill	11/06/2024	INV-07619		(87.78)
	Bill	11/06/2024	INV-07620		(62.75)
	Bill	11/06/2024	INV-07649		(126.35)
	Bill	11/06/2024	INV-07670		(646.02)
	Bill Payment	11/07/2024	1531		1,229.15
Amount Unapplied - Bill Payment #1558 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)					0.00
					0.00
Bill Payment #1560 - PrentGraf Ltd dba TalkPath Live(CAVA @					(2,936.69)
San Mateo)	Bill	11/20/2024	INV-00922		
	Bill Payment	11/20/2024	1560		2,936.69
					0.00
Bill Payment #1545 - Christy Bock dba Cornerstone					(11,319.01)
Educational Solutions(CAVA @ San Mateo)	Bill	11/20/2024	INV-00492		
	Bill	11/20/2024	INV-0708		(500.00)
	Bill Payment	11/20/2024	1545		11,819.01
					0.00
Bill Payment #1561 - PresenceLearning, Inc.(CAVA @ San					(718.17)
Mateo)	Bill	11/20/2024	INV-08972		
	Bill	11/20/2024	INV-08971		(1,895.00)
	Bill	11/20/2024	INV-08973		(331.28)
	Bill Payment	11/20/2024	1561		2,944.45
					0.00
					(270.00)
Bill Payment #1563 - SpeechRighter, Inc.(CAVA@SAN MATEO)	Bill	11/20/2024	INV-00330		
	Bill Payment	11/20/2024	1563		270.00
					0.00
Bill Payment #1567 - Vista Center for the Blind and Visually					(666.25)
Impaired(CAVA @ San Mateo)	Bill	11/20/2024	INV-00101		
	Bill Payment	11/20/2024	1567		666.25
					0.00
Bill Payment #ACH 11.22.2024 - K12 MANAGEMENT INC	Bill	07/30/2024	INV-003-15906 _ SM-Jul.24-MAT	INV-003-15906 _ SM-Jul.24-MAT	(12,955.41)
	Bill	07/30/2024	INV-003-15801 _ SM-Jul.24-OLS	INV-003-15801 _ SM-Jul.24-OLS	(19,894.50)
	Bill	08/27/2024	INV-003-16259 _ SM-Aug.24-Adobe Lic	INV-003-16259 _ SM-Aug.24-Adobe Lic	(510.00)
	Bill	08/20/2024	INV-003-16186 _ SM-Jul.24-Lease	INV-003-16186 _ SM-Jul.24-Lease	(2,709.13)
	Bill	08/19/2024	INV-003-15967 _ SM-Jul.24-SS&T	INV-003-15967 _ SM-Jul.24-SS&T	(297,869.00)
	Bill	08/19/2024	INV-003-16013 _ SM-Aug.24-COM	INV-003-16013 _ SM-Aug.24-COM	(102,990.00)
	Bill	08/19/2024	INV-003-16061 _ SM-Aug.24-MAT	INV-003-16061 _ SM-Aug.24-MAT	(218,473.00)
	Bill	08/19/2024	INV-003-16103 _ SM-Aug.24-OLS	INV-003-16103 _ SM-Aug.24-OLS	(163,538.50)
	Bill	09/17/2024	INV-003-16396 _ SM-Sep.24-MAT	INV-003-16396 _ SM-Sep.24-MAT	(14,407.49)
	Bill	09/17/2024	INV-003-16481 _ SM-Aug.24-Lease	INV-003-16481 _ SM-Aug.24-Lease	(2,709.13)
	Bill Payment	11/22/2024	ACH 11.22.2024	K12 NOV Pymnt_FED:1122I1B7031R013266	836,056.16
					0.00
Bill Payment #1568 - California Virtual Academy @ Los					(122,829.00)
Angeles(CAVA@SAN MATEO)	Bill	11/21/2024	Interco NOV'24_LA	Intercompany Settlement NOV 2024	
	Bill Payment	11/21/2024	1568	Intercompany Settlement NOV 2024	122,829.00
					0.00
Bill Payment #1569 - California Virtual Academy @ San					(193,150.00)
Diego(CAVA@SAN MATEO)	Bill	11/21/2024	Interco NOV'24_SD	Intercompany Settlement NOV 2024	
	Bill Payment	11/21/2024	1569	Intercompany Settlement NOV 2024	193,150.00
					0.00
Bill Payment #1540 - Bay Area SpeechWorks(CAVA@SAN					(835.50)
MATEO)	Bill	11/20/2024	INV-00277		
	Bill Payment	11/20/2024	1540		835.50
					0.00
Bill Payment #1523 - Deaf and Hard of Hearing Educational					(217.50)
Solutions, Inc.(CAVA @ San Mateo)	Bill	11/07/2024	INV-00040		
	Bill Payment	11/07/2024	1523		217.50
					0.00
Bill Payment #1517 - Amazon Capital Services(CAVA @ San					(32.12)
Mateo)	Bill	11/06/2024	1R7C-DCRY-96PH		
	Bill Payment	11/07/2024	1517		32.12
					0.00
Bill Payment #1555 - Kadiant, LLC(CAVA @ San Mateo)	Bill	11/20/2024	INV-00166		(744.00)
	Bill Payment	11/20/2024	1555		744.00
					0.00
Bill Payment #1529 - Kinship Academy(CAVA @ San Mateo)	Bill	11/06/2024	1840		(5,840.00)
	Bill Payment	11/07/2024	1529		5,840.00
					0.00
					(203.75)
Bill Payment #1536 - Adapted Child's Play(CAVA @ San Mateo)	Bill	11/20/2024	INV-00491		
	Bill Payment	11/20/2024	1536		203.75
					0.00
Bill Payment #1527 - Expedited Reports(CAVA @ San Mateo)	Bill	11/06/2024	001153		(162.50)
	Bill Payment	11/07/2024	1527		162.50
					0.00
Bill Payment #1556 - Law Offices of Young, Minney & Corr,					(1,087.50)
LLP(CAVA@SAN MATEO)	Bill	11/20/2024	12978		
	Bill Payment	11/20/2024	1556		1,087.50
Bill Payment #1530 - Law Offices of Young, Minney & Corr,					(600.00)
LLP(CAVA@SAN MATEO)	Bill	11/06/2024	12442		
	Bill Payment	11/07/2024	1530		600.00
					0.00
Bill Payment #1541 - Behavior Education Consulting					(578.80)
Center(CAVA @ San Mateo)	Bill	11/20/2024	INV-00006		

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1541 - Behavior Education Consulting	Bill Payment	11/20/2024	1541		578.80
					0.00
Bill Payment #1542 - Behavioral & Educational Consulting					(432.50)
Inc(CAVA @ San Mateo)	Bill	11/20/2024	INV-00006		
	Bill Payment	11/20/2024	1542		432.50
					0.00
Bill Payment #1546 - Clear Speech and Language(CAVA @ San					(148.94)
Mateo)	Bill	11/20/2024	INV-00013		
	Bill	11/20/2024	INV-00019		(40.62)
	Bill Payment	11/20/2024	1546		189.56
					0.00
Bill Payment #1566 - TinyEYE Technologies Corporation(CAVA					(835.33)
@ San Mateo)	Bill	11/20/2024	INV-00588		
	Bill Payment	11/20/2024	1566		835.33
					0.00
					0.00
				Total	1,706,910.00

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
TPR Education, LLC	26,761.35
Gobo LLC	3,600.54
Los Angeles Marriott Burbank Airport Hotel	993.09
Effectual Educational Consulting Service	855.39
Robert Half Inc.	842.36
Law Offices of Young, Minney & Corr, LLP	817.71
Smile From The Inside, Inc.	753.08
4 Successful Kids LLC	745.43
AppleOne Employment Services	443.97
FusionPlus Inc	376.54
UPS	319.18
Green Hasson & Janks LLP	293.70
DataBasics, Inc.	256.48
City Printing Graphics	242.39
Barrington Staffing Services	210.63
Document Tracking Services	200.00
Certified Languages International	177.00
The Back Room Inc	172.71
Supreme Facility Services, Inc.	165.18
De Lage Landen Financial Services Inc.	129.95
Bill.com	112.61
Southern California Edison	102.24
Comm-Core	98.72
Amazon	70.05
College Board	67.40
WPS	53.80
ULINE	42.69
Verizon Wireless	41.70
Ali Baba Café	39.01
AT&T Mobility	38.81
National Technical Honor Society	35.81
The DBQ Company	32.41
Carmen Gomez Ruiz	30.12
Quill Corporation	22.34
Waste Management	21.11
Panera Bread	17.74
Sparkletts	15.95
Integration Inc.	15.25
Ontario Refrigeration	13.82
Doctors Wellness Company LLC dba WellnessMart MD	12.45
Paper Recycling & Shredding	10.84
Smart & Final	10.33

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Amazon Blink	5.02
Vons	0.80
Grand Total	**39,267.71**

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3009	October	600.00	30.12
	Operations and Housekeeping Services Total					600.00	30.12
Carmen Gomez Ruiz Total						600.00	30.12
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 585763	October (10/17)	108.00	5.42
				LLC 586800	October (10/31)	108.00	5.42
	Office Expense Total					216.00	10.84
Paper Recycling & Shredding Total						216.00	10.84
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E434	October (10/26)	2,604.50	130.76
				LLC 000073Y68E444	November (11/02)	1,193.69	59.93
				LLC 000073Y68E454	November (11/09)	1,125.33	56.50
			280 SPED	LLC 0000V9159W434	October (10/26)	569.71	26.77
				LLC 0000V9159W444	November (11/02)	486.08	22.84
				LLC 0000V9159W454	November (11/09)	476.39	22.38
	Shipping Total					6,455.70	319.18
UPS Total						6,455.70	319.18
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7001780-0283-3	November	167.38	8.40
				LLC 7001796-0283-9	November	253.00	12.70
	Operations and Housekeeping Services Total					420.38	21.11
Waste Management Total						420.38	21.11
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44163	October (10/27)	1,280.87	64.31
				LLC 44188	November (11/03)	1,013.88	50.90
			280 SPED	LLC 44163	October (10/27)	762.84	35.84
				LLC 44188	November (11/03)	1,267.90	59.57
	Outside Service Total					4,325.49	210.63
Barrington Staffing Services Total						4,325.49	210.63
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1016	November	7,500.00	376.54
	Outside Service-General Total					7,500.00	376.54
FusionPlus Inc Total						7,500.00	376.54
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 12433	September	5,792.50	324.84
				LLC 12970	October	7,502.50	420.74
				LLC 13106	October	1,912.50	0.00
			280 SPED	LLC 12433	September	375.00	20.03
				LLC 12970	October	975.00	52.09
	Legal Fees Total					16,557.50	817.71
Law Offices of Young, Minney & Corr, LLP Total						16,557.50	817.71
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts	LLC FT9306537	October	975.00	200.00
			320 Supp - ELD Services	LLC T-930650078	October	9,255.39	0.00
	Outside Service-General Total					10,230.39	200.00
Document Tracking Services Total						10,230.39	200.00
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 9977861265	October	830.49	41.70
	Telephone - Adminstration Total					830.49	41.70
Verizon Wireless Total						830.49	41.70
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586103124	October (10/31)	4,010.25	177.00
	Outside Service-General Total					4,010.25	177.00
Certified Languages International Total						4,010.25	177.00
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1094446	November	1,966.37	98.72
	Communications Total					1,966.37	98.72
Comm-Core Total						1,966.37	98.72
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4163	November	3,290.00	165.18
	Operations and Housekeeping Services Total					3,290.00	165.18
Supreme Facility Services, Inc. Total						3,290.00	165.18
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	113-1396308-8969064	October	32.16	1.61
				112-4151416-3702622	October	93.74	4.71
				112-1469447-9171441	October	254.56	12.78
				112-2398375-5389813	October	38.46	1.93
				112-6978135-2126665	November	16.08	0.81
				112-7070030-6494632	November	101.67	5.10
				111-3475900-8263428	November	78.00	3.92
				112-1375938-6691423	November	53.98	2.71

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-4782103-5458652	November	8.57	0.43
				112-1816731-1529818	November	12.86	0.65
				112-8432004-5417830	November	5.35	0.27
				112-5370936-4058602	November	10.62	0.53
				112-1373226-6468244	November	296.89	14.91
				112-2313371-8228230	November	0.00	0.00
				111-2483593-6177820	November	24.55	1.23
				111-2853999-5285048	November	57.18	2.87
				111-1352141-5525019	November	58.38	2.93
				111-3037170-7786609	November	54.99	2.76
				111-4411285-6953032	November	39.23	1.97
				111-8091342-3215427	November	158.09	7.94
	Office Expense Total					1,395.36	70.05
Amazon Total						1,395.36	70.05
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41201233	October (10/22)	444.98	22.34
	Office Expense Total					444.98	22.34
Quill Corporation Total						444.98	22.34
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578 102824	November	773.10	38.81
	Communications Total					773.10	38.81
AT&T Mobility Total						773.10	38.81
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3319	October	3,440.00	172.71
	Outside Service-General Total					3,440.00	172.71
The Back Room Inc Total						3,440.00	172.71
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6974325	October (10/19)	1,178.88	59.19
				LLC 01-6980109	October (10/26)	1,038.89	52.16
				LLC 01-6982317	November (11/02)	2,577.40	129.40
				LLC 01-6988928	November (11/09)	4,047.80	203.22
	Outside Service Total					8,842.97	443.97
AppleOne Employment Services Total						8,842.97	443.97
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-6258	October	248.00	12.45
	Outside Service-General Total					248.00	12.45
Doctors Wellness Company LLC dba WellnessMart MD Total						248.00	12.45
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24119159056	November	1,410.00	112.61
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 110824	October	2,036.37	102.24
	Utilities Total					2,036.37	102.24
Southern California Edison Total						2,036.37	102.24
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83228397	November	2,588.36	129.95
	Equipment Rental Expense Total					2,588.36	129.95
De Lage Landen Financial Services Inc. Total						2,588.36	129.95
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0813986	November	5,108.65	256.48
	Outside Service-General Total					5,108.65	256.48
DataBasics, Inc. Total						5,108.65	256.48
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 102724	November	317.76	15.95
	Office Expense Total					317.76	15.95
Sparkletts Total						317.76	15.95
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2208	November	15,000.00	753.08
	Outside Service-General Total					15,000.00	753.08
Smile From The Inside, Inc. Total						15,000.00	753.08
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 64007899	August (8/23)	850.31	42.69
				LLC 64028347	August (8/30)	1,432.99	71.94
				LLC 64094049	September (9/13)	856.50	43.00
				LLC 64156417	October (10/04)	1,800.00	90.37

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Robert Half Inc.	Outside Service	51806 Professional Svcs & Outside	101 General	LLC 64222978	October (10/18)	1,440.00	72.30
				LLC 64235894	October (10/25)	1,598.00	80.23
				LLC 64242570	October (10/25)	1,800.00	90.37
				LLC 64265641	November (11/01)	1,800.00	90.37
				LLC 64276513	November (11/01)	1,600.40	80.35
				LLC 64185191	October (10/11)	1,800.00	90.37
				LLC 64289081	November (11/08)	1,800.00	90.37
	Outside Service Total					16,778.20	842.36
Robert Half Inc. Total						16,778.20	842.36
		52801 Office Supplies Expense : Business Expense/Printing &				4,322.18	242.39
City Printing Graphics	Printing Expense	Reproduction	101 General	LLC 24-31938	November (11/12)		
				LLC 24-31939	November (11/12)	654.23	0.00
	Printing Expense Total					4,976.41	242.39
City Printing Graphics Total						4,976.41	242.39
		56321 Program Fees & Other Instructional : Program Fees -				5,850.00	293.70
Green Hasson & Janks LLP	Accounting Fees	Accounting	101 General	LLC 98413	October (10/26)		
	Accounting Fees Total					5,850.00	293.70
Green Hasson & Janks LLP Total						5,850.00	293.70
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				275.18	13.82
Ontario Refrigeration	Operations and Housekeeping Services Total	Maintenance	101 General	LLC GW32418	October (10/30)	275.18	13.82
Ontario Refrigeration Total						275.18	13.82
		52802 Office Supplies Expense : Office				68.00	3.41
Smart & Final	Office Expense	Supplies - COS	101 General	10302024	October		
				11192024	November	137.80	6.92
	Office Expense Total					205.80	10.33
Smart & Final Total						205.80	10.33
		56313 Program Fees & Other Instructional : Program Fees -				10,000.00	745.43
4 Successful Kids LLC	Teacher Training	Professional Development	160 EDUEFF	LLC 2024-2025	November (11/01)		
	Teacher Training Total					10,000.00	745.43
4 Successful Kids LLC Total						10,000.00	745.43
		56410 Program Fees & Other Instructional : Program Fees - Non K12				1,075.00	67.40
College Board	Non K12 Curriculum	Curriculum	800 A-G Completion	LLC CV-7907-0184-0206	June (6/08)		
	Non K12 Curriculum Total					1,075.00	67.40
College Board Total						1,075.00	67.40
		51817 Professional Svcs & Outside Labor : Special Education Professional				9,694.97	455.53
Effectual Educational Consulting Service	Subagreements for Services	Services	280 SPED	LLC 12661	August (8/31)		
				LLC 12719	September (9/30)	8,510.00	399.86
	Subagreements for Services Total					18,204.97	855.39
Effectual Educational Consulting Service Total						18,204.97	855.39
		56410 Program Fees & Other Instructional : Program Fees - Non K12				28,714.00	3,600.54
Gobo LLC	Non K12 Curriculum	Curriculum	330 SUPP - Engagement	LLC 1547	October (10/23)		
	Non K12 Curriculum Total					28,714.00	3,600.54
Gobo LLC Total						28,714.00	3,600.54
		54301 Postage & Delivery Expense :				64.24	3.23
Integration Inc.	Postage	Postage	101 General	LLC 2410151	October (10/31)		
	Postage Total					64.24	3.23
		52801 Office Supplies Expense : Business Expense/Printing &				239.60	12.03
	Printing Expense	Reproduction	101 General	LLC 2410151	October (10/31)		
	Printing Expense Total					239.60	12.03
Integration Inc. Total						303.84	15.25
		56410 Program Fees & Other Instructional : Program Fees - Non K12				1,180.00	35.81
National Technical Honor Society	Non K12 Curriculum	Curriculum	310 SUPP-CRE	LLC 209802	November (11/04)		
	Non K12 Curriculum Total					1,180.00	35.81
National Technical Honor Society Total						1,180.00	35.81
TPR Education, LLC	Prepaid Other	13514 Prepaid Other	754 ARP ESSER III - LL	LLC 614990	September (9/25)	612,999.80	26,761.35
	Prepaid Other Total					612,999.80	26,761.35
TPR Education, LLC Total						612,999.80	26,761.35
		52802 Office Supplies Expense : Office				850.32	42.69
ULINE	Office Expense	Supplies - COS	101 General	LLC 185194759	November (11/04)		
	Office Expense Total					850.32	42.69
ULINE Total						850.32	42.69
		56313 Program Fees & Other Instructional : Program Fees -				5,000.00	202.54
Los Angeles Marriott Burbank Airport Hotel	Teacher Training	Professional Development	620 Title II	LLC 110724	November (11/07)		
	Teacher Training Total					5,000.00	202.54
						19,519.83	790.55
		66001 SG&A - Conferences and Events Expense : Events-Information					
	Travel and Conferences	Sessions	730 CSI	LLC 110424 9708	November (11/04)		
						19,519.83	790.55
	Travel and Conferences Total						
Los Angeles Marriott Burbank Airport Hotel Total						24,519.83	993.09
		56313 Program Fees & Other Instructional : Program Fees -				800.00	32.41
The DBQ Company	Teacher Training	Professional Development	620 Title II	LLC 1487	October (10/25)		
	Teacher Training Total					800.00	32.41

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
The DBQ Company Total						**800.00**	**32.41**
		56334 Program Fees & Other Instructional : Program Fees - Non K12				1,144.93	53.80
WPS	**Materials and Supplies**	Teacher Materials	**280 SPED**	LLC Q37558	November (11/05)		
	Materials and Supplies Total					**1,144.93**	**53.80**
WPS Total						**1,144.93**	**53.80**
		52802 Office Supplies Expense : Office				777.03	39.01
Ali Baba Café	**Office Expense**	Supplies - COS	**101 General**	10312024	October		
	Office Expense Total					**777.03**	**39.01**
Ali Baba Café Total						**777.03**	**39.01**
		52802 Office Supplies Expense : Office				15.99	0.80
Vons	**Office Expense**	Supplies - COS	**101 General**	11192024	November		
	Office Expense Total					**15.99**	**0.80**
Vons Total						**15.99**	**0.80**
		52802 Office Supplies Expense : Office				353.40	17.74
Panera Bread	**Office Expense**	Supplies - COS	**101 General**	6051715820106610	November		
	Office Expense Total					**353.40**	**17.74**
Panera Bread Total						**353.40**	**17.74**
		55801 Dues, Memberships & Research		D01-6599901-		100.00	5.02
Amazon Blink	**Dues and Memberships**	Svcs : Memberships	**101 General**	8717034	November		
	Dues and Memberships Total					**100.00**	**5.02**
Amazon Blink Total						**100.00**	**5.02**
Grand Total						**827,132.82**	**39,267.71**

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

Vendor	Description	Total
Insperity	PEO - Payroll Services and HR Admin Services provider	337,805.44
California Virtual Academy @ Los Angeles	Intercompany Settlement	106,000.00
Rids Brother Company Inc	Transportation Services	26,353.31
Anova Education and Behavior Consultation	Special Education Contracted Services	13,869.94
El Paseo Children's Center, Inc.	Special Education Contracted Services	9,996.52
State Board of Equalization	Sales Tax	9,000.00
E-Therapy Intermediate, INC	Special Education Contracted Services	7,952.95
Kinship Academy	NPS placement	6,656.00
Effectual Educational Consulting Service	Special Education Services	5,800.00
Green Hasson & Janks LLP	Audit Fees & Porfessional Services	5,390.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	4,993.54
California Teachers Association	Union Dues	4,340.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	3,341.00
Yvonne West	Orientation and Mobility - Individual	2,981.82
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,784.15
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	2,553.36
Grace Speech Therapy Corp.	SLP IEP Attendance	2,236.26
Anchor Counseling & Education Solutions	Special Education Contracted Services	2,227.34
The Miri Center. A Professional Psychological Corporation	Special Education Contracted Services	2,041.90
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	1,984.46
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,503.68
EMHSports USA, Inc	Special Education Contracted Services	1,440.00
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	1,275.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	1,140.01
Speech Guy, LLC	Special Education Contracted Services	926.25
Chase Boyle dba Snow Counseling	Special Education Contracted Services	860.04
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	837.00
Specialized Therapy Services Inc	Special Education Contracted Services	757.50
TinyEYE Technologies Corporation	Individual Counseling for SPED Students	672.01
Bridge The Gap Sped, LLC	Special Education Contracted Services	662.50
Kadiant, LLC	Special Education Contracted Services	652.75
Vista Center for the Blind and Visually Impaired	Special Education Contracted Services - Vision Therapy Services	615.00
The Stepping Stones Group LLC	Special Education Contracted Services	509.99
SpeechRighter, Inc.	Special Education Contracted Services	168.75
Augmentative Communications Solutions	Special Education Contracted Services	80.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	77.05
A1 Speech Therapy, Inc.	Special Education Contracted Services	64.00
Grand Total		**570,549.52**

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1598 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(278.00)
	Bill	12/14/2024	INV-07357		
	Bill Payment	12/16/2024	1598		278.00
Bill Payment #1571 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(1,836.84)
	Bill	12/06/2024	INV-07329		
	Bill	12/06/2024	INV-07347		(112.50)
	Bill Payment	12/06/2024	1571		1,949.34
					0.00
Bill Payment #ACH 12.09.2024 & 12.23.2024 - Insperity(CAVA@SAN MATEO)					(337,805.44)
	Bill	12/31/2024	SM_DEC'24 PYRL	SM_DEC 2024 Var. PYRL Invs	
	Bill Payment	12/31/2024	ACH 12.09.2024 & 12.23.2024	SM_DEC 2024 Var. PYRL Invs	337,805.44
					0.00
Bill Payment #ACH_DEC 09, 2024 - State Board of Equalization(CAVA@SAN MATEO)					(8,242.41)
	Bill	11/19/2024	SM_NOV'24_Use Tax	SM_Matrls/Comptr Use Tax_NOV 2024	
	Bill	12/09/2024	SM_NOV'24 Use Tax_ Adj.	SM_Matrls/Comptr Use Tax_NOV 2024 Adj.	(757.59)
	Bill Payment	12/09/2024	ACH_DEC 09, 2024	SM_Matrls/Comptr Use Tax_NOV 2024 & Adj.	9,000.00
					0.00
Bill Payment #1605 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(150.00)
	Bill	12/13/2024	INV-09237		
	Bill	12/14/2024	INV-09343		(2,650.00)
	Bill	12/14/2024	INV-09371		(65.00)
	Bill	12/14/2024	INV-09384		(300.00)
	Bill	12/14/2024	INV-09407		(2,205.00)
	Bill	12/14/2024	INV-09418		(250.00)
	Bill Payment	12/16/2024	1605		5,620.00
Bill Payment #1582 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(180.00)
	Bill	12/05/2024	100324		
	Bill Payment	12/06/2024	1582		180.00
					0.00
Bill Payment #1599 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(741.68)
	Bill	12/14/2024	INV-00995		
	Bill Payment	12/16/2024	1599		741.68
Bill Payment #1573 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(762.00)
	Bill	12/06/2024	INV-00973		
	Bill Payment	12/06/2024	1573		762.00
					0.00
Bill Payment #1609 - Green Hasson & Janks LLP(CAVA@SAN MATEO)					(5,390.00)
	Bill	12/14/2024	99196 - Partial		
	Bill Payment	12/16/2024	1609		5,390.00
					0.00
Bill Payment #1591 - Rids Brother Company Inc(CAVA @ San Mateo)					(26,353.31)
	Bill	12/05/2024	1440		
	Bill Payment	12/06/2024	1591		26,353.31
					0.00
Bill Payment #1570 - A1 Speech Therapy, Inc.(CAVA@SAN MATEO)					(64.00)
	Bill	12/06/2024	INV-00345		
	Bill Payment	12/06/2024	1570		64.00
					0.00
					(900.00)
Bill Payment #1607 - EMHSports USA, Inc(CAVA @ San Mateo)	Bill	12/13/2024	INV-03828		
	Bill Payment	12/16/2024	1607		900.00
					(540.00)
Bill Payment #1584 - EMHSports USA, Inc(CAVA @ San Mateo)	Bill	12/06/2024	INV-03822		
	Bill Payment	12/06/2024	1584		540.00
					0.00
Bill Payment #1588 - MK Innovations Inc dba The Silly Room(CAVA @ San Mateo)					(1,275.00)
	Bill	12/06/2024	INV-00685		
	Bill Payment	12/06/2024	1588		1,275.00
					0.00
Bill Payment #1612 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	12/14/2024	INV-01225		(220.75)
	Bill Payment	12/16/2024	1612		220.75
Bill Payment #1593 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	12/05/2024	INV-01194		(283.25)
	Bill	12/06/2024	INV-01216		(133.00)
	Bill	12/06/2024	INV-01203		(289.25)
	Bill Payment	12/06/2024	1593		705.50
					0.00
Bill Payment #1574 - Axis Teletherapy(CAVA @ San Mateo)	Bill	12/06/2024	INV-01086		(88.50)
	Bill	12/06/2024	INV-01070		(1,930.00)
	Bill	12/06/2024	INV-01111		(1,062.50)
	Bill	12/06/2024	INV-01085		(260.00)
	Bill Payment	12/06/2024	1574		3,341.00
					0.00
Bill Payment #1576 - California Teachers Association(CAVA@SAN MATEO)					(4,340.00)
	Bill	12/05/2024	Union Dues - 112024		
	Bill Payment	12/06/2024	1576		4,340.00
					0.00
Bill Payment #1601 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)					(140.00)
	Bill	12/14/2024	INV-00719		
	Bill Payment	12/16/2024	1601		140.00
Bill Payment #1578 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)					(473.34)
	Bill	12/05/2024	INV-00688		
	Bill	12/06/2024	INV-00700		(526.67)
	Bill Payment	12/06/2024	1578		1,000.01
					0.00
Bill Payment #1603 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)					(45.00)
	Bill	12/14/2024	INV-00363		
	Bill	12/14/2024	INV-00351		(956.89)
	Bill Payment	12/16/2024	1603		1,001.89
Bill Payment #1580 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)					(1,391.47)
	Bill	12/06/2024	INV-00321		
	Bill	12/06/2024	INV-00334		(45.00)

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1580 - Communicology, Inc., DBA,	Bill	12/06/2024	INV-00340		(115.00)
	Bill Payment	12/06/2024	1580		1,551.47
					0.00
Bill Payment #1604 - E-Therapy Intermediate, INC(CAVA @ San Mateo)					(2,727.30)
	Bill	12/14/2024	INV-08133		
	Bill	12/14/2024	INV-08134		(144.39)
	Bill Payment	12/16/2024	1604		2,871.69
Bill Payment #1581 - E-Therapy Intermediate, INC(CAVA @ San Mateo)					(492.50)
	Bill	12/06/2024	INV-08069		
	Bill	12/06/2024	INV-08095		(4,588.76)
	Bill Payment	12/06/2024	1581		5,081.26
					0.00
Bill Payment #1608 - Grace Speech Therapy Corp.(CAVA @ San Mateo)					(112.75)
	Bill	12/13/2024	INV-01369		
	Bill	12/13/2024	INV-01384		(873.00)
	Bill Payment	12/16/2024	1608		985.75
Bill Payment #1585 - Grace Speech Therapy Corp.(CAVA @ San Mateo)					(184.50)
	Bill	12/05/2024	INV-01307		
	Bill	12/05/2024	INV-01315		(533.01)
	Bill	12/05/2024	INV-01324		(20.50)
	Bill	12/06/2024	INV-01335		(358.75)
	Bill	12/06/2024	INV-01351		(92.25)
	Bill	12/06/2024	INV-01360		(61.50)
	Bill Payment	12/06/2024	1585		1,250.51
					0.00
Bill Payment #1615 - The Stepping Stones Group LLC(CAVA @ San Mateo)					(290.66)
	Bill	12/14/2024	INV-00612		
	Bill Payment	12/16/2024	1615		290.66
Bill Payment #1595 - The Stepping Stones Group LLC(CAVA @ San Mateo)					(219.33)
	Bill	12/06/2024	INV-00593		
	Bill Payment	12/06/2024	1595		219.33
					0.00
Bill Payment #1616 - TheraStaffers(CAVA @ San Mateo)	Bill	12/14/2024	INV-00661		(434.00)
	Bill Payment	12/16/2024	1616		434.00
Bill Payment #1596 - TheraStaffers(CAVA @ San Mateo)	Bill	12/06/2024	INV-00651		(403.00)
	Bill Payment	12/06/2024	1596		403.00
					0.00
Bill Payment #1577 - Chase Boyle dba Snow Counseling(CAVA @ San Mateo)					(440.04)
	Bill	12/05/2024	INV-00477		
	Bill	12/05/2024	INV-00489		(60.00)
	Bill	12/05/2024	INV-00494		(120.00)
	Bill	12/06/2024	INV-00500		(240.00)
	Bill Payment	12/06/2024	1577		860.04
					0.00
Bill Payment #1606 - El Paseo Children's Center, Inc.(CAVA @ San Mateo)					(5,979.33)
	Bill	12/14/2024	INV-01182		
	Bill Payment	12/16/2024	1606		5,979.33
Bill Payment #1583 - El Paseo Children's Center, Inc.(CAVA @ San Mateo)					(4,017.19)
	Bill	12/06/2024	INV-01169		
	Bill Payment	12/06/2024	1583		4,017.19
					0.00
Bill Payment #1610 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)					(922.94)
	Bill	12/13/2024	INV-07942		
	Bill	12/13/2024	INV-07971		(450.44)
	Bill Payment	12/16/2024	1610		1,373.38
Bill Payment #1589 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)					(611.08)
	Bill	12/05/2024	INV-07896		
	Bill Payment	12/06/2024	1589		611.08
					0.00
Bill Payment #1590 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Mateo)					(2,784.15)
	Bill	12/05/2024	INV-00938		
	Bill Payment	12/06/2024	1590		2,784.15
					0.00
Bill Payment #1602 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ San Mateo)					(4,493.54)
	Bill	12/13/2024	INV-00515		
	Bill Payment	12/16/2024	1602		4,493.54
Bill Payment #1579 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ San Mateo)					(500.00)
	Bill	12/05/2024	INV-0768		
	Bill Payment	12/06/2024	1579		500.00
					0.00
Bill Payment #1611 - PresenceLearning, Inc.(CAVA @ San Mateo)					(77.05)
	Bill	12/13/2024	INV-08998		
	Bill Payment	12/16/2024	1611		77.05
					0.00
					(168.75)
Bill Payment #1613 - SpeechRighter, Inc.(CAVA@SAN MATEO)	Bill	12/14/2024	INV-00340		
	Bill Payment	12/16/2024	1613		168.75
					0.00
Bill Payment #1617 - Vista Center for the Blind and Visually Impaired(CAVA @ San Mateo)					(615.00)
	Bill	12/13/2024	INV-00102		
	Bill Payment	12/16/2024	1617		615.00
					0.00
Bill Payment #1619 - California Virtual Academy @ Los Angeles(CAVA@SAN MATEO)					(106,000.00)
	Bill	12/19/2024	SM_DEC'24 Interco_LA	Intercompany Settlement DEC 2024	
	Bill Payment	12/19/2024	1619	Intercompany Settlement DEC 2024	106,000.00
					0.00
Bill Payment #1586 - Kadiant, LLC(CAVA @ San Mateo)	Bill	12/06/2024	INV-00174		(652.75)
	Bill Payment	12/06/2024	1586		652.75
					0.00
Bill Payment #1587 - Kinship Academy(CAVA @ San Mateo)	Bill	12/05/2024	1857		(6,656.00)
	Bill Payment	12/06/2024	1587		6,656.00

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
					0.00
Bill Payment #1597 - TinyEYE Technologies Corporation(CAVA @ San Mateo)					(672.01)
	Bill	12/06/2024	INV-00599		
	Bill Payment	12/06/2024	1597		672.01
					0.00
Bill Payment #1572 - Anova Education and Behavior Consultation(CAVA @ San Mateo)					(6,442.08)
	Bill	12/05/2024	9022892		
	Bill	12/05/2024	9251803		(7,427.86)
	Bill Payment	12/06/2024	1572		13,869.94
					0.00
Bill Payment #1575 - Bridge The Gap Sped, LLC(CAVA @ San Mateo)					(662.50)
	Bill	12/05/2024	INV-00229		
	Bill Payment	12/06/2024	1575		662.50
					0.00
Bill Payment #1592 - Specialized Therapy Services Inc(CAVA@SAN MATEO)					(757.50)
	Bill	12/05/2024	INV-01275		
	Bill Payment	12/06/2024	1592		757.50
					0.00
Bill Payment #1614 - The Miri Center. A Professional Psychological Corporation(CAVA @ San Mateo)					(189.58)
	Bill	12/13/2024	INV-00499		
	Bill	12/13/2024	INV-00501		(130.00)
	Bill	12/13/2024	INV-00514		(204.86)
	Bill Payment	12/16/2024	1614		524.44
Bill Payment #1594 - The Miri Center. A Professional Psychological Corporation(CAVA @ San Mateo)					(725.84)
	Bill	12/05/2024	INV-00482		
	Bill	12/05/2024	INV-00498		(791.62)
	Bill Payment	12/06/2024	1594		1,517.46
					0.00
Bill Payment #1600 - Augmentative Communications Solutions(CAVA @ San Mateo)					(80.00)
	Bill	12/14/2024	INV-00534		
	Bill Payment	12/16/2024	1600		80.00
					0.00
Bill Payment #1618 - Yvonne West(CAVA@SAN MATEO)	Bill	12/13/2024	INV-00093		(2,981.82)
	Bill Payment	12/16/2024	1618		2,981.82
					0.00
					0.00
				Total	570,549.52

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Rock And Roll Academy Inc.	1,414.04
Pitney Bowes Bank Inc Purchase Power	877.05
Smile From The Inside, Inc.	753.08
Robert Half Inc.	533.77
AppleOne Employment Services	507.06
Barrington Staffing Services	458.08
Solution Tree	451.45
FusionPlus Inc	376.54
DataBasics, Inc.	308.86
AXIS Teletherapy	226.01
N2Y, LLC	218.80
Dutch Ryan Plumbing	218.39
The Back Room Inc	172.71
Supreme Facility Services, Inc.	165.18
Your Way Tree Service Inc.	161.31
UPS	155.23
Green Hasson & Janks LLP	155.13
De Lage Landen Financial Services Inc.	129.95
AT&T Mobility	127.16
Southern California Edison	122.31
Bill.com	112.61
Amazon	111.46
Smartsheet	102.29
Comm-Core	98.16
Quill Corporation	54.31
San Diego County Office of Education	50.21
Certified Languages International	48.48
VistaPrint	47.95
Verizon Wireless	47.50
Pitney Bowes Global Financial Services	30.20
Carmen Gomez Ruiz	30.12
Waste Management	21.11
Everon, LLC	21.07
Successories	19.08
Your Way Tree Service	17.92
Panera Bread	17.74
Sparkletts	14.07
SkillsUSA California	7.89
Paper Recycling & Shredding	5.42
Doctors Wellness Company LLC dba WellnessMart MD	3.11
Target	2.51
Zoom Video Communications, Inc.	1.34

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Crisis Prevention Institute	(78.08)
Grand Total	**8,318.58**

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3010	November	600.00	30.12
	Operations and Housekeeping Services Total					600.00	30.12
Carmen Gomez Ruiz Total						600.00	30.12
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 587895	November (11/14)	108.00	5.42
	Office Expense Total					108.00	5.42
Paper Recycling & Shredding Total						108.00	5.42
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E464	November (11/16)	687.19	34.50
				LLC 000073Y68E474	November (11/23)	766.47	38.48
				LLC 000073Y68E484	November (11/30)	331.87	16.66
				LLC 000073Y68E494	December (12/07)	538.03	27.01
			280 SPED	LLC 0000V9159W464	November (11/16)	216.51	10.17
				LLC 0000V9159W474	November (11/23)	259.12	12.18
				LLC 0000V9159W484	November (11/30)	126.87	5.96
				LLC 0000V9159W494	December (12/07)	218.56	10.27
	Shipping Total					3,144.62	155.23
UPS Total						3,144.62	155.23
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7037103-0283-6	December	167.38	8.40
				LLC 7037119-0283-2	December	253.00	12.70
	Operations and Housekeeping Services Total					420.38	21.11
Waste Management Total						420.38	21.11
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44215	November (11/10)	1,723.76	86.54
				LLC 44234	November (11/17)	1,383.55	69.46
				LLC 44281	November (11/24)	1,734.78	87.10
				LLC 44301	December (12/01)	627.04	31.48
			280 SPED	LLC 44215	November (11/10)	1,252.51	58.85
				LLC 44234	November (11/17)	1,011.18	47.51
				LLC 44281	November (11/24)	1,263.41	59.36
				LLC 44301	December (12/01)	378.19	17.77
	Outside Service Total					9,374.42	458.08
Barrington Staffing Services Total						9,374.42	458.08
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1017	December	7,500.00	376.54
	Outside Service-General Total					7,500.00	376.54
FusionPlus Inc Total						7,500.00	376.54
Verizon Wireless	Telephone - Adminstration	56504 Program Fees & Other Instructional : Admin - Telephone	101 General	LLC 6100267902	November	946.14	47.50
	Telephone - Adminstration Total					946.14	47.50
Verizon Wireless Total						946.14	47.50
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586113024	November	1,843.50	48.48
	Outside Service-General Total					1,843.50	48.48
Certified Languages International Total						1,843.50	48.48
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1095273	December	1,955.23	98.16
	Communications Total					1,955.23	98.16
Comm-Core Total						1,955.23	98.16
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4199	December	3,290.00	165.18
	Operations and Housekeeping Services Total					3,290.00	165.18
Supreme Facility Services, Inc. Total						3,290.00	165.18
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-8091342-3215427	December	(158.09)	(7.94)
				111-1873909-2980231	November	65.39	3.28
				111-9218980-3079454	November	10.45	0.52
				111-0281402-6303442	November	51.45	2.58
					December	(51.45)	(2.58)
				111-9927450-6479425	November	42.84	2.15
				111-0911356-4419455	November	91.05	4.57
				111-0968943-4197847	November	28.99	1.46
				111-9644540-2953050	November	105.17	5.28
				111-7409433-5659423	November	16.08	0.81
				111-6108370-8467442	November	0.00	0.00
				111-3234543-3685810	November	41.04	2.06
				111-6956924-7437061	November	11.79	0.59

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-9223665-5998613	November	73.98	3.71
				112-6555593-6572242	December	559.06	28.07
				112-4989912-4816250	December	128.68	6.46
				112-3867591-2032242	December	69.66	3.50
				112-1078457-2085045	December	35.27	1.77
				112-7759803-2234624	December	8.57	0.43
				112-5460287-1609831	December	421.32	21.15
				112-4872460-6030600	December	89.08	4.47
				112-2397542-3125805	December	64.34	3.23
				113-6995912-8137811	December	42.86	2.15
				113-7506436-9087428	December	48.70	2.45
				113-2257596-7971417	December	8.01	0.40
				113-8439877-8627410	December	64.34	3.23
				111-7167610-0494618	December	20.38	1.02
				112-8324314-6421865	December	54.68	2.75
				114-9875718-0406664	December	10.71	0.54
				111-0685862-3342632	December	56.71	2.85
				114-7409982-2252234	December	139.41	7.00
				111-8915250-9240234	December	64.34	3.23
				111-1389809-4477063	December	5.35	0.27
	Office Expense Total					**2,220.16**	**111.46**
Amazon Total						**2,220.16**	**111.46**
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41387828	November (11/04)	910.39	45.71
				LLC 41626581	November (11/19)	171.28	8.60
	Office Expense Total					**1,081.67**	**54.31**
Quill Corporation Total						**1,081.67**	**54.31**
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 4691785906	November	1,756.68	88.19
				LLC 80557846671578 112824	December	776.09	38.96
	Communications Total					**2,532.77**	**127.16**
AT&T Mobility Total						**2,532.77**	**127.16**
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3407	November	3,440.00	172.71
	Outside Service-General Total					**3,440.00**	**172.71**
The Back Room Inc Total						**3,440.00**	**172.71**
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-6994210	November (11/16)	3,483.84	174.91
				LLC 01-6997774	November (11/23)	4,887.05	245.36
				LLC 01-7002584	November (11/30)	1,728.72	86.79
	Outside Service Total					**10,099.61**	**507.06**
AppleOne Employment Services Total						**10,099.61**	**507.06**
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-6950	November (11/30)	62.00	3.11
	Outside Service-General Total					**62.00**	**3.11**
Doctors Wellness Company LLC dba WellnessMart MD Total						**62.00**	**3.11**
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	24129512987	December	1,410.00	112.61
	Dues and Memberships Total					**1,410.00**	**112.61**
Bill.com Total						**1,410.00**	**112.61**
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 121124	November	2,436.13	122.31
	Utilities Total					**2,436.13**	**122.31**
Southern California Edison Total						**2,436.13**	**122.31**
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83307606	December	2,588.36	129.95
	Equipment Rental Expense Total					**2,588.36**	**129.95**
De Lage Landen Financial Services Inc. Total						**2,588.36**	**129.95**
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814119	December	6,152.00	308.86

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
						6,152.00	308.86
DataBasics, Inc.	Outside Service-General Total						
DataBasics, Inc. Total						6,152.00	308.86
		52802 Office Supplies Expense : Office				280.29	14.07
Sparkletts	Office Expense	Supplies - COS	101 General	LLC 15182654 112424	December		
	Office Expense Total					280.29	14.07
Sparkletts Total						280.29	14.07
		51801 Professional Svcs & Outside				15,000.00	753.08
Smile From The Inside, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 2209	December		
						15,000.00	753.08
	Outside Service-General Total						
Smile From The Inside, Inc. Total						15,000.00	753.08
						1,446.19	72.61
		51806 Professional Svcs & Outside					
Robert Half Inc.	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 64309088	November (11/08)		
				LLC 64324920	November (11/15)	1,440.00	72.30
				LLC 64345939	November (11/22)	1,524.10	76.52
				LLC 64352131	November (11/22)	1,800.00	90.37
				LLC 64369154	November (11/29)	540.00	27.11
				LLC 64370980	November (11/29)	483.40	24.27
				LLC 64397320	December (12/06)	1,598.00	80.23
				LLC 64399069	December (12/06)	1,800.00	90.37
	Outside Service Total					10,631.69	533.77
Robert Half Inc. Total						10,631.69	533.77
		56321 Program Fees & Other				3,090.00	155.13
		Instructional : Program Fees -					
Green Hasson & Janks LLP	Accounting Fees	Accounting	101 General	LLC 99382	November (11/23)		
	Accounting Fees Total					3,090.00	155.13
Green Hasson & Janks LLP Total						3,090.00	155.13
		52802 Office Supplies Expense : Office				353.40	17.74
Panera Bread	Office Expense	Supplies - COS	101 General	6051715820106610	November		
	Office Expense Total					353.40	17.74
Panera Bread Total						353.40	17.74
		51817 Professional Svcs & Outside				325.00	15.27
	Subagreements for	Labor : Special Education Professional					
AXIS Teletherapy	Services	Services	280 SPED	LLC 3035	August (8/31)		
				LLC 3200	November (11/30)	4,485.00	210.74
	Subagreements for Services Total					4,810.00	226.01
AXIS Teletherapy Total						4,810.00	226.01
	Operations and	53400 Rent and Utilities : Repairs and				3,950.00	198.31
Dutch Ryan Plumbing	Housekeeping Services	Maintenance	101 General	LLC 172	November (11/08)		
				LLC 177	December (12/09)	400.00	20.08
	Operations and Housekeeping Services Total					4,350.00	218.39
Dutch Ryan Plumbing Total						4,350.00	218.39
	Operations and	53400 Rent and Utilities : Repairs and				419.61	21.07
Everon, LLC	Housekeeping Services	Maintenance	101 General	LLC 157037824	December		
	Operations and Housekeeping Services Total					419.61	21.07
Everon, LLC Total						419.61	21.07
		56410 Program Fees & Other				2,141.22	114.40
		Instructional : Program Fees - Non K12					
N2Y, LLC	Non K12 Curriculum	Curriculum	280 SPED	LLC INV-1090028	November (11/25)		
	Non K12 Curriculum Total					2,141.22	114.40
		56334 Program Fees & Other				969.74	51.81
		Instructional : Program Fees - Non K12					
	Materials and Supplies	Teacher Materials	280 SPED	LLC INV-1090053	November (11/26)		
				LLC INV-1090054	November (11/26)	984.36	52.59
	Materials and Supplies Total					1,954.10	104.40
N2Y, LLC Total						4,095.32	218.80
Pitney Bowes Bank Inc Purchase		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		17,469.12	877.05
Power	Postage	Postage	101 General	2145 111724	November		
	Postage Total					17,469.12	877.05
Pitney Bowes Bank Inc Purchase Power Total						17,469.12	877.05
Pitney Bowes Global Financial		52802 Office Supplies Expense : Office				601.53	30.20
Services	Office Expense	Supplies - COS	101 General	LLC 3106941166	November (11/28)		
	Office Expense Total					601.53	30.20
Pitney Bowes Global Financial Services Total						601.53	30.20
		56410 Program Fees & Other				24,000.00	1,414.04
		Instructional : Program Fees - Non K12					
Rock And Roll Academy Inc.	Non K12 Curriculum	Curriculum	860 AMIMBG	LLC 112124	November (11/21)		
	Non K12 Curriculum Total					24,000.00	1,414.04
Rock And Roll Academy Inc. Total						24,000.00	1,414.04
		56313 Program Fees & Other				5,600.00	451.45
		Instructional : Program Fees -					
Solution Tree	Teacher Training	Professional Development	630 Title III	LLC S313225	November (11/22)		
	Teacher Training Total					5,600.00	451.45
Solution Tree Total						5,600.00	451.45
	Operations and	53400 Rent and Utilities : Repairs and				3,213.00	161.31
Your Way Tree Service Inc.	Housekeeping Services	Maintenance	101 General	LLC 3194	November (11/21)		
	Operations and Housekeeping Services Total					3,213.00	161.31
Your Way Tree Service Inc. Total						3,213.00	161.31
		56410 Program Fees & Other				51.00	1.34
		Instructional : Program Fees - Non K12	480 SUPP - Student				
Zoom Video Communications, Inc.	Non K12 Curriculum	Curriculum	Training	LLC INV281501579	November (11/18)		

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Zoom Video Communications, Inc.	Non K12 Curriculum Total					51.00	1.34
Zoom Video Communications, Inc. Total						51.00	1.34
San Diego County Office of Education	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC 099-047945	November (11/15)	1,000.00	50.21
	Teacher Training Total					1,000.00	50.21
San Diego County Office of Education Total						1,000.00	50.21
SkillsUSA California	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	310 SUPP-CRE	LLC S123922	November (11/15)	260.00	7.89
	Travel and Conferences Total					260.00	7.89
SkillsUSA California Total						260.00	7.89
Crisis Prevention Institute	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC NAIN-108421	September (9/04)	(1,661.84)	(78.08)
	Non K12 Curriculum Total					(1,661.84)	(78.08)
Crisis Prevention Institute Total						(1,661.84)	(78.08)
Your Way Tree Service	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	Deposit for Inv 3194	November	357.00	17.92
	Operations and Housekeeping Services Total					357.00	17.92
Your Way Tree Service Total						357.00	17.92
VistaPrint	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	VP_RQ11TDDB	November	955.06	47.95
	Office Expense Total					955.06	47.95
VistaPrint Total						955.06	47.95
Successories	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	SO-634746 / S446306	November	107.14	5.38
					December	32.16	1.61
				SO-636377 / S447176	December	240.83	12.09
	Office Expense Total					380.13	19.08
Successories Total						380.13	19.08
Smartsheet	Prepaid Other	13514 Prepaid Other	101 General	7610932	December	1,824.00	102.29
	Prepaid Other Total					1,824.00	102.29
Smartsheet Total						1,824.00	102.29
Target	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	2-4345-1027-0076-2514-5	December	25.00	1.26
				2-4348-2462-0078-1798-3	December	25.00	1.26
	Office Expense Total					50.00	2.51
Target Total						50.00	2.51
Grand Total						158,334.30	8,318.58

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

Vendor	Description	Total
Insperity	PEO - Payroll Services and HR Admin Services provider	358,836.39
Jefferson Elem School District	Supervisory Oversight, Administrative and Other Services	71,068.72
Rids Brother Company Inc	Transportation Services	37,580.00
Spectrum Center, Inc	Special Education Contracted Services	24,580.43
School Pathways LLC	Annual Subscription	15,174.62
Pine Hill School	NPS Placement	11,630.00
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	7,170.00
Kinship Academy	NPS placement	6,454.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	5,993.89
Anchor Counseling & Education Solutions	Special Education Contracted Services	5,901.67
El Paseo Children's Center, Inc.	Special Education Contracted Services	5,602.26
State Board of Equalization	Sales Tax	4,800.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	4,657.85
Grace Speech Therapy Corp.	SLP IEP Attendance	4,269.25
Tabitha Obligacion dba Behavior Education Consulting Center	SPED Services	4,230.00
E-Therapy Intermediate, INC	Special Education Contracted Services	4,206.26
Effectual Educational Consulting Service	Special Education Services	4,163.33
California Teachers Association	Union Dues	4,092.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	3,982.09
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	2,311.62
Virtual Technologies Group	Computer equip. & installation	2,214.69
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,748.50
Specialized Therapy Services Inc	Special Education Contracted Services	1,725.00
EMHSports USA, Inc	Special Education Contracted Services	1,620.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	1,473.34
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	1,265.00
The Stepping Stones Group LLC	Special Education Contracted Services	1,164.31
Speech Guy, LLC	Special Education Contracted Services	1,078.00
Bridge The Gap Sped, LLC	Special Education Contracted Services	850.00
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	810.70
Jabbergym, LLC	Language and Speech Therapy	795.00
Chase Boyle dba Snow Counseling	Special Education Contracted Services	780.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	527.00
SpeechRighter, Inc.	Special Education Contracted Services	472.50
Vista Center for the Blind and Visually Impaired	Special Education Contracted Services - Vision Therapy Services	461.26
TinyEYE Technologies Corporation	Individual Counseling for SPED Students	415.34
Kadiant, LLC	Special Education Contracted Services	378.75
Bay Area SpeechWorks	Special Education Contracted Services	286.00
Amazon Capital Services	Staff Office Supplies	225.76
A1 Speech Therapy, Inc.	Special Education Contracted Services	192.00
Foundations Therapy Service	Special Education Contracted Services	48.50
Grand Total		**605,236.03**

K12 : SA : Full Financials CA Node : CAVASM
Board Disbursements A/P Payment History by Vendor
January 01, 2025 - January 31, 2025

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1657 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(243.75)
	Bill	01/23/2025	INV-07452		
	Bill	01/23/2025	INV-07435		(1,201.25)
	Bill Payment	01/26/2025	1657		1,445.00
Bill Payment #1622 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)					(2,075.00)
	Bill	01/18/2025	INV-07410		
	Bill	01/18/2025	INV-07382		(1,931.67)
	Bill	01/18/2025	INV-07426		(131.25)
	Bill	01/18/2025	INV-07402		(318.75)
	Bill Payment	01/21/2025	1622		4,456.67
					0.00
Bill Payment #ACH 01.09.25, 01.23.25, 01.28.25 - Insperity(CAVA@SAN MATEO)					(358,836.39)
	Bill	01/30/2025	SM_JAN'25 PYRL	SM_JAN 2025 Var. PYRL Invs	
	Bill Payment	01/30/2025	ACH 01.09.25, 01.23.25, 01.28.25	SM_JAN 2025 Var. PYRL Invs	358,836.39
					0.00
Bill Payment #ACH 01.24.2025_Use Tax - State Board of Equalization(CAVA@SAN MATEO)					(4,800.00)
	Bill	12/19/2024	SM_DEC'24 Use Tax	SM_Matrls/Comptr Use Tax_DEC 2024	
	Bill Payment	01/24/2025	ACH 01.24.2025_Use Tax	SM_Matrls/Comptr Use Tax_DEC 2024 & Adj.	4,800.00
Bill Credit #SM_DEC'24 Use Tax Qtr. Adj. - State Board of Equalization(CAVA@SAN MATEO)					(1,016.58)
	Bill	12/19/2024	SM_DEC'24 Use Tax	SM_Matrls/Comptr Use Tax_DEC 2024	
	Bill Credit	01/24/2025	SM_DEC'24 Use Tax Qtr. Adj.	SM_DEC'24 Use Tax Qtr. End Adj.	1,016.58
					0.00
Bill Payment #1660 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(1,080.00)
	Bill	01/23/2025	INV-09566		
	Bill	01/23/2025	INV-09585		(240.00)
	Bill	01/23/2025	INV-09600		(1,950.00)
	Bill	01/23/2025	INV-09631		(43.33)
	Bill	01/23/2025	INV-09653		(140.00)
	Bill	01/23/2025	INV-09659		(20.00)
	Bill Payment	01/26/2025	1660		3,473.33
Bill Payment #1633 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(390.00)
	Bill	01/18/2025	INV-09442		
	Bill	01/18/2025	INV-09474		(180.00)
	Bill	01/18/2025	INV-09486		(120.00)
	Bill Payment	01/21/2025	1633		690.00
Amount Unapplied - Bill Payment #1660 - Effectual Educational Consulting Service(CAVA@SAN MATEO)					(0.00)
					(0.00)
Bill Payment #1658 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(859.50)
	Bill	01/23/2025	INV-01030		
	Bill Payment	01/26/2025	1658		859.50
Bill Payment #1623 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)					(698.50)
	Bill	01/18/2025	INV-01016		
	Bill	01/18/2025	INV-01003		(190.50)
	Bill Payment	01/21/2025	1623		889.00
					0.00
Bill Payment #1668 - Rids Brother Company Inc(CAVA @ San Mateo)					(18,180.00)
	Bill	01/23/2025	1447		
	Bill Payment	01/26/2025	1668		18,180.00
Bill Payment #1645 - Rids Brother Company Inc(CAVA @ San Mateo)					(19,400.00)
	Bill	01/18/2025	1442		
	Bill Payment	01/21/2025	1645		19,400.00
					0.00
Bill Payment #1620 - A1 Speech Therapy, Inc.(CAVA@SAN MATEO)					(192.00)
	Bill	01/18/2025	INV-00349		
	Bill Payment	01/21/2025	1620		192.00
					0.00
					(540.00)
Bill Payment #1635 - EMHSports USA, Inc(CAVA @ San Mateo)	Bill	01/18/2025	INV-03847		
	Bill	01/18/2025	INV-03859		(1,080.00)
	Bill Payment	01/21/2025	1635		1,620.00
					0.00
Bill Payment #1665 - MK Innovations Inc dba The Silly Room(CAVA @ San Mateo)					(50.00)
	Bill	01/23/2025	MK_177		
	Bill Payment	01/26/2025	1665		50.00
Bill Payment #1640 - MK Innovations Inc dba The Silly Room(CAVA @ San Mateo)					(1,215.00)
	Bill	01/18/2025	INV-00700		
	Bill Payment	01/21/2025	1640		1,215.00
					0.00
Bill Payment #1671 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	01/23/2025	INV-01260		(324.50)
	Bill Payment	01/26/2025	1671		324.50
Bill Payment #1649 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	01/18/2025	INV-01236		(324.50)
	Bill	01/18/2025	INV-01248		(254.00)
	Bill	01/18/2025	AAC-2411		(175.00)
	Bill Payment	01/21/2025	1649		753.50
					0.00
Bill Payment #1624 - Axis Teletherapy(CAVA @ San Mateo)	Bill	01/18/2025	INV-01164		(552.50)
	Bill	01/18/2025	INV-01165		(49.56)
	Bill	01/18/2025	INV-01213		(1,930.00)
	Bill	01/18/2025	INV-01210		(986.83)
	Bill	01/18/2025	INV-01211		(545.00)
	Bill	01/18/2025	INV-01212		(1,930.00)
	Bill Payment	01/21/2025	1624		5,993.89
					0.00
Bill Payment #1627 - California Teachers Association(CAVA@SAN MATEO)					(4,092.00)
	Bill	01/18/2025	Union Dues - 122024		
	Bill Payment	01/21/2025	1627		4,092.00
					0.00
Bill Payment #1629 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)					(473.34)
	Bill	01/18/2025	INV-00723		
	Bill	01/18/2025	INV-00734		(570.00)

K12 : SA : Full Financials CA Node : CAVASM
Board Disbursements A/P Payment History by Vendor
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Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1629 - Christopher Chaidez dba Upward Bound	Bill	01/18/2025	INV-00745		(430.00)
	Bill Payment	01/21/2025	1629		1,473.34
					0.00
Bill Payment #1659 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)					(1,646.26)
	Bill	01/23/2025	INV-00450		
	Bill Payment	01/26/2025	1659		1,646.26
Bill Payment #1631 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)					(1,092.15)
	Bill	01/18/2025	INV-00373		
	Bill	01/18/2025	INV-00416		(52.50)
	Bill	01/18/2025	INV-00409		(45.00)
	Bill	01/18/2025	INV-00431		(774.40)
	Bill	01/18/2025	INV-00388		(45.00)
	Bill	01/18/2025	INV-00396		(1,002.54)
	Bill Payment	01/21/2025	1631		3,011.59
					0.00
Bill Payment #1632 - E-Therapy Intermediate, INC(CAVA @ San Mateo)					(3,616.26)
	Bill	01/18/2025	INV-08172		
	Bill	01/18/2025	INV-08189		(300.00)
	Bill	01/18/2025	INV-08207		(290.00)
	Bill Payment	01/21/2025	1632		4,206.26
					0.00
Bill Payment #1663 - Grace Speech Therapy Corp.(CAVA @ San Mateo)					(164.00)
	Bill	01/23/2025	INV-01494		
	Bill	01/23/2025	INV-01511		(235.75)
	Bill Payment	01/26/2025	1663		399.75
Bill Payment #1636 - Grace Speech Therapy Corp.(CAVA @ San Mateo)					(1,303.50)
	Bill	01/18/2025	INV-01400		
	Bill	01/18/2025	INV-01414		(92.25)
	Bill	01/18/2025	INV-01421		(1,623.00)
	Bill	01/18/2025	INV-01431		(123.00)
	Bill	01/18/2025	INV-01436		(123.00)
	Bill	01/18/2025	INV-01445		(20.50)
	Bill	01/18/2025	INV-01455		(184.50)
	Bill	01/18/2025	INV-01464		(61.50)
	Bill	01/18/2025	INV-01479		(338.25)
	Bill Payment	01/21/2025	1636		3,869.50
					0.00
Bill Payment #1673 - The Stepping Stones Group LLC(CAVA @ San Mateo)					(469.32)
	Bill	01/23/2025	INV-00690		
	Bill	01/23/2025	INV-00697		(130.00)
	Bill Payment	01/26/2025	1673		599.32
Bill Payment #1652 - The Stepping Stones Group LLC(CAVA @ San Mateo)					(117.33)
	Bill	01/18/2025	INV-00630		
	Bill	01/18/2025	INV-00641		(151.66)
	Bill	01/18/2025	INV-00659		(74.00)
	Bill	01/18/2025	INV-00668		(222.00)
	Bill Payment	01/21/2025	1652		564.99
					0.00
Bill Payment #1653 - TheraStaffers(CAVA @ San Mateo)	Bill	01/18/2025	INV-00683		(527.00)
	Bill Payment	01/21/2025	1653		527.00
					0.00
Bill Payment #1628 - Chase Boyle dba Snow Counseling(CAVA @ San Mateo)					(60.00)
	Bill	01/18/2025	INV-00539		
	Bill	01/18/2025	INV-00514		(600.00)
	Bill	01/18/2025	INV-00526		(60.00)
	Bill	01/18/2025	INV-00532		(60.00)
	Bill Payment	01/21/2025	1628		780.00
					0.00
Bill Payment #1661 - El Paseo Children's Center, Inc.(CAVA @ San Mateo)					(3,054.36)
	Bill	01/23/2025	INV-01203		
	Bill Payment	01/26/2025	1661		3,054.36
Bill Payment #1634 - El Paseo Children's Center, Inc.(CAVA @ San Mateo)					(2,547.90)
	Bill	01/18/2025	INV-01194		
	Bill Payment	01/21/2025	1634		2,547.90
					0.00
Bill Payment #1666 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)					(618.71)
	Bill	01/23/2025	INV-08206		
	Bill	01/23/2025	INV-08177		(721.75)
	Bill Payment	01/26/2025	1666		1,340.46
Bill Payment #1641 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)					(236.00)
	Bill	01/18/2025	INV-08009		
	Bill	01/18/2025	INV-08055		(184.50)
	Bill	01/18/2025	INV-08054		(310.00)
	Bill	01/18/2025	INV-08018		(630.00)
	Bill	01/18/2025	INV-08056		(424.69)
	Bill	01/18/2025	INV-08073		(66.50)
	Bill	01/18/2025	INV-08124		(62.75)
	Bill	01/18/2025	INV-08107		(727.19)
	Bill Payment	01/21/2025	1641		2,641.63
					0.00
Bill Payment #1643 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Mateo)					(2,311.62)
	Bill	01/18/2025	INV-00957		
	Bill Payment	01/21/2025	1643		2,311.62
					0.00
Bill Payment #1630 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ San Mateo)					(1,900.00)
	Bill	01/18/2025	INV-00518		
	Bill	01/18/2025	INV-00523		(4,770.00)
	Bill	01/18/2025	INV-0944		(500.00)
	Bill Payment	01/21/2025	1630		7,170.00
					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #1667 - PresenceLearning, Inc.(CAVA @ San Mateo)					(198.77)
	Bill	01/23/2025	INV-09087		
	Bill	01/23/2025	INV-09114		(132.52)
	Bill Payment	01/26/2025	1667		331.29
Bill Payment #1644 - PresenceLearning, Inc.(CAVA @ San Mateo)					(313.76)
	Bill	01/18/2025	INV-09034		
	Bill	01/18/2025	INV-09053		(165.65)
	Bill Payment	01/21/2025	1644		479.41
					0.00
Bill Payment #1650 - SpeechRighter, Inc.(CAVA@SAN MATEO)					(472.50)
	Bill	01/18/2025	INV-00349		
	Bill Payment	01/21/2025	1650		472.50
					0.00
Bill Payment #1656 - Vista Center for the Blind and Visually Impaired(CAVA @ San Mateo)					(461.26)
	Bill	01/18/2025	INV-00104		
	Bill Payment	01/21/2025	1656		461.26
					0.00
Bill Payment #1638 - Kadiant, LLC(CAVA @ San Mateo)	Bill	01/18/2025	INV-00191		(378.75)
	Bill Payment	01/21/2025	1638		378.75
					0.00
Bill Payment #1639 - Kinship Academy(CAVA @ San Mateo)	Bill	01/18/2025	1863		(6,454.00)
	Bill Payment	01/21/2025	1639		6,454.00
					0.00
Bill Payment #1654 - TinyEYE Technologies Corporation(CAVA @ San Mateo)					(415.34)
	Bill	01/18/2025	INV-00610		
	Bill Payment	01/21/2025	1654		415.34
					0.00
Bill Payment #1626 - Bridge The Gap Sped, LLC(CAVA @ San Mateo)					(850.00)
	Bill	01/18/2025	INV-00238		
	Bill Payment	01/21/2025	1626		850.00
					0.00
Bill Payment #1647 - Specialized Therapy Services Inc(CAVA@SAN MATEO)					(1,500.00)
	Bill	01/18/2025	INV-01298		
	Bill	01/18/2025	INV-01292		(225.00)
	Bill Payment	01/21/2025	1647		1,725.00
					0.00
Bill Payment #1621 - Amazon Capital Services(CAVA @ San Mateo)					(40.67)
	Bill	01/18/2025	14QH-XJ J 7-7YRT		
	Bill	01/18/2025	1KTG-NHRL-XRHC		(185.09)
	Bill Payment	01/21/2025	1621		225.76
					0.00
Bill Payment #1625 - Bay Area SpeechWorks(CAVA@SAN MATEO)					(286.00)
	Bill	01/18/2025	INV-00282		
	Bill Payment	01/21/2025	1625		286.00
					0.00
Bill Payment #1637 - Jabbergym, LLC(CAVA @ San Mateo)	Bill	01/18/2025	INV-00076		(585.00)
	Bill	01/18/2025	INV-00082		(35.00)
	Bill	01/18/2025	INV-00089		(175.00)
	Bill Payment	01/21/2025	1637		795.00
					0.00
Bill Payment #1642 - Pine Hill School(CAVA @ San Mateo)	Bill	01/18/2025	2425-05-CAVA		(11,630.00)
	Bill Payment	01/21/2025	1642		11,630.00
					0.00
Bill Payment #1669 - School Pathways LLC(CAVA@SAN MATEO)					(14,728.96)
	Bill	01/23/2025	140-INV8147		
	Bill Payment	01/26/2025	1669		14,728.96
Bill Payment #1646 - School Pathways LLC(CAVA@SAN MATEO)					(445.66)
	Bill	01/18/2025	140-INV8042		
	Bill Payment	01/21/2025	1646		445.66
					0.00
Bill Payment #1670 - Spectrum Center, Inc(CAVA @ San Mateo)					(7,616.62)
	Bill	01/23/2025	INV-000024346		
	Bill Payment	01/26/2025	1670		7,616.62
Bill Payment #1648 - Spectrum Center, Inc(CAVA @ San Mateo)					(9,624.22)
	Bill	01/18/2025	INV-000017003		
	Bill	01/18/2025	INV-000021129		(7,339.59)
	Bill Payment	01/21/2025	1648		16,963.81
					0.00
Bill Payment #1672 - Tabitha Obligacion dba Behavior Education Consulting Center(CAVA @ San Mateo)					(2,115.00)
	Bill	01/23/2025	INV-00033		
	Bill Payment	01/26/2025	1672		2,115.00
Bill Payment #1651 - Tabitha Obligacion dba Behavior Education Consulting Center(CAVA @ San Mateo)					(2,115.00)
	Bill	01/18/2025	INV-00017		
	Bill Payment	01/21/2025	1651		2,115.00
					0.00
Bill Payment #1655 - Virtual Technologies Group(CAVA@SAN MATEO)					(157.32)
	Bill	01/18/2025	212524		
	Bill	01/18/2025	213522		(1,152.16)
	Bill	01/18/2025	213598		(905.21)
	Bill Payment	01/21/2025	1655		2,214.69
					0.00
Bill Payment #1662 - Foundations Therapy Service(CAVA @ San Mateo)					(48.50)
	Bill	01/23/2025	INV-00894		
	Bill Payment	01/26/2025	1662		48.50
					0.00
Bill Payment #1664 - Jefferson Elem School District(CAVA@SAN MATEO)					(71,068.72)
	Bill	01/23/2025	250353		
	Bill Payment	01/26/2025	1664		71,068.72
					0.00
					0.00

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Transaction	Bill Type	Date	Document Number	Memo	Amount
				Total	605,236.03

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Pitney Bowes Bank Inc Purchase Power	2,838.31
ParentSquare Inc.	1,922.07
Smile From The Inside, Inc.	1,029.21
NCS Pearson, Inc.	894.61
AppleOne Employment Services	858.48
Law Offices of Young, Minney & Corr, LLP	647.87
Robert Half Inc.	579.87
Barrington Staffing Services	528.68
FusionPlus Inc	376.54
Apple Inc.	331.63
Amazon	313.09
DataBasics, Inc.	284.42
AXIS Teletherapy	262.66
Quill Corporation	250.76
Document Tracking Services	242.00
UPS	222.06
AT&T Mobility	215.27
The Back Room Inc	172.71
Supreme Facility Services, Inc.	165.18
De Lage Landen Financial Services Inc.	129.95
Southern California Edison	114.72
Bill.com	112.61
Marriott Burbank (event deposit)	111.81
Texthelp	107.61
Comm-Core	98.72
Wood Ranch	76.86
UBEO Business Services	62.77
City of Simi Valley	55.74
Successories	44.13
Ontario Refrigeration	43.33
Verizon Wireless	41.70
Carmen Gomez Ruiz	30.12
Toppers Pizza Place	27.78
Everon, LLC	21.55
Sparkletts	21.42
Waste Management	18.27
Costco	16.69
Paper Recycling & Shredding	16.27
Orkin	15.56
Amazon Capital Services	10.53
Crisis Prevention Institute	10.04
Smart & Final	9.87

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Integration Inc.	7.56
Krispy Kreme Doughnuts	5.78
Castle Branch, Inc	2.08
Vons	2.01
Zoom Video Communications, Inc.	1.47
SkillsUSA	1.21
SkillsUSA California	1.21
Grand Total	**13,354.79**

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3011	December	600.00	30.12
	Operations and Housekeeping Services Total					600.00	30.12
Carmen Gomez Ruiz Total						600.00	30.12
Paper Recycling & Shredding		52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 589420	December (12/05)	108.00	5.42
	Office Expense			LLC 590477	December (12/19)	108.00	5.42
				LLC 591837	January (1/09)	108.00	5.42
	Office Expense Total					324.00	16.27
Paper Recycling & Shredding Total						324.00	16.27
UPS		54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E015	January (1/04)	49.56	2.49
	Shipping			LLC 000073Y68E025	January (1/11)	338.87	17.01
				LLC 000073Y68E504	December (12/14)	727.19	36.51
				LLC 000073Y68E514	December (12/21)	1,224.96	61.50
				LLC 000073Y68E524	December (12/28)	127.55	6.40
				LLC 000073Y68E035	January (1/18)	865.51	43.45
			280 SPED	LLC 0000V9159W015	January (1/04)	24.26	1.14
				LLC 0000V9159W025	January (1/11)	136.35	6.41
				LLC 0000V9159W504	December (12/14)	303.23	14.25
				LLC 0000V9159W514	December (12/21)	223.12	10.48
				LLC 0000V9159W524	December (12/28)	37.77	1.77
				LLC 0000V9159W035	January (1/18)	439.29	20.64
	Shipping Total					4,497.66	222.06
UPS Total						4,497.66	222.06
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7041474-0283-5	January	167.38	8.40
				LLC 7041490-0283-1	January	196.57	9.87
	Operations and Housekeeping Services Total					363.95	18.27
Waste Management Total						363.95	18.27
Barrington Staffing Services						1,738.13	87.26
	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 44322	December (12/08)		
				LLC 44342	December (12/15)	1,737.22	87.22
				LLC 44365	December (12/22)	1,606.62	80.66
				LLC 44413	January (1/12)	1,391.48	69.86
				LLC 44432	January (1/19)	1,697.20	85.21
			280 SPED	LLC 44322	December (12/08)	1,259.89	59.20
				LLC 44342	December (12/15)	1,261.49	59.27
	Outside Service Total					10,692.03	528.68
Barrington Staffing Services Total						10,692.03	528.68
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1018	January	7,500.00	376.54
	Outside Service-General Total					7,500.00	376.54
FusionPlus Inc Total						7,500.00	376.54
Law Offices of Young, Minney & Corr, LLP	Legal Fees	51807 Professional Svcs & Outside Labor : Legal	101 General	LLC 14159	December	11,302.50	633.85
			280 SPED	LLC 14159	December	262.50	14.02
	Legal Fees Total					11,565.00	647.87
Law Offices of Young, Minney & Corr, LLP Total						11,565.00	647.87
Document Tracking Services		51801 Professional Svcs & Outside Labor : Other Professional Services				175.00	0.00
	Outside Service-General		410 SUPP - Transcripts	LLC FT9306539	December		
			320 Supp- ELD Services	LLC T-930650080	December	10,292.89	242.00
						10,467.89	242.00
	Outside Service-General Total						
Document Tracking Services Total						10,467.89	242.00
Verizon Wireless		56504 Program Fees & Other Instructional : Admin - Telephone				830.50	41.70
	Telephone - Adminstration		101 General	LLC 6102713540	December		
	Telephone - Adminstration Total					830.50	41.70
Verizon Wireless Total						830.50	41.70
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1096402	January	1,966.30	98.72
	Communications Total					1,966.30	98.72
Comm-Core Total						1,966.30	98.72
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4239	January	3,290.00	165.18
	Operations and Housekeeping Services Total					3,290.00	165.18
Supreme Facility Services, Inc. Total						3,290.00	165.18
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-1389809-4477063	December	5.35	0.27
				111-8598373-4797803	December	14.48	0.73
				111-0049993-0462665	December	210.20	10.55
				111-0421503-6381861	January	37.24	1.87
				111-5487791-9996257	January	147.80	7.42
				112-0468315-0894610	January	126.21	6.34
				112-9180633-6917861	January	382.86	19.22

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	111-4137281-9957039	January	439.36	22.06
				111-1748760-5282649	January	278.52	13.98
				113-9260807-3617807	January	463.94	23.29
				113-3442894-2568235	January	18.22	0.91
				111-3214755-4714630	January	30.01	1.51
				113-4797694-1113868	January	802.02	40.27
				113-1118993-4847417	January	43.95	2.21
				113-8716299-2531445	January	43.95	2.21
				111-2401976-2835447	January	29.49	1.48
				113-1129720-8911439	January	136.73	6.86
				113-3151138-3799448	January	150.14	7.54
				113-3326897-8690661	January	127.62	6.41
				111-1837285-2573030	January	10.71	0.54
				113-7626242-5185005	January	91.68	4.60
				113-5860957-5085014	January	32.15	1.61
		(blank)	101 General	113-5205162-8373006	January	45.68	2.29
				113-4266060-6153025	January	176.50	8.86
				113-8617391-4513053	January	2,391.44	120.06
	Office Expense Total					6,236.25	313.09
Amazon Total						6,236.25	313.09
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 41772195	December (12/02)	237.42	11.92
				LLC 41826752	December (12/04)	838.75	42.11
				LLC 41874979	December (12/06)	275.09	13.81
				LLC 41991123	December (12/13)	2,664.41	133.77
				LLC 42269739	January (1/07)	978.96	49.15
	Office Expense Total					4,994.63	250.76
Quill Corporation Total						4,994.63	250.76
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 2214107903	December	1,756.68	88.19
				LLC 8055784667158122824	January	774.48	38.88
				LLC 60439847908	January	1,756.68	88.19
	Communications Total					4,287.84	215.27
AT&T Mobility Total						4,287.84	215.27
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3469	December	3,440.00	172.71
	Outside Service-General Total					3,440.00	172.71
The Back Room Inc Total						3,440.00	172.71
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7006624	December (12/07)	5,707.14	286.53
				LLC 01-7010746	December (12/14)	5,461.54	274.20
				LLC 01-7014931	December (12/21)	3,778.56	189.70
				LLC 01-7026236	January (1/15)	2,152.08	108.05
	Outside Service Total					17,099.32	858.48
AppleOne Employment Services Total						17,099.32	858.48
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25019865823	January	1,410.00	112.61
	Dues and Memberships Total					1,410.00	112.61
Bill.com Total						1,410.00	112.61
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681011025	December	2,285.03	114.72
	Utilities Total					2,285.03	114.72
Southern California Edison Total						2,285.03	114.72
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 83414172	January	2,588.36	129.95
	Equipment Rental Expense Total					2,588.36	129.95
De Lage Landen Financial Services Inc. Total						2,588.36	129.95
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0814237	January	5,665.15	284.42
	Outside Service-General Total					5,665.15	284.42
DataBasics, Inc. Total						5,665.15	284.42
Sparkletts	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 15182654 122224	January	320.26	16.08

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
		52802 Office Supplies Expense : Office				106.43	5.34
Sparkletts	Office Expense	Supplies - COS	101 General	LLC 15182654 011925	January		
	Office Expense Total					426.69	21.42
Sparkletts Total						426.69	21.42
		51801 Professional Svcs & Outside				15,000.00	753.08
Smile From The Inside, Inc.	Outside Service-General	Labor : Other Professional Services	101 General	LLC 2210	January		
				LLC 2211	January (1/15)	5,500.00	276.13
						20,500.00	1,029.21
	Outside Service-General Total						
Smile From The Inside, Inc. Total						20,500.00	1,029.21
						1,800.00	90.37
		51806 Professional Svcs & Outside					
Robert Half Inc.	Outside Service	Labor : Outside Labor/Temporary Help	101 General	LLC 64430124	December (12/13)		
				LLC 64441962	December (12/13)	1,510.31	75.83
				LLC 64452364	December (12/20)	1,443.00	72.45
				LLC 64470313	December (12/20)	1,620.00	81.33
				LLC 64527222	January (1/10)	1,461.76	73.39
				LLC 64527842	January (1/10)	1,301.25	65.33
				LLC 64546868	January (1/17)	913.60	45.87
				LLC 64550320	January (1/17)	1,499.95	75.31
	Outside Service Total					11,549.87	579.87
Robert Half Inc. Total						11,549.87	579.87
		51817 Professional Svcs & Outside				5,590.00	262.66
	Subagreements for	Labor : Special Education Professional					
AXIS Teletherapy	Services	Services	280 SPED	LLC 3262	December		
	Subagreements for Services Total					5,590.00	262.66
AXIS Teletherapy Total						5,590.00	262.66
	Operations and	53400 Rent and Utilities : Repairs and				429.18	21.55
Everon, LLC	Housekeeping Services	Maintenance	101 General	LLC 157372971	January		
	Operations and Housekeeping Services Total					429.18	21.55
Everon, LLC Total						429.18	21.55
Pitney Bowes Bank Inc Purchase		54301 Postage & Delivery Expense :		LLC 8000-9090-1005-		28,706.59	1,441.23
Power	Postage	Postage	101 General	2145 121624	December		
				LLC 8000-9090-1005-		27,827.31	1,397.08
				2145 011625	January		
	Postage Total					56,533.90	2,838.31
Pitney Bowes Bank Inc Purchase Power Total						56,533.90	2,838.31
		56410 Program Fees & Other				19.00	0.50
		Instructional : Program Fees - Non K12	480 SUPP - Student				
Zoom Video Communications, Inc.	Non K12 Curriculum	Curriculum	Training	LLC INV285428588	December (12/18)		
				LLC INV289349502	January (1/18)	37.00	0.97
	Non K12 Curriculum Total					56.00	1.47
Zoom Video Communications, Inc. Total						56.00	1.47
		56410 Program Fees & Other				40.00	1.21
		Instructional : Program Fees - Non K12					
SkillsUSA California	Non K12 Curriculum	Curriculum	310 SUPP – CRE	LLC N122717	October (10/07)		
	Non K12 Curriculum Total					40.00	1.21
SkillsUSA California Total						40.00	1.21
		56313 Program Fees & Other				200.00	10.04
		Instructional : Program Fees -					
Crisis Prevention Institute	Teacher Training	Professional Development	101 General	LLC NAIN-130338	December (12/23)		
	Teacher Training Total					200.00	10.04
Crisis Prevention Institute Total						200.00	10.04
		52802 Office Supplies Expense : Office				128.66	6.46
Successories	Office Expense	Supplies - COS	101 General	SO-636375 / S447175	December		
				SO-636833 / S447424	December	750.32	37.67
	Office Expense Total					878.98	44.13
Successories Total						878.98	44.13
		56410 Program Fees & Other				224.00	10.53
		Instructional : Program Fees - Non K12		LLC 1YQV-7QWY-			
Amazon Capital Services	Non K12 Curriculum	Curriculum	280 SPED	GPTX	January (1/13)		
	Non K12 Curriculum Total					224.00	10.53
Amazon Capital Services Total						224.00	10.53
		56410 Program Fees & Other				866.95	0.00
		Instructional : Program Fees - Non K12					
Apple Inc.	Non K12 Curriculum	Curriculum	280 SPED	LLC MB49289508	January (1/08)		
	Non K12 Curriculum Total					866.95	0.00
		54811 Computer & Maintenance				175.00	8.22
	Computer Expense	Expense : Repairs & Maintenance	280 SPED	LLC MB42251435	December (12/09)		
				LLC MB42899458	December (12/16)	3,193.15	150.04
				LLC MB49022914	January (1/09)	3,514.90	165.15
				LLC MB49449639	January (1/08)	175.00	8.22
	Computer Expense Total					7,058.05	331.63
Apple Inc. Total						7,925.00	331.63
		51801 Professional Svcs & Outside				41.50	2.08
Castle Branch, Inc	Outside Service-General	Labor : Other Professional Services	101 General	LLC 0978391-IN	December (12/17)		
	Outside Service-General Total					41.50	2.08
Castle Branch, Inc Total						41.50	2.08
		53302 Rent and Utilities : Utilities,				1,110.19	55.74
City of Simi Valley	Utilities	CAM, and Real Estate	101 General	LLC 70869633	December (12/18)		
	Utilities Total					1,110.19	55.74
City of Simi Valley Total						1,110.19	55.74
		54301 Postage & Delivery Expense :				18.98	0.95
Integration Inc.	Postage	Postage	101 General	LLC 2412140	December (12/31)		

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Integration Inc.	Postage Total					18.98	0.95
		52801 Office Supplies Expense : Business Expense/Printing &				131.70	6.61
.	Printing Expense	Reproduction	101 General	LLC 2412140	December (12/31)		
	Printing Expense Total					131.70	6.61
Integration Inc. Total						150.68	7.56
		56410 Program Fees & Other Instructional : Program Fees - Non K12				9,310.00	257.35
NCS Pearson, Inc.	Non K12 Curriculum	Curriculum	310 SUPP – CRE	LLC 27065818	October (10/22)		
				LLC 27373679	January (1/08)	23,054.00	637.26
	Non K12 Curriculum Total					32,364.00	894.61
NCS Pearson, Inc. Total						32,364.00	894.61
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				863.00	43.33
Ontario Refrigeration	Operations and Housekeeping Services Total	Maintenance	101 General	LLC GW33971M	January (1/01)	863.00	43.33
Ontario Refrigeration Total						863.00	43.33
	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and				155.00	7.78
Orkin		Maintenance	101 General	LLC 272873819	November (11/05)		
				LLC 272873820	December (12/03)	155.00	7.78
	Operations and Housekeeping Services Total					310.00	15.56
Orkin Total						310.00	15.56
						63,328.32	1,922.07
ParentSquare Inc.	Prepaid Other	13514 Prepaid Other	330 SUPP - Engagement	LLC 2024-15704	November (11/01)		
	Prepaid Other Total					63,328.32	1,922.07
ParentSquare Inc. Total						63,328.32	1,922.07
						40.00	1.21
		66001 SG&A - Conferences and Events					
SkillsUSA	Travel and Conferences	Expense : Events-Information Sessions	310 SUPP – CRE	LLC CI-18151-202412	December (12/18)		
						40.00	1.21
	Travel and Conferences Total						
SkillsUSA Total						40.00	1.21
		56410 Program Fees & Other Instructional : Program Fees - Non K12				2,014.18	107.61
Texthelp	Non K12 Curriculum	Curriculum	280 SPED	LLC 79225	December (12/13)		
	Non K12 Curriculum Total					2,014.18	107.61
Texthelp Total						2,014.18	107.61
		55304 Facilities & Equipment Rental				1,250.33	62.77
UBEO Business Services	Equipment Rental Expense	Expense : Equipment Rental	101 General	LLC 4760150	January (1/13)		
	Equipment Rental Expense Total					1,250.33	62.77
UBEO Business Services Total						1,250.33	62.77
		52802 Office Supplies Expense : Office				140.53	7.06
Smart & Final	Office Expense	Supplies - COS	101 General	016430	December		
				015460	January	56.01	2.81
	Office Expense Total					196.54	9.87
Smart & Final Total						196.54	9.87
		52802 Office Supplies Expense : Office				1,530.85	76.86
Wood Ranch	Office Expense	Supplies - COS	101 General	31727592091877300	December		
	Office Expense Total					1,530.85	76.86
Wood Ranch Total						1,530.85	76.86
		56313 Program Fees & Other Instructional : Program Fees -				1,500.00	111.81
Marriott Burbank (event deposit)	Teacher Training	Professional Development	480 - SUPP	12182024	December		
	Teacher Training Total					1,500.00	111.81
Marriott Burbank (event deposit) Total						1,500.00	111.81
		52802 Office Supplies Expense : Office				332.37	16.69
Costco	Office Expense	Supplies - COS	101 General	1162030443 - # 653	December		
	Office Expense Total					332.37	16.69
Costco Total						332.37	16.69
		52802 Office Supplies Expense : Office				115.14	5.78
Krispy Kreme Doughnuts	Office Expense	Supplies - COS	101 General	31872174921908200	December		
	Office Expense Total					115.14	5.78
Krispy Kreme Doughnuts Total						115.14	5.78
		52802 Office Supplies Expense : Office				40.00	2.01
Vons	Office Expense	Supplies - COS	101 General	702422453130	January		
	Office Expense Total					40.00	2.01
Vons Total						40.00	2.01
Toppers Pizza Place	Office Expense	(blank)	101 General	117538386	January	553.23	27.78
	Office Expense Total					553.23	27.78
Toppers Pizza Place Total						553.23	27.78
Grand Total						310,197.86	13,354.79

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

BOARD REPORT #04

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: 2024-25 Employment Agreements

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

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

New Hires:

Last Name	First Name	Title	FTE
Marquez	Mark	Teacher, High School, Substitute	0.0
Comstock	Gary	Teacher, Middle School	1.0

Terminations/Resignations:
- **None**

BUDGET IMPLICATIONS:
Funding for these positions is provided through State apportionment based on Average Daily Attendance as reported by the school.

RECOMMENDATIONS:
It is recommended the Governing Board:

1. Ratify the offered 2024-25 Employment Agreements.
2. Authorize Designee of Board of Directors to sign the 2024-25 Employment Agreements on behalf of California Virtual Academy at San Mateo.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

Casey Robinson
Human Resources Administrator

PRESENTED BY:

Casey Robinson
Human Resources Administrator

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** Casey Robinson _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X					X
Elena Miles	X				X	
Jennifer Larocque	X					

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

BOARD REPORT #05

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: 2025-2026 School Calendar

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at San Mateo approve the 2025-2026 school calendar.

BACKGROUND: The school calendar was developed to identify the number of school days and important dates for the 2025-2026 school year.

BUDGET IMPLICATIONS:
N/A

RECOMMENDATIONS:

It is recommended the Governing Board:

1. Approve the 2025-2026 school calendar.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** Casey Robinson _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X				X	
Elena Miles	X					X
Jennifer Larocque	X					

CAVA 2025 -2026 School Calendar

July 25

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						12

August 25

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						12

September 25

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 25

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

November 25

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						13

December 25

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						15

January 26

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						15

February 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						19

March 26

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						22

April 26

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						16

May 26

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

June 25

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						5

2025-2026	
Independence Day	July 4th
School Begins	August 14th
Labor Day	September 1st
Columbus Day	October 13th
Veterans Day	November 11th
Thanksgiving Break	November 21st - 28th
Winter Break	December 22nd - January 2nd
Martin Luther King's Day	January 19th
Non-Student Days	January 20th - 23rd
Presidents' Day/Washington's Birthday	February 16th
Spring Break	April 3rd - 10th
CAASPP Testing (state testing)	April 27th - May 29th
Memorial Day	May 25th
School Ends	June 5th
Juneteenth	June 19th
Extended School Year (ESY) 2026	July 6th - July 31st, 2026

Quarters	Dates	Days
Quarter 1	August 14th - October 17th	45
Quarter 2	October 20th - January 16th	48
Quarter 3	January 26th - March 27th	44
Quarter 4	March 30th - June 5th	43

Attendance Calendar	Dates	Days
Month 1	08/14/25 - 09/05/25	16
Month 2	09/08/25 - 10/03/25	20
Month 3	10/06/25 - 10/31/25	19
Month 4	11/03/25 - 12/05/25	18
Month 5	12/08/25 - 01/16/26	20
Month 6	01/26/26 - 02/20/26	19
Month 7	02/23/26 - 03/20/26	20
Month 8	03/23/26 - 04/17/26	14
Month 9	04/20/26 - 05/15/26	20
Month 10	05/18/26 - 06/05/26	14

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

holiday (no school)

testing

first/last day

non-student teacher work day

APPROVED

TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO GOVERNING BOARD

BOARD REPORT #06

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
February 24, 2025

SUBJECT: School Accountability Report Card

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the School Accountability Report Card.

BACKGROUND: Public schools in California are required to provide information to the community in the form of an annual School Accountability Report Card (SARC). The report includes information regarding achievement, resources, and demographics, allowing the public to compare schools. The data included is provided by DataQuest and the California School Dashboard.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the School Accountability Report Card.

RESPECTFULLY SUBMITTED
April Warren
Head of School

PREPARED BY:
Krista Mount
Director of Categorical Programs

PRESENTED BY:
Suzanne McCarty
Director of Elementary

Ayes: 3 No: 0 Abstain: 0

Approved: _Yes__ **Witnessed:_** Casey Robinson _____ **Date: _2/24/2025___**

Name	Aye	No	Abstain	Absent	Moved	Second
Corrie Marquez-Canseco	X				X	
Elena Miles	X					X
Jennifer Larocque	X					

California Virtual Academy at San Mateo
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

CALIFORNIA VIRTUAL ACADEMIES™

POWERED BY STRIDE K12

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

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

DataQuest

DATAQUEST
California DEPARTMENT OF EDUCATION

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

California School Dashboard

California School DASHBOARD

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

Internet Access

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

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

2024-25 School Contact Information

School Name	California Virtual Academy at San Mateo
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	805-581-0202
Principal	April Warren
Email Address	admin@caliva.org
School Website	https://cava.k12.com/
Grade Span	K-12
County-District-School (CDS) Code	41-68916-0112284

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

California Virtual Academy at San Mateo 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 1,100 students from the following counties, San Francisco, San Mateo, Santa Clara, and Santa Cruz.

California Virtual Academy at San Mateo is dedicated to achieving academic growth while cultivating social and emotional competence for all students. We offer students an innovative educational experience in a safe online environment through daily

2024-25 School Description and Mission Statement

live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	60
Grade 2	54
Grade 3	59
Grade 4	54
Grade 5	59
Grade 6	86
Grade 7	103
Grade 8	115
Grade 9	97
Grade 10	106
Grade 11	109
Grade 12	102
Total Enrollment	1,063

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.1
Male	44.9
American Indian or Alaska Native	0.5
Asian	11.8
Black or African American	8.7
Filipino	2.8
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	1.7
Two or More Races	8.7
White	21.4
English Learners	12.8
Foster Youth	0.2
Homeless	2.7
Socioeconomically Disadvantaged	58.1
Students with Disabilities	13

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)	36.20	95.52	258.80	80.18	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.31	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	13.00	4.04	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	2.74	25.90	8.02	12115.80	4.41
Unknown/Incomplete/NA	0.60	1.71	24.00	7.44	18854.30	6.86
Total Teaching Positions	37.90	100.00	322.80	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.40	96.65	260.80	86.14	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.11	1.50	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.41	9.00	2.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.72	7.20	2.39	11953.10	4.28
Unknown/Incomplete/NA	0.40	1.09	24.10	7.97	15831.90	5.67
Total Teaching Positions	36.60	100.00	302.80	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.50	97.13	232.10	83.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.47	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.10	0.34	21.20	7.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	1.55	6.50	2.35	11746.90	4.23
Unknown/Incomplete/NA	0.30	0.96	16.60	6.00	14303.80	5.15
Total Teaching Positions	38.60	100.00	277.90	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.10	0.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	0.1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.00	0.50	0.6
Total Out-of-Field Teachers	1.00	0.60	0.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.30	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected	August 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Embark Language Arts (TK), ELA K E1 (K), Phonics K E1 (K), ELA 1 E1 (1st). Phonics 1 E1 (1st) ELA 2 Summit (2nd), ELA 3 Summit, ELA 4 Summit, ELA 5 Summit Summit Language Arts 6, Summit Language Arts 7, Summit Language Arts 8 Summit English 9, Honors, Credit Recovery English 9, Summit English 10, Honors, Credit Recovery English 10, Summit and Honors American Literature, AP Language and Composition, Summit, Honors, British/World Literature, AP English Literature and Composition Grammar and Composition, Apex Journalism, PBL Journalism, Summit Creative Writing, Public Speaking	Yes	0%
Mathematics	Embark Math (TK), Math K E1 (K), Math 1 E1 (1st), Math 2 Summit (2nd), Math 3 Summit, Math 4 Summit, Math 5 Summit Summit Math 6 (6th), Summit Math 7 (7th), Summit Math 8 Bridge (8th) Summit Developmental Algebra, Summit Continuing Algebra, Summit Algebra 1, Summit Honors Algebra 1, Summit Credit Recovery Algebra, Summit Geometry, Credit Recovery Geometry, Summit Honors Geometry, Summit Algebra 2, Credit Recovery Algebra 2, Summit Honors Algebra 2, Summit Pre-Cal/Trig, Summit Consumer Math, AP Stats, AP Calculus	Yes	0%

Science	Embark Science (TK), Science K E1 (K), Science 1 E1 (1st), Science 2 E1 (2nd), Science 3 E1, Science 4 E1, Science 5 E1 Summit MS Earth Science (6th), Summit Integrated Science CA (7th), Summit Integrated Science 8 CA (8th) Biology: The Living Earth CA, Summit Honors Biology, AP Biology; Chemistry in Earth's Systems CA, Summit Honors Chemistry, Chemistry Credit Recovery, AP Chemistry; Physics in the Universe CA, Summit Honors Physics; AP Environmental Science, Veterinary Science, Criminology, Astronomy, Forensic Science, Anatomy and Physiology, Earth Science Credit Recovery, Biology Credit Recovery	Yes	0%
History-Social Science	Embark Social Studies (TK), Social Studies Grade K Summit ED CA, Social Studies Grade 1 Summit ED CA, Social Studies Grade 2 Summit ED CA, Social Studies Grade 3 Summed ED CA, California Studies 4 Summit ED, Early American History 5 Summit ED CA Summit World History I 6th, Summit World History II 7th, Summit American History to the Late 1800s (CA) 8th Apex AP World History, Summit World History, World History Honors, World History CR; Apex AP US History, Summit Modern US History CA, Honors Modern US History CA, CR Modern US History CA; Cengage AP US Government and Politics, Principles of American Democracy, Credit Recovery Principles of American Democracy; Cengage AP Macroeconomics, Principles of Economics, Credit Recovery Principles of Economics	Yes	0%
Foreign Language	Elementary Chinese 1 (2nd), Elementary Spanish 1 (2nd-5th), Elementary Chinese 1 (3rd-5th) Elementary Spanish II (3rd-5th), Elementary Chinese II (3rd-5th) WLG MS Spanish IA/ IIA Spanish 1, 2, 3, & CS Spanish 4 (HS), French 1, 2, 3	Yes	0%
Health	Health 8 is offered to all 8th grade students as a 2 week course (part of the 8th grade science curriculum) to comply with the California Healthy Youth Act (CAHYA). Legal Guardians have the option to opt their student out of this course. High School Summit Skills for Health	Yes	0%
Visual and Performing Arts	Embark Art (TK), Art K E1, Art 1 E1, Art 2 E1, Art 3 E1, Art 4 E1, Summit Early American Art (5th) Embark Music (TK), Music K ED, Music 1 ED, Music 2 ED, Music 3 ED, Music 4 ED, Music 5 ED Summit Intermediate World Art I (6) & II (7), Summit Intermediate American Art II (8), MS Music 6 (6th), 2D Art (7th), Animation Art (8th) Summit Fine Art, Summit Art Appreciation, DYN Art in World Cultures, Summit Music Appreciation, Digital Arts I and II,	Yes	0%

	Image Design and Editing, Image Design and Editing PBL, 3D Modeling, Animation, AP Art History, Image Design and Editing PBL, Web Design, Adobe Premiere, Adobe After Effects		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

CAVA at San Mateo is a non-site based virtual school.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	51	47	45	44	46	47
Mathematics (grades 3-8 and 11)	35	37	33	34	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	622	588	94.53	5.47	46.51
Female	341	318	93.26	6.74	50.16
Male	281	270	96.09	3.91	42.22
American Indian or Alaska Native	--	--	--	--	--
Asian	63	62	98.41	1.59	61.29
Black or African American	54	52	96.30	3.70	48.08
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	267	250	93.63	6.37	38.00
Native Hawaiian or Pacific Islander	11	10	90.91	9.09	--
Two or More Races	65	62	95.38	4.62	51.61
White	140	130	92.86	7.14	51.94
English Learners	89	80	89.89	10.11	13.75
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	346	93.51	6.49	37.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	86	86.87	13.13	19.77

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	622	590	94.86	5.14	36.61
Female	341	320	93.84	6.16	36.88
Male	281	270	96.09	3.91	36.30
American Indian or Alaska Native	--	--	--	--	--
Asian	63	62	98.41	1.59	64.52
Black or African American	54	52	96.30	3.70	26.92
Filipino	18	18	100.00	0.00	66.67
Hispanic or Latino	267	251	94.01	5.99	24.70
Native Hawaiian or Pacific Islander	11	11	100.00	0.00	9.09
Two or More Races	65	62	95.38	4.62	41.94
White	140	130	92.86	7.14	44.62
English Learners	89	82	92.13	7.87	18.29
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	21.43
Military	--	--	--	--	--
Socioeconomically Disadvantaged	370	348	94.05	5.95	27.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	99	88	88.89	11.11	13.64

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	32.87	35.71	22.97	22.85	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	402	382	95.02	4.98	35.53
Female	235	221	94.04	5.96	34.09
Male	167	161	96.41	3.59	37.50
American Indian or Alaska Native	--	--	--	--	--
Asian	47	44	93.62	6.38	51.16
Black or African American	26	25	96.15	3.85	28.00
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	179	172	96.09	3.91	24.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	39	36	92.31	7.69	47.22
White	90	84	93.33	6.67	44.05
English Learners	48	44	91.67	8.33	11.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	216	207	95.83	4.17	25.85
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	58	89.23	10.77	14.04

2023-24 Career Technical Education Programs

In the 23-24 school year, the Career & College Prep campus began its sixth year with the following CTE programs and certifications offered:

1. Business and Finance Program:
Business Management Pathway
Finance Pathway
International Business Pathway

2. Marketing, Sales, and Services Program:
Entrepreneurship/Self-Employment Pathway
Marketing Pathway
Professional Sales Pathway
Multimedia Marketing & Business

3. Information and Communication Technologies Program:
Game and Simulation Pathway
Information Support and Services Pathway

2023-24 Career Technical Education Programs

Networking Pathway
Software and Systems Development Pathway

4. Health Sciences and Medical Technology Program:
Medical Assisting Pathway
Medical Coding Pathway
Sports Medicine Pathway

5. Arts, Media, and Entertainment Program:
Animation Pathway
Digital Photography Pathway
Game Design and Integration Pathway
Graphic Design Pathway
Web Design Pathway
Multimedia Production Pathway

6. Hospitality, Tourism, and Recreation Program:
Hospitality, Tourism, and Recreation Pathway

7. Multiple certification opportunities to include:
Microsoft Office Specialist
Entrepreneurship & Small Business
Communication Skills for Business
Project Management Ready
QuickBooks
First Aid, CPR/BLS
Certified Clinical Medical Assistant
IC3 Computing Fundamentals
Multiple IT Specialist certifications
Unity
Multiple Adobe certifications

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

Middle School offered 2 career prep courses to 6th - 8th grade students: MS Careers Explorations I (6th) and MS Careers Explorations II (7th or 8th). Students who had previously taken the MS Careers Explorations II course were eligible to enroll in the following high school CTE courses:
TCH007 World of Computing (S1) and TCH008 Web Design (S2)
CAR095 IT Explorations
CAR017 Business and Marketing Explorations

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

- Building and Construction Trades, Manufacturing and Product Design
- Information and Communication Technologies
- Manufacturing and Product Development, Engineering and Architecture
- Post-Secondary
- Health Science and Medical Technology
- Arts, Media and Entertainment

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	200
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.76
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	33.66

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	23.4	23.4	23.4	23.4	23.4
Grade 7	8.9	8.9	8.9	8.9	8.9
Grade 9	0	0	0	0	0

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

Direct parental involvement is fundamental to our school's success. Parents are actively involved from the time of initial enrollment by researching our program and choosing to enroll their child in our school. The onboarding process welcomes families, informs them of our enrollment requirements, and provides coaching and support to prepare them for success in our school. Parents work closely with their student's teachers when they have questions or concerns about their student's progress or curriculum.

Our program is enhanced by our commitment to providing a top-quality education to our students while providing training and engagement opportunities to our parents and families. Parents are trained to navigate the online school platform and coached on providing effective learning support under the guidance of highly qualified and certificated teachers. Parents are exposed to a content-rich curriculum, including mathematics and problem-solving, classic literature, a comprehensive retelling of the story of history, various musical genres, and great works of art. We keep parents informed and updated through the ParentSquare platform, social media, and the LC Community platform. We have many online and offline resources, live and on-demand, including Coffee Chats (parent connection opportunities on relevant topics led out by staff), parent training, Parenting with Purpose workshops (offering SEL resources and collaboration), attendance coaching and support, and parent orientations for new and returning families to ensure parents understand program expectations and students are engaged in learning.

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	13.2	21.6	20.8	13.2	21.6	20.8	7.8	8.2	8.9
Graduation Rate	78.1	76.5	78.3	78.1	76.5	78.3	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	106	83	78.3
Female	65	51	78.5
Male	41	32	78.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	13	11	84.6
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	44	33	75.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	31	25	80.6
English Learners	17	10	58.8
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	70	52	74.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	24	15	62.5

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

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1374	1269	143	11.3
Female	751	702	83	11.8
Male	623	567	60	10.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	142	134	11	8.2
Black or African American	125	116	14	12.1
Filipino	43	39	0	0.0
Hispanic or Latino	615	563	85	15.1
Native Hawaiian or Pacific Islander	26	25	3	12.0
Two or More Races	125	120	6	5.0
White	287	266	23	8.6
English Learners	205	186	31	16.7
Foster Youth	--	--	--	--
Homeless	35	31	5	16.1
Socioeconomically Disadvantaged	858	788	109	13.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	223	204	36	17.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.02	2.01	2.11	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2024-25 School Safety Plan

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

2024-25 School Safety Plan

and fire marshal inspection and/or a certificate of occupancy.

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

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

D. Other SARC Information Information Required in the SARC

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	10	1	
1	8	8	1	1
2	16	3		1
3	12	5		2
4	11	7		1
5	8	10	1	1
6	2	119	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	10	7	1	
1	12	3	2	
2	14	2	2	
3	11	5	2	
4	10	7	1	
5	15	3	1	1
6	9	25	7	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	8	5	1	
1	9	6	1	
2	5	12		
3	2	26		
4	11	3	2	
5	8	6	1	
6	8	19	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	7	63		
Mathematics	6	50		
Science	8	39		
Social Science	8	44		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	6	76		
Mathematics	6	54		
Science	7	36		
Social Science	7	50		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	78		
Mathematics	7	63		
Science	7	39		
Social Science	7	53		

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	759.29

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,353	$2,777	$10,575	$69,004
District	N/A	N/A	$8,496	$94,500
Percent Difference - School Site and District	N/A	N/A	21.8	-31.2
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-1.8	-30.8

Fiscal Year 2023-24 Types of Services Funded

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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,245	$57,839
Mid-Range Teacher Salary	$87,479	$90,040
Highest Teacher Salary	$119,106	$118,647
Average Principal Salary (Elementary)	$157,940	$144,639
Average Principal Salary (Middle)	$168,871	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$280,086	$229,986
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	7%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.6

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

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	3
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17