

**AGENDA
REGULAR MEETING
BOARD OF DIRECTORS
California Virtual Academy at San Mateo
December 11, 2025
9:00 A.M.**

ORIGINAL

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
9207 Orinda Way, Gilroy, CA 95020**

**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. In the event a member of the public speaks to the Board in a language other than English, their allowed public comment time will be doubled to allow time for translation of their comments.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

California Virtual Academy at 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 9:00 A.M.

B. ROLL CALL

	Present	Absent
Ms. Jennifer Larocque (Secretary)	<u>X</u>	_____
Ms. Elena Miles	<u>X</u>	_____

C. FLAG SALUTE

- Kai led (student)

II. COMMUNICATIONS

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

- Nicole Piper shared preference to hold meetings during times more convenient for teachers. Students are still having issues with Canvas and PowerSchool.

- Melissa Ramirez shared gratefulness for CAVA. She would like more involvement from students and learning coaches in decision making. Wants more emphasis on behavioral health and less screen time/busy work for students.

B. For Information: Director's Report

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

- Compliance Report: Williams Complaints

Krista Mount shared 2 complaints from Q1 that were remedied.

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- Dashboard/State Testing

Amy Maxwell and Sarah Neuenschwander shared summary of results

D. Approval of Previous Board Meeting Minutes

- Minutes from 9/11/25 meeting

Moved: Elena

2nd: Jennifer

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

Fiscal Year 2024-25 Audit Certification
- Satpal from GHJ shared overview.

BDRPT 01

APPROVED

Fiscal Year 2025-26 First Interim Budget Update
- The ADA projection was 1,214 and we actually had 1,279 students.

BDRPT 02

APPROVED

Ratification of Disbursements
- No questions asked.

BDRPT 03

APPROVED

Human Resources Executive Search Services Agreement
- No questions asked.

BDRPT 13

APPROVED

B. PERSONNEL

2025-26 Employment Agreements
- No questions asked.

BDRPT 04

APPROVED

C. INSTRUCTION AND CURRICULUM

Establishment of State-Defined Alternate Diploma Pathway
- No questions asked.

BDRPT 05

APPROVED

2026-2027 School Calendar

BDRPT 06

- We typically use the same calendar each year. We share it with the union prior to bringing it to the board for approval.

APPROVED

Independent Study Policy

BDRPT 07

- There was a change in the law so we had to update our policy. We require this agreement prior to the first day of school so it doesn't affect us.

APPROVED

Instructional Materials List

- This list is required to show what we offer. The Williams Complaint that we had earlier this year was related to access.

BDRPT 08

APPROVED

English Learner Master Plan

- No questions asked.

BDRPT 09

APPROVED

Reclassification to Fluent English Proficient (RFEP) Criteria

- For the local assessment we use STAR360 reading assessment and CAASPP (or GPA for HS students). We continue to monitor these students for an additional 4 years once they are reclassified as non- EL. We do staff training at the start of the school year and look at how to evaluate the success of students. ELD classes can sometimes interrupt asynchronous time but we do our best to keep them in their live sessions. High school students miss out on opportunities to take elective classes as ELD counts as an elective.

BDRPT 10

APPROVED

Student Behavioral Health Concern Referral Policy

- No questions asked.

BDRPT 11

APPROVED

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

- o Next scheduled board meeting is Thursday February 12th, 2026

VI. ADJOURNMENT

The meeting was adjourned at ____A.M.

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT # 01

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Fiscal Year 2024-25 Audit Certification

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the attached audit certification.

BACKGROUND:

Each board member was provided a copy of the fiscal year 2024-25 annual audit conducted by Green Hasson and Janks LLP for their review. The result of the audit was fair, and the independent auditors have issued their unmodified opinion on the school's financial statements. The financial statements present fairly, in all material aspects, the financial position of the Organization as of June 30, 2025.

Green Hasson and Janks LLP has identified a state compliance finding related to California Virtual Academy at San Mateo's nonclassroom-based determination of funding request submitted to CDE in February 2024. The School inadvertently understated payments made to a vendor in the Supplemental Information section of the funding determination form (FDF); the details of which are further discussed in the attached audited financial statements. The attached certification verifies for the public record that the Board has received the audit report.

BUDGET IMPLICATIONS:

There are no budget implications.

RECOMMENDATIONS:

It is recommended that the Governing Board approve the certification as presented.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

SCHOOL NAME: California Virtual Academy at San Mateo

In accordance with Education Code section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before December 15 and

THEREBY, as written verification of said review, the Governing Board reviewed and accepted on December 11, 2025, the Annual Financial Report as of June 30, 2025.

(Signature) Head of School

12/11/25
Date

PRELIMINARY DRAFT

December 1, 2025

TO BE RETURNED TO GREEN HASSON &
JANKS LLP AND NOT TO BE REPRODUCED
IN ANY FORM WITHOUT PERMISSION

To the Board of Directors
California Virtual Academy @ San Mateo

We have audited the financial statements of California Virtual Academy @ San Mateo (the School) as of and for the year ended June 30, 2025, and have issued our report thereon dated December 11, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated April 19, 2024, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of the system of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, as part of our audit, we considered the system of internal control of the School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding other matters noted during our audit in the state compliance report dated December 11, 2025.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

The following are presumed significant risks under auditing standards generally accepted in the United States of America: (1) the risk of improper revenue recognition which for the School arises primarily in the area of misallocation of costs to cost reimbursement contracts, and (2) the risk of management override of controls. We designed our audit procedures to address these presumed significant risks.

Qualitative Aspects of the School's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the School is included in Note 2 to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during June 30, 2025. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the School's financial statements relate to functional allocation of expenses, related party transactions, and state compliance report.

Significant Unusual Transactions

For purposes of this communication, professional standards require us to communicate to you significant unusual transactions identified during our audit. There were no significant unusual transactions identified.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards also require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. The attached schedule, **Proposed Adjusting Journal Entries**, summarizes uncorrected financial statement misstatements whose effects in the current and prior periods, as determined by management, are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Uncorrected misstatements or matters underlying those uncorrected misstatements could potentially cause future-period financial statements to be materially misstated, even though the uncorrected misstatements are immaterial to the financial statements currently under audit.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. No such misstatements were identified.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the School's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor's Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor's report. No modifications were made to the form and content of the auditor's report.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter dated December 11, 2025.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with the School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, significant events or transactions that occurred during the year, operating conditions affecting the School, and operating plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the School's auditors.

This report is intended solely for the information and use of the Boards of Directors and management of the School and is not intended to be and should not be used by anyone other than these specified parties.

GREEN HASSON & JANKS LLP

December 11, 2025
Los Angeles, California

PRELIMINARY DRAFT
December 1, 2025

Client: *California Virtual Academy @ San Mateo*
 Period Ending: *June 30, 2025*
 Workpaper: *Proposed Adjusting Journal Entries*

Account	Description	Debit	Credit
Proposed Journal Entries JE # 1001			
To reclass prior year overcollections in other accounts receivable to deferred revenue.			
11850	Program Receivables	28,450.00	
23001	Deferred Revenue		28,450.00
Total		<u>28,450.00</u>	<u>28,450.00</u>
Proposed Journal Entries JE # 1002			
To adjust SELPA revenues to account for EDCOE Admin Fees.			
56321	Program Fees - Accounting	35,720.00	
47001-280	SPED		35,720.00
Total		<u>35,720.00</u>	<u>35,720.00</u>
Proposed Journal Entries JE # 1003			
To reclassify ESSER III - LL from deferred revenue to accounts receivable.			
23001	Deferred Revenue	16,117.00	
11850	Program Receivables		16,117.00
Total		<u>16,117.00</u>	<u>16,117.00</u>
Proposed Journal Entries JE # 1004			
To record CY impact of PY PAJE 1002.			
31003	Retained Earnings	18,201.00	
11850	Program Receivables		18,201.00
Total		<u>18,201.00</u>	<u>18,201.00</u>

PRELIMINARY DRAFT

December 1, 2025

TO BE RETURNED TO GREEN HASSON &
JANKS LLP AND NOT TO BE REPRODUCED
IN ANY FORM WITHOUT PERMISSION

CALIFORNIA VIRTUAL ACADEMY
@ SAN MATEO
(A Non-Profit Organization)

FINANCIAL REPORTS

YEAR ENDED JUNE 30, 2025

PRELIMINARY DRAFT
December 1, 2025

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO
(A Non-Profit Organization)

FINANCIAL REPORTS
YEAR ENDED JUNE 30, 2025

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PRELIMINARY DRAFT
December 1, 2025

SECTION A
Financial Statements

PRELIMINARY DRAFT
December 1, 2025

CALIFORNIA VIRTUAL ACADEMY
@ SAN MATEO
(A Non-Profit Organization)

FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2025

FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2025

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
California Virtual Academy @ San Mateo

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of California Virtual Academy @ San Mateo (A Non-Profit Organization) (the School), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Matters - Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedules of average daily attendance, instructional time and reconciliation of annual financial and budget report with audited financial statements are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS and *Government Auditing Standards*. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information. The other information comprises the charter school organization structure but does not include the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2025, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

GREEN HASSON & JANKS LLP

December 11, 2025
Los Angeles, California

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO PRELIMINARY DRAFT
 (A Non-Profit Organization) December 1, 2025

STATEMENT OF FINANCIAL POSITION
 June 30, 2025

ASSETS	Without Donor Restrictions	With Donor Restrictions	Total
Cash	\$ 2,121,861	\$ 2,360	\$ 2,124,221
Due from Federal, State and Local Governments	3,909,655	-	3,909,655
Prepaid Expenses and Other Assets	146,907	-	146,907
TOTAL ASSETS	\$ 6,178,423	\$ 2,360	\$ 6,180,783
LIABILITIES AND NET ASSETS			
LIABILITIES:			
Accounts Payable and Accrued Expenses	\$ 514,549	\$ -	\$ 514,549
Deferred Revenue	2,198,696	-	2,198,696
Due to Federal, State, and Local Governments	151,388	-	151,388
Due to K12 California LLC	2,009,024	-	2,009,024
TOTAL LIABILITIES	4,873,657	-	4,873,657
NET ASSETS:			
Without Donor Restrictions	1,304,766	-	1,304,766
With Donor Restrictions	-	2,360	2,360
TOTAL NET ASSETS	1,304,766	2,360	1,307,126
TOTAL LIABILITIES AND NET ASSETS	\$ 6,178,423	\$ 2,360	\$ 6,180,783

The Accompanying Notes are an Integral Part of These Financial Statements

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO PRELIMINARY DRAFT
 (A Non-Profit Organization) December 1, 2025

STATEMENT OF ACTIVITIES
 Year Ended June 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND SUPPORT:			
Revenues from Governmental Agencies:			
State	\$ 16,444,374	\$ 2,360	\$ 16,446,734
Federal	515,205	-	515,205
Other Revenues	47,320	-	47,320
TOTAL REVENUE AND SUPPORT	17,006,899	2,360	17,009,259
EXPENSES:			
Program Services	13,824,759	-	13,824,759
Administrative Support Services	2,858,659	-	2,858,659
TOTAL EXPENSES	16,683,418	-	16,683,418
CHANGE IN NET ASSETS	323,481	2,360	325,841
Net Assets - Beginning of Year	981,285	-	981,285
NET ASSETS END - OF YEAR	\$ 1,304,766	\$ 2,360	\$ 1,307,126

The Accompanying Notes are an Integral Part of These Financial Statements

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO
(A Non-Profit Organization)

PRELIMINARY DRAFT
December 1, 2025

STATEMENT OF FUNCTIONAL EXPENSES
Year Ended June 30, 2025

	General Program Services	Special Education & Mental Health Program Services	Supplemental & Concentration Program Services	Title I, II & III Program Services	Total Program Services	Administrative Support Services	Total
Communication	\$ -	\$ 2,546	\$ 149	\$ -	\$ 2,695	\$ 32,542	\$ 35,237
Instructional Materials and Technology	4,180,420	10,378	135,943	2,276	4,329,017	-	4,329,017
Insurance	18,789	-	-	-	18,789	989	19,778
Leased Equipment	745,774	-	-	-	745,774	10,842	756,616
Office Expense	48,315	369	2,957	1,580	53,221	118,088	171,309
Oversight Fees to District	-	-	-	-	-	291,460	291,460
Personnel - Certificated	4,630,817	2,300,871	1,076,485	84,383	8,092,556	-	8,092,556
Personnel - Classified Instructional Support	41,042	45,844	31,221	161,139	279,246	122,360	401,606
Professional Fees	77	289,491	-	-	289,568	47,935	337,503
Support Services Fees	-	-	-	-	-	2,206,287	2,206,287
Travel and Conferences	-	388	9,161	4,344	13,893	28,156	42,049
TOTAL FUNCTIONAL EXPENSES	\$ 9,665,234	\$ 2,649,887	\$ 1,255,916	\$ 253,722	\$ 13,824,759	\$ 2,858,659	\$ 16,683,418

The Accompanying Notes are an Integral Part of These Financial Statements

STATEMENT OF CASH FLOWS
 Year Ended June 30, 2025

CASH FLOWS FROM OPERATING ACTIVITIES:	
Change in Net Assets	\$ 325,841
Adjustments to Reconcile Change in Net Assets to Net Cash Used in Operating Activities:	
Increase in:	
Due from Federal, State and Local Governments	(1,570,013)
Prepaid Expenses and Other Assets	(46,348)
Increase (Decrease) in:	
Accounts Payable and Accrued Expenses	(191,816)
Due to Federal, State and Local Governments	(145,477)
Deferred Revenue	(162,616)
Due to K12 California LLC	<u>1,233,385</u>
NET CASH USED IN OPERATING ACTIVITIES	<u>(557,044)</u>
NET DECREASE IN CASH	(557,044)
Cash - Beginning of Year	<u>2,681,265</u>
CASH - END OF YEAR	<u><u>\$ 2,124,221</u></u>

The Accompanying Notes are an Integral Part of These Financial Statements

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 1 - ORGANIZATION

California Virtual Academy @ San Mateo (the School) is a non-profit public benefit corporation, which is part of California Virtual Academies (CAVA). The School was founded in 2004. The School is a virtual public charter school that offers nonclassroom-based classes to students. CAVA programs blend innovative new instructional technology with a traditional curriculum for students all across California. The School has chosen K12 California LLC (K12) as its sole curriculum provider. K12 provides support services as well as technology services to the School. The School is funded principally through the State of California public education monies received through the California Department of Education (CDE) and its chartering district, the Jefferson Elementary School District (the District) in San Mateo County. The School received majority of its funding from a uniform base grant through the Local Control Funding Formula (LCFF).

In addition to this base grant, the School receives Supplemental and Concentration grants through LCFF, which is based on the number of targeted pupils that are classified as English learners, socio-economically disadvantaged pupils, and foster youth (unduplicated pupils). The School uses Supplemental grants to help improve or increase services principally directed towards, and effective in meeting, the School's goals for unduplicated pupils.

The School receives other state and federal funds to provide additional programs and services to students based on certain demographics.

- Special Education funds to help ensure a free appropriate public education for eligible students with disabilities, as well as special education and related services for those students.
- Mental Health funds to deliver educational related mental health services to students with individualized education programs (IEPs), including out-of-home residential services students with development disorders and emotional and behavioral challenges.
- Title I, Part A funds to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Title II, Part A funds to increase the academic achievement of all students by improving teacher and principal quality through professional development and other activities, as well as providing socio-economically disadvantaged students greater access to effective teachers, principals, and other school leaders.
- The American Rescue Plan Act of 2022 (ARP Act) Elementary and Secondary School Emergency Relief (ESSER III) funds to be used for the same set of services covered under ESSER I and II and add activities such as developing strategies and implementing public health protocols, including, to the greatest extent practicable, policies in line with guidance from the Center for Disease Control for the reopening and operation of school facilities to maintain the health and safety of students, educators, and other staff.

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 1 - ORGANIZATION (continued)

- Educator Effectiveness funds to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.
- Learning Recovery Emergency Block Grant funds to support academic learning recovery, and staff and pupil social and emotional well-being.

The District has granted the charter to the School through June 30, 2027, subject to amendment and renewal. The School's principal office is located in Simi Valley, California.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) BASIS OF PRESENTATION

The accompanying financial statements have been prepared on the accrual basis of accounting.

(b) NET ASSETS

Net assets, revenues, gains, and losses are presented based on the existence or absence of donor-imposed restrictions. Accordingly, all net assets and changes therein are classified and reported as follows:

- **Net Assets Without Donor Restrictions:** Net assets available for use in general operations and not subject to donor-imposed restrictions.
- **Net Assets With Donor Restrictions:** Net assets subject to donor-imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that the resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The School had \$2,360 of net assets with donor restrictions related to LCFF - Supplemental and Concentration grants as of June 30, 2025.

(c) CASH

The School maintains its cash in bank accounts which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk.

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(d) MANAGEMENT'S USE OF ESTIMATES

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect reported amounts and disclosures. Accordingly, actual results could differ from these estimates.

(e) DUE FROM (TO) FEDERAL, STATE AND LOCAL GOVERNMENTS

Due from (to) federal, state and local governments are recorded based on amounts to be primarily awarded from the California Department of Education which are, in turn, based on the average daily attendance (ADA) of students. The amounts to be awarded are subject to change based on the availability of funds from the State of California. As a result, differences may occur when accruals are estimated because the exact amounts are not available at the time of the accrual. Any changes are recorded in the period that they are estimable.

The carrying value of due from federal, state and local governments, net of the allowance for doubtful accounts, represents their estimated net realizable value. The allowance for doubtful accounts is estimated based on historical collection trends, the age of outstanding amounts due from federal, state and local governments and existing economic conditions. If events or changes in circumstances indicate that specific due from federal, state and local government balances may be impaired, further consideration is given to the collectability of those balances and the allowance is adjusted accordingly. Past due balances are written off when internal collection efforts have been unsuccessful in collecting the amount due. As of June 30, 2025, the School has not established any allowance for doubtful accounts.

Due to federal, state and local governments represent amounts to be returned to the funding agency.

(f) INCOME TAXES

The School is exempt from taxation under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701(d). There is no unrelated taxable income and, accordingly, no provision for income taxes has been recorded.

In accordance with the Financial Accounting Standards Board's Accounting Standards Codification Topic No. 740, *Uncertainty in Income Taxes*, the School recognizes the impact of tax positions in the financial statements if that position is more likely than not to be sustained on audit, based on the technical merits of the position. During the year ended June 30, 2025, the School performed an evaluation of uncertain tax positions and did not note any matters that would require recognition in the financial statements or which might have an effect on its tax-exempt status.

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(g) REVENUE RECOGNITION

The School recognizes revenue when cash, other assets or an unconditional promise to give are received. The School reports unconditional promises as restricted support if they are received with donor stipulations that limit the use of the donated assets. Conditional promises to give, that is, those with a measurable performance or other barrier and a right of return, are not recognized until the conditions on which they depend have been met.

Revenue from government contracts and grants may be conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Such grants are generally considered nonreciprocal transactions restricted by the awarding agencies for certain purposes.

Amounts received are recognized as revenue when the School has satisfied the specific performance requirements, if any, or incurred expenditures in compliance with specific contract or grant provisions, if applicable. The School has elected to adopt a policy whereby donor-restricted grants, whose restrictions are met in the same reporting period, are recognized as revenue without donor restrictions. Amounts received prior to incurring qualifying expenditures or fulfilling the specific performance obligations are reported as deferred revenue in the statement of financial position.

(h) FUNCTIONAL ALLOCATION OF EXPENSES

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. Accordingly, certain costs have been allocated among the programs and supporting services benefited by a method that best measures the relative degree of benefit.

(i) SUBSEQUENT EVENTS

The School evaluated events and transactions occurring subsequent to the statement of financial position date of June 30, 2025, for items that should potentially be recognized or disclosed in these financial statements. The evaluation was conducted through December 11, 2025, the date these financial statements were available to be issued. No such material events or transactions were noted to have occurred.

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 3 - COMMITMENTS AND CONTINGENCIES

(a) CONTRACTS

The School's grants and contracts are subject to inspection and audit by the appropriate governmental funding agency. The purpose is to determine whether program funds were used in accordance with their respective guidelines and regulations. The potential exists for disallowance of previously funded program costs.

(b) LEGAL PROCEEDINGS

In the ordinary course of conducting its business, the School becomes involved in various claims or proceedings. Some of these proceedings may result in judgments being assessed against the School which, from time to time, may have an impact on changes in net assets. The School does not believe that these proceedings, individually or in the aggregate, are material to the accompanying financial statements.

NOTE 4 - EMPLOYEE BENEFIT PLAN

Multiple-employer Defined Benefit Pension Plan

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. The risks of participating in this multiple-employer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiple-employer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiple-employer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiple-employer plan.

State Teachers' Retirement System (STRS)

Plan Description

Certificated employees are members of the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by the STRS. The School contributes to the STRS and the plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2024, total STRS plan net assets were \$341 billion, the total actuarial present value of accumulated plan benefits was \$482 billion, contributions from all employers totaled \$8.6 billion, and the plan was 77% funded. The School did not contribute more than 5% of the total contributions to the plan. Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

NOTES TO FINANCIAL STATEMENTS
 June 30, 2025

NOTE 4 - EMPLOYEE BENEFIT PLAN (continued)

State Teachers' Retirement System (STRS) (continued)

Funding Policy

The School reports all applicable information to STRS through the District. Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The School is required to contribute 19.10% of annual payroll for active plan members for STRS during the year ended June 30, 2025.

The School's contributions to STRS for each of the last three years were as follows:

	<u>STRS Required Contribution</u>	<u>STRS Percent Contributed</u>
Year Ending June 30		
2023	\$ 731,119	100%
2024	812,708	100%
2025	958,719	100%

NOTE 5 - RELATED PARTY TRANSACTIONS

- (a) The District charges an amount equal to actual costs of supervisory oversight by the District not to exceed 1% of the School's Local Control Funding Formula (LCFF) revenues, unless the School is able to obtain substantially rent-free facilities from the District, in which case the District can increase charges up to 3% of the School's revenues. During the year ended June 30, 2025, the District provided rent-free facilities to the School, and therefore charged the School 2% for supervisory oversight, administrative and other services, in accordance with the amended memorandum of understanding agreement (MOU) between the School and the District. The total expense incurred for such supervisory oversight, administrative and other services for the year ended June 30, 2025 was \$286,460. The District also receives an additional fee for the services of support staff who will perform duties for the District in support of the School, which amounted to \$5,000 during the year ended June 30, 2025 and was included in the oversight fees to District on the statement of functional expenses.

- (b) The School engages in transactions with the other public charter schools including CAVA, Insight and iQ schools. Common expenses such as office expenses and utilities are shared among the CAVA, Insight and iQ schools. The School also shares in teacher expenses for teachers who perform services among multiple schools among the CAVA, Insight and iQ schools. All inter-school receivables and liabilities have been assumed by K12. The net liability as of June 30, 2025 included in Due to K12 California LLC totaled \$154,667.

NOTES TO FINANCIAL STATEMENTS
June 30, 2025

NOTE 5 - RELATED PARTY TRANSACTIONS (continued)

- (c) K12 charges the School 13% of all revenues received from charter school state funding for support services and 7% for technology services. The total expense incurred for these transactions for the year ended June 30, 2025 totaled \$3,394,288. K12 also provides curriculum and instructional materials to the School. These transactions amounted to \$2,913,807 for the year ended June 30, 2025.

In addition, K12 charges monthly fees for office expenses and the lease of instructional computers for students. These instructional computer lease expenses are under a month-to-month arrangements and totaled \$745,774 for the year ended June 30, 2025.

Total fees for office and lease expenses for the year ended June 30, 2025 were \$780,020.

Under the service agreement between K12 and the School, K12 has committed to provide credits (K12 Invoice Credits) to be applied to K12 invoices up to the amount necessary to assure the School does not end a fiscal year with a negative net asset position. K12 and the School have established a fee structure that does not bind the parties together beyond an ordinary customer-vendor relationship by agreeing that all K12 Invoice Credits accumulated through 2016 per the Settlement Agreement and Final Judgement with the State of California, acting through the California Department of Justice, be expunged at the end of every year, and that no K12 Invoice Credits shall be permanently carried over between fiscal years. In the event the School receives, in a subsequent fiscal year, revenue attributable to a fiscal year in which K12 has already forgiven K12 Invoice Credits, such subsequently received funds may be used to compensate K12 for fees incurred under this agreement in such earlier fiscal year. The service agreement also covers various definitions, levels of authority, approvals, and various fiscal responsibilities between K12 and the School. The term of the service agreement between the two parties expires on June 30, 2029.

There were no K12 Invoice Credits provided by K12 during the fiscal year ended June 30, 2025. Total charges from K12 relating to the above noted expenses amounted to \$7,088,115 during the fiscal year ended June 30, 2025.

There was \$2,009,024 due to K12 at June 30, 2025.

NOTES TO FINANCIAL STATEMENTS
 June 30, 2025

NOTE 6 - EMPLOYEE UNION CONTRACT

Effective July 1, 2017, the School, along with all other schools within the CAVA network, entered into a collective bargaining agreement with California Virtual Educators United (CVEU) to allow all eligible certificated employees of CAVA schools to participate in CVEU's Union, which provides for specified benefits including (but not limited to) specific pay rates and benefits. All Union dues are deducted by the School from participating employees' payroll and remitted to CVEU, subject to the payment terms specified in the collective bargaining agreement. All certificated employees are allocated to each CAVA school based on their proportion of student headcount relative to all CAVA schools. Since headcount totals, and the resulting certificated employees' payroll and benefits allocations can vary each month, the percentage of the School's labor force covered by the collective bargaining agreement is presented in an aggregate level for all schools within the CAVA network. Approximately 56% of the CAVA network's labor force is covered by the collective bargaining agreement, which expires on June 30, 2026.

NOTE 7 - LIQUIDITY AND AVAILABILITY OF FINANCIAL RESOURCES

The total financial assets held by the School at June 30, 2025 and the amounts of those financial assets that could be made available for general expenditures within one year of the date of the statement of financial position are summarized in the following table:

Financial Assets at June 30, 2025	
Cash	\$ 2,121,861
Due from Federal, State and Local Governments	<u>3,909,655</u>
FINANCIAL ASSETS AVAILABLE TO MEET GENERAL EXPENDITURES WITHIN ONE YEAR	 <u>\$ 6,031,516</u>

The School regularly monitors liquidity required to meet its operating needs and other contractual commitments while also striving to maximize the investment of its available funds. As part of the School's liquidity management, the School structures its financial assets to be available and liquid as its general expenditures, liabilities and other obligations become due. Additionally as noted in Note 5(c), under the service agreement between K12 and the School, K12 has committed to provide K12 Invoice Credits to be applied to K12 invoices up to the amount necessary to assure the School does not end a fiscal year with a negative net asset position.

PRELIMINARY DRAFT
December 1, 2025

CALIFORNIA VIRTUAL ACADEMY
@ SAN MATEO
(A Non-Profit Organization)

SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2025

SCHEDULE OF AVERAGE DAILY ATTENDANCE
 (NONCLASSROOM-BASED)
 Year Ended June 30, 2025

	Second Period Report	Annual Report
TK/K and Grades 1 through 3	240.35	243.65
Grades 4 through 6	224.05	227.06
Grades 7 through 8	240.64	246.98
Grades 9 through 12	431.40	427.44
TOTAL	1,136.44	1,145.13

There was no ADA generated through classroom-based instruction as the charter school is nonclassroom-based.

See Independent Auditor's Report

SCHEDULE OF INSTRUCTIONAL TIME
 (NONCLASSROOM-BASED)
 Year Ended June 30, 2025

	Instructional Days - Traditional Calendar	Status
Transitional Kindergarten	180 days	In Compliance
Kindergarten	180 days	In Compliance
Grade 1	180 days	In Compliance
Grade 2	180 days	In Compliance
Grade 3	180 days	In Compliance
Grade 4	180 days	In Compliance
Grade 5	180 days	In Compliance
Grade 6	180 days	In Compliance
Grade 7	180 days	In Compliance
Grade 8	180 days	In Compliance
Grade 9	180 days	In Compliance
Grade 10	180 days	In Compliance
Grade 11	180 days	In Compliance
Grade 12	180 days	In Compliance

There was no instructional time through classroom-based instruction as the charter school is in nonclassroom-based.

See Independent Auditor's Report

CALIFORNIA VIRTUAL ACADEMY @ SAN MATEO PRELIMINARY DRAFT
 (A Non-Profit Organization) December 1, 2025

RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
 WITH AUDITED FINANCIAL STATEMENTS
 Year Ended June 30, 2025

June 30, 2025 Annual Financial and Budget Report Fund Balances (Net Assets)		\$ 985,604
Adjustments and Reclassifications:		
Increasing (Decreasing) the Fund Balance (Net Assets)		
Cash	\$	(518,822)
Due from Federal, State and Local Government		1,895,319
Prepaid Expenses and Other Assets		46,348
Deferred Outflows of Resources		(985,604)
Accounts Payable and Accrued Expenses		2,099,546
Due to Federal, State and Local Government		145,477
Deferred Revenue		(351,718)
Due to K12 California LLC		<u>(2,009,024)</u>
Net Adjustments and Reclassifications		<u>321,522</u>
June 30, 2025 Audited Financial Statement Fund Balances (Net Assets)		<u>\$ 1,307,126</u>

See Independent Auditor's Report

PRELIMINARY DRAFT
December 1, 2025

CALIFORNIA VIRTUAL ACADEMY
@ SAN MATEO
(A Non-Profit Organization)

OTHER INFORMATION

YEAR ENDED JUNE 30, 2025

CHARTER SCHOOL ORGANIZATION STRUCTURE
 June 30, 2025

a. Date and Granting Authority of Charter School: July 1, 2004; Jefferson Elementary School District

b. Members of the Governing Board:

Name	Title	Board Term	Term Expiration
Elena Miles	Parent	3 Years	03/13/2027
Jennifer Larocque	District Representative-Secretary	3 Years	03/13/2027

c. Superintendent (District): Sandy Mikulik
 Assistant Superintendent (District): Josie Peterson
 Administrator: April Warren, Head of School
 Chief Business Official: Francis Burke, Chief Business Official

d. Charter School Name: California Virtual Academy at San Mateo
 Charter School Number: 0802

See Independent Auditor's Report

PRELIMINARY DRAFT
December 1, 2025

SECTION B

Report on Internal Control over Financial
Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed
in Accordance with *Government Auditing Standards*

**REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
California Virtual Academy @ San Mateo

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of California Virtual Academy @ San Mateo (A Non-Profit Organization) (the School), which comprise the statement of financial position as of June 30, 2025, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 11, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

GREEN HASSON & JANKS LLP

December 11, 2025
Los Angeles, California

SECTION C

Independent Auditor's Report on State Compliance
and on Internal Control Over Compliance

**INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE
AND ON INTERNAL CONTROL OVER COMPLIANCE**

To the Board of Directors
California Virtual Academy @ San Mateo

Report on Compliance

Opinion

We have audited California Virtual Academy @ San Mateo's (the School) compliance with the requirements specified in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* applicable to the School's state program requirements identified below for the year ended June 30, 2025.

In our opinion, the School complied, in all material respects, with the laws and regulations of the state programs noted below for the year ended June 30, 2025.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS) the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to below and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, will always detect a material misstatement when it exists. The risk of not detecting a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to below is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances;
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the School's compliance with the state laws and regulations applicable to the items below.

2024-25 K12 Audit Guide Procedures	Procedures Performed*
School Districts, County Offices of Education, and Charter Schools:	
T. Proposition 28 Arts and Music in Schools	Yes
U. After/Before School Education and Safety Program	Not Applicable
V. Proper Expenditure of Education Protection Account Funds	Yes
W. Unduplicated Local Control Funding Formula Pupil Counts	Yes
X. Local Control and Accountability Plan	Not Applicable
Y. Independent Study-Course Based	Not Applicable
Z. Immunizations	Yes
AZ. Educator Effectiveness	Not Applicable
BZ. Expanded Learning Opportunities Grant	Not Applicable
CZ. Career Technical Education Incentive Grant	Not Applicable
DZ. Expanded Learning Opportunities Program	Not Applicable
EZ. Transitional Kindergarten	Yes
FZ. Kindergarten Continuance	Yes
Charter Schools:	
AA. Attendance	Not Applicable
BB. Mode of Instruction	Yes
CC. Nonclassroom-Based Instruction/Independent Study	Yes
DD. Determination of Funding for Nonclassroom-Based Instruction	Not Applicable
EE. Annual Instructional Minutes - Classroom Based	Not Applicable
FF. Charter School Facility Grant Program	Not Applicable

*"Not Applicable" is used in the table above to indicate that the School either did not receive program funding or did not otherwise operate the program during the fiscal year.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are described in the accompanying Schedule of Findings and Questioned Costs as 2025-1. Our opinion is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

GREEN HASSON & JANKS LLP

December 11, 2025
Los Angeles, California

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2025

SECTION I - SCHEDULE OF AUDITOR'S FINDINGS

Current year audit findings identified below have been coded as follows:

<u>Five Digit Code</u>	<u>Finding Type</u>
30000	Internal Control
40000	State Compliance

- **2025 - 1: Complete Reporting on Nonclassroom-Based Determination of Funding**

Finding Code: 30000, 40000

Criteria: A charter school that has an approved charter may receive funding for nonclassroom-based instruction only if a determination for funding is made pursuant to Section 47634.2 by the State Board of Education. [*Education Code Section 47612.5(d)(1)*].

Condition: During the audit, we noted the information provided on Entity and Contract Information [*5 CCR Section 11963.3(b)(3)*] under supplemental information of the nonclassroom-based determination of funding was incorrect. We did not note any exceptions in other sections.

Effect: To determine the potential impact, we requested management to prepare an updated nonclassroom-based determination of funding. Management then re-examined the supporting documents to identify any missing information and determined \$2,251 in payments to Effectual Educational Consulting Service had been understated in the original submission. We performed further audit procedures to verify the amount identified by management was accurate and concluded it was determined accurately.

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

APPROVED

BOARD REPORT #02

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 11, 2025

SUBJECT: Fiscal Year 2025-26 First Interim Budget Update

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the "First 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 2025-26 fiscal year was based on anticipated P2 ADA of 1,214 students. The current P2 ADA estimate for California Virtual Academy at San Mateo has increased to 1,279 students, which is expected to generate \$20,014,310 in funding. The current budget anticipates an ending fund balance of \$1,772,219, including a \$465,093 estimated surplus 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 \$20,014,310. The school anticipates an ending fund balance of \$1,772,219 for the 2025-26 school year.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the First Interim Budget Update for the 2025-26 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
Head of School

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

April Warren
Head of School

Francis "Paco" Burke
Chief Business Official

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

California Virtual Academy at San Mateo

Board Presentation

Fiscal Year 2025-26

First Interim Budget



**CALIFORNIA
VIRTUAL
ACADEMIES**



CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at San Mateo

Summary of Changes from Fiscal Year 2025-26 Adopted Budget

Category	Current	Incr (Decr)	Reason
ADA	1,279	66	5.4% increase compared to Fiscal Year 2025-26 Adopted Budget
LCFF Revenue	\$ 17,293,988	\$ 858,313	Increase primarily due to increase in estimated P2 ADA
Restricted Revenue	\$ 2,668,221	\$ 139,047	Increase primarily due to an an increase in enrollment driven SpEd funding, and an increase in planned Title funded expenditures
Expenses	\$ 19,549,217	\$ 523,417	Primarily due to an enrollment driven increase in student materials and services, an estimated increase in SpEd contracted services, all of which partially offset by a decrease in average salary per certificated employee compared to FY26 Adopted Budget

Fiscal Year 2025-26 First Interim Budget Highlights

SB740	48.04%	Certificated salaries and benefits, as a percent of revenue, is 8.0% higher than required
	81.75%	Instruction and instruction-related services, as a percent of revenue, is 1.8% higher than required
K12 Invoice Credits \$	-	Amount of credits issued by K12 for Fiscal Year 2025-26, which guarantee the school does not end the year with a deficit



CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at San Mateo

Fiscal Year 2025-26 First Interim Budget Comparison

Description	Object Code	2025-26 Adopted Budget	2025-26 First Interim Budget	vs. Adopted Budget Increase (Decrease)	% Change
PZ ADA		1,214	1,279	66	5.43% ^a
A. REVENUES					
1. LCFF/Revenue Limit Sources					
2. Federal Revenues	8010-8099	\$ 16,435,675	\$ 17,293,988	\$ 858,313	5.22% ^b
3. Other State Revenues	8100-8299	483,041	529,472	46,432	9.61% ^c
4. Other Local Revenues	8300-8599	2,046,133	2,138,749	92,616	4.53% ^d
5. TOTAL REVENUES	8600-8799	60,951	52,100	(8,851)	-14.52% ^e
		\$ 19,025,800	\$ 20,014,310	\$ 988,509	5.20%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	\$ 6,117,393	\$ 5,911,151	\$ (206,241)	-3.37% ^f
2. Non-certificated Salaries	2000-2999	302,577	380,475	77,898	25.74% ^g
3. Employee Benefits	3000-3999	2,285,238	2,268,852	(16,386)	-0.72% ^h
4. Books and Supplies	4000-4999	3,221,557	3,577,782	356,225	11.06% ⁱ
5. Services and Other Operating Expenditures	5000-5999	7,066,003	7,376,859	310,856	4.40% ^j
6. Capital Outlay	6000-6999	33,033	34,098	1,065	3.22% ^k
7. Other Outgo	7100-7499	-	-	-	
8. TOTAL EXPENDITURES		\$ 19,025,800	\$ 19,549,217	\$ 523,417	2.75%
C. EXCESS (DEFICIENCY) OF REVENUE OVER EXPEND. BEFORE OTHER FINANCING SOURCES		-	465,093	465,093	
D. OTHER FINANCING SOURCES/USES		-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE		-	465,093	465,093	

EXPLANATION OF VARIANCES:

- a 5.4% increase compared to Fiscal Year 2025-26 Adopted Budget
- b Increase primarily due to increase in estimated PZ ADA
- c Primarily due to an enrollment driven increase in Federal IDEA SpEd funding, and an increase in planned Title spending
- d Increase primarily due to an enrollment driven increase in State SpEd funding, partially offset by a decrease in planned one-time state restricted funded expenditures
- e Estimated decrease in interest income
- f Primarily due to a decrease in average salary per certificated employee compared to FY26 Adopted Budget
- g Primarily due to an increase in average salary per classified employee compared to FY26 Adopted Budget
- h Primarily due to an estimated decrease in employer portion of health benefits
- i Primarily due to an enrollment-driven increase in student materials and services
- j Primarily due to an increase in estimated SpEd contracted services expenditures
- k Due to estimated increase in asset purchases - employee computers and technology



CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at San Mateo

Fiscal Year 2025-26 First Interim Budget

Senate Bill 740 Instructional Cost		
	Object Code	Total
Certificated Salaries and Benefits		
Certificated Teacher Salaries	1100	\$ 5,648,410
Cert. Supervisors' and Admin. Salaries	1300	\$ 262,741
Additional Certificated Personnel Pay	1900	\$ -
Certificated Employee Benefits	3000-3999	\$ 2,105,699
Special Ed. - Certificated Contract Services (Certificated Portion - 80%)	5100	\$ 1,572,461
Certificated Staff Cost		\$ 9,589,311
Non-Certificated Support Salaries	2200	\$ 380,475
Non-Certificated Employee Benefits	3000-3999	\$ 163,153
Approved Textbooks and Core Curricula Materials	4100	\$ 3,415,500
Books and Other Reference Materials	4200	\$ -
Materials and Supplies	4300	\$ 158,701
Non-Capitalized Equipment (Teacher Computers)	4400	\$ 3,581
Special Ed. - Certificated Contract Services (Non-certificated portion - 20%)	5100	\$ 174,718
Travel and Conferences	5200	\$ 144,380
Inst. Computers/Printers/Leasing	5600	\$ 814,062
Contract - Student Instructional Technology (7%)	5800	\$ 1,249,458
Other Instructional and Operating Expenditures	5800	\$ 10,752
ISP Services/Telephone	5900	\$ 215,184
Instruction & Instruction-Related Costs		\$ 6,729,963
Total Instructional Cost		\$ 16,319,274

SB 740 Requirement	Expenditures	Federal & State Revenues	% Spent (Expenditures / Revenues)
A. Certificated Teachers' Salaries and Benefits	\$ 9,589,311	\$ 19,962,209	48.04%
B. Total Instructional Costs	\$ 16,319,274	\$ 19,962,209	81.75%
C. PTR (Pupil-Teacher Ratio)	21.21 : 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 2025-26 will show a balanced budget.

K12 Charges	Original Invoice	Invoice Credits	Revised Invoice
Support Services Fees (13%)	\$ 2,595,087	\$ -	\$ 2,595,087
Technology Fees (7%)	\$ 1,249,458	\$ -	\$ 1,249,458
OLS - Curriculum & Development	\$ 2,693,481	\$ -	\$ 2,693,481
Instruction Materials	\$ 593,003	\$ -	\$ 593,003
Inst. Computers/Printers/Leasing	\$ 782,751	\$ -	\$ 782,751
Total Net K12, Inc.-Related Expenditures	\$ 7,913,780	\$ -	\$ 7,913,780

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 FIRST 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: 2025-26

Description	Object Code	2025-26 Adopted Budget (X)	2025-26 First Interim (Z)	Adopted Budget vs. First Interim Increase (Decrease)	
				\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES					
1. LCFF/Revenue Limit Sources	8010-8099	16,435,675	17,293,988	858,313	5.22%
2. Federal Revenues	8100-8299	483,041	529,472	46,432	9.61%
3. Other State Revenues	8300-8599	2,046,133	2,138,749	92,616	4.53%
4. Other Local Revenues	8600-8799	60,951	52,100	-8,851	-14.52%
5. TOTAL REVENUES		19,025,800	20,014,310	988,509	5.20%
B. EXPENDITURES					
1. Certificated Salaries	1000-1999	6,117,393	5,911,151	-206,241	-3.37%
2. Non-certificated Salaries	2000-2999	302,577	380,475	77,898	25.74%
3. Employee Benefits	3000-3999	2,285,238	2,268,852	-16,386	-0.72%
4. Books and Supplies	4000-4999	3,221,557	3,577,782	356,225	11.06%
5. Services and Other Operating Expenditures	5000-5999	7,066,003	7,376,859	310,856	4.40%
6. Capital Outlay (objects 6100-6170, 6200-6500 modified accrual basis only)	6000-6999	33,033	34,098	1,065	3.22%
7. Other Outgo	7100-7499	0	0	0	
8. TOTAL EXPENDITURES		19,025,800	19,549,217	523,417	2.75%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)					
		0	465,093	465,093	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	465,093	465,093	New
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	1,508,735	1,149,044	-359,691	-23.84%
b. Adjustments to Beginning Balance	9793, 9795	0	158,082	158,082	New
c. Adjusted Beginning Balance		1,508,735	1,307,126		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,508,735	1,772,219		
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					
Stabilization Arrangements	9740	-	-	-	
c. Committed					
Other Commitments	9750	-	-	-	
d. Assigned					
Other Assignments	9760	-	-	-	
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9780	-	-	-	
Unassigned/Unappropriated Amount	9789	-	-	-	
	9790	1,508,735	1,772,219	263,484	17%

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 First 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: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 Adopted Budget			2025-26 Actuals thru 10/31			2025-26 First Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF/Revenue Limit Sources										
State Aid - Current Year	8011	13,781,372	-	13,781,372	4,227,468	-	4,227,468	12,362,025	-	12,362,025
Education Protection Account State Aid - Current Year	8012	2,654,303	-	2,654,303	1,510,664	-	1,510,664	4,931,963	-	4,931,963
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		16,435,675	-	16,435,675	5,738,132	-	5,738,132	17,293,988	-	17,293,988
2. Federal Revenues										
No Child Left Behind	8290	-	308,643	308,643	-	80,263	80,263	-	346,179	346,179
Special Education - Federal	8181, 8182	-	174,398	174,398	-	-	-	-	183,293	183,293
Child Nutrition - Federal	8220	-	-	-	-	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	-	-	-	-	-	-	-	529,472	529,472
Total, Federal Revenues		-	483,041	483,041	-	80,263	80,263	-	1,058,944	1,058,944
3. Other State Revenues										
Special Education - State	StateRevSE	-	1,152,469	1,152,469	-	591,741	591,741	-	1,245,253	1,245,253
All Other State Revenues	StateRevAO	272,501	621,164	893,665	140,367	84,142	224,509	277,625	615,871	893,496
Total, Other State Revenues		272,501	1,773,633	2,046,133	140,367	675,883	816,250	277,625	1,861,124	2,138,749
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	60,951	-	60,951	5,460	-	5,460	52,100	-	52,100
Total, Local Revenues		60,951	-	60,951	5,460	-	5,460	52,100	-	52,100
5. TOTAL REVENUES		16,769,127	2,256,673	19,025,800	5,883,959	756,146	6,640,105	17,623,714	2,390,596	20,014,310
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	4,682,676	1,226,168	5,908,844	1,286,472	228,943	1,515,415	4,491,672	1,156,738	5,648,410
Certificated Pupil Support Salaries	1200	-	-	-	-	-	-	-	-	-
Certificated Supervisors' and Administrators' Salaries	1300	127,973	80,575	208,548	40,770	46,810	87,580	122,311	140,431	262,741
Other Certificated Salaries	1900	-	-	-	-	-	-	-	-	-
Total, Certificated Salaries		4,810,649	1,306,743	6,117,393	1,327,242	275,753	1,602,996	4,613,983	1,297,169	5,911,151
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	-	-	-	-	-	-	-	-	-
Non-certificated Support Salaries	2200	36,902	265,675	302,577	-	49,037	49,037	-	380,475	380,475
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-	-	-	-	-
Clerical and Office Salaries	2400	-	-	-	-	-	-	-	-	-
Other Non-certificated Salaries	2900	-	-	-	-	-	-	-	-	-
Total, Non-certificated Salaries		36,902	265,675	302,577	-	49,037	49,037	-	380,475	380,475
3. Employee Benefits										
STRS	3101-3102	918,834	249,588	1,168,422	253,503	52,669	306,172	881,271	247,759	1,129,030
PERS	3201-3202	9,893	71,228	81,121	-	13,147	13,147	-	102,905	102,005
OASDI / Medicare / Alternative	3301-3302	129,724	30,589	160,313	25,498	6,299	31,797	95,287	23,540	118,827
Health and Welfare Benefits	3401-3402	680,882	124,897	805,879	205,262	50,751	256,013	794,408	124,582	918,990
Unemployment Insurance	3501-3502	-	-	-	-	-	-	-	-	-
Workers' Compensation Insurance	3601-3602	57,753	11,750	69,504	-	-	-	-	-	-
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		1,797,086	488,133	2,285,238	484,263	122,866	607,130	1,770,965	497,887	2,268,852
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	3,089,063	12,758	3,101,821	963,496	5,574	969,070	3,395,853	19,646	3,415,500
Books and Other Reference Materials	4200	-	-	-	-	-	-	-	-	-
Materials and Supplies	4300	110,533	9,203	119,736	723	-	723	158,701	-	158,701
Noncapitalized Equipment	4400	-	-	-	-	-	-	-	-	-
Food	4700	-	-	-	-	-	-	-	-	-
Total, Books and Supplies		3,199,596	21,961	3,221,557	964,219	5,574	969,793	3,554,554	19,646	3,574,200

**CHARTER SCHOOL
BUDGET FINANCIAL REPORT - ALTERNATIVE FORM
2025-26 First 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: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	2025-26 Adopted Budget			2025-26 Actuals thru 10/31			2025-26 First Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
5. Services and Other Operating Expenditures										
Subagreements for Services										
Travel and Conferences	5100	329	1,527,703	1,528,033	143	262,051	262,194	954	1,746,224	1,747,179
Dues and Memberships	5200	40,087	71,379	111,467	433	3,770	4,203	34,858	129,521	144,380
Insurance	5300	34,186	5,503	39,689	5,773	1,524	7,297	23,900	6,307	30,207
Operations and Housekeeping Services	5400	25,270	-	25,270	7,696	-	7,696	31,397	-	31,397
Rentals, Leases, Repairs, and Noncap. Improvements	5500	13,393	-	13,393	1,292	-	1,292	5,723	-	5,723
Transfers of Direct Costs	5600	787,481	-	787,481	347,610	-	347,610	814,062	-	814,062
Professional/Consulting Services and Operating Expend. Communications	5700	-	-	-	-	-	-	-	-	-
	5800	4,329,351	6,339	4,335,690	1,359,669	1,467	1,361,136	4,383,997	4,731	4,388,729
	5900	221,210	3,769	224,979	59,397	435	59,832	213,618	1,566	215,184
Total, Services and Other Operating Expenditures		5,451,309	1,614,694	7,066,003	1,782,013	269,248	2,051,260	5,488,509	1,888,350	7,376,859
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170	-	-	-	-	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-	-	-	-	-
Equipment	6400	-	-	-	-	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	33,033	-	33,033	6,806	-	6,806	34,098	-	34,098
Total, Capital Outlay		33,033	-	33,033	6,806	-	6,806	34,098	-	34,098
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	7281-7289	-	-	-	-	-	-	-	-	-
Debt Service:										
Interest	7438	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES										
		15,328,574	3,697,227	19,025,800	4,564,544	722,478	5,287,022	15,465,690	4,083,527	19,549,217
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)										
		1,440,554	(1,440,554)	-	1,319,415	33,668	1,353,083	2,158,024	(1,692,931)	465,093
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	(1,440,554)	1,440,554	-	-	-	-	(1,692,931)	1,692,931	-
4. TOTAL OTHER FINANCING SOURCES / USES										
		(1,440,554)	1,440,554	-	-	-	-	(1,692,931)	1,692,931	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)										
		0	-	-	1,319,415	33,668	1,353,083	465,093	-	465,093
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1										
	9791	1,508,735	-	1,508,735	1,149,044	-	1,149,044	1,149,044	-	1,149,044
b. Adjustments to Beginning Balance										
	9793, 9795	-	-	-	158,082	-	158,082	158,082	-	158,082
c. Adjusted Beginning Balance										
		1,508,735	-	1,508,735	1,307,126	-	1,307,126	1,307,126	-	1,307,126
2. Ending Fund Balance, June 30 (E + F.I.C.)										
		1,508,735	-	1,508,735	2,626,541	33,668	2,660,209	1,772,219	-	1,772,219
Components of Ending Fund Balance:										
a. Nonspendable										
	9711	-	-	-	-	-	-	-	-	-
	9712	-	-	-	-	-	-	-	-	-
	9713	-	-	-	-	-	-	-	-	-
	9719	-	-	-	-	-	-	-	-	-
b. Restricted										
	9740	-	-	-	-	-	-	-	-	-
c. Committed										
	9750	-	-	-	-	33,668	33,668	-	-	-
d. Assigned										
	9760	-	-	-	-	-	-	-	-	-
e. Unassigned/Unappropriated										
	9780	-	-	-	-	-	-	-	-	-
	9789	-	-	-	-	-	-	-	-	-
	9790	1,508,735	-	1,508,735	2,626,541	-	2,626,541	1,772,219	-	1,772,219



California Virtual Academy at San Mateo

Fiscal Year 2025-26 First Interim Budget

Multi-Year Projection Assumptions			
Factor	FY 2025-26 (Y1)	FY 2026-27 (Y2)	FY 2027-28 (Y3)
Estimated Enrollment	1,342	1,355	1,369
Estimated # Unduplicated Pupils	762	819	822
Estimated P2 ADA	1,279	1,292	1,305
Average Daily Attendance Growth Rate ¹	12.8%	1.0%	1.0%
Special Education	12.8%	1.0%	1.0%
California Consumer Price Index (CA CPI)	3.09%	2.82%	2.72%
Statutory Cost-of-Living Allowance (COLA)	2.30%	3.02%	3.42%
Base Grant Proration Factor	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%
Effective Incr (Decr) Local Control Funding Formula (LCFF) Funding Rate per ADA ²	3.30%	2.72%	2.70%
Estimated Certificated FTEs	71.2	71.9	72.7
% Increase (Decrease) Certificated FTEs	0.00%	1.00%	1.00%
% Increase (Decrease) Certificated Salaries per FTE	-3.37%	2.99%	2.32%
Salaries (Min Wage Schedule)	2.42%	2.96%	2.30%
CalSTRS Employer Rate (statutory)	19.10%	19.10%	19.10%
Estimated Classified FTEs	6.5	6.5	6.5
% Increase (Decrease) Classified FTEs	-5.30%	0.00%	0.00%
% Increase (Decrease) Classified Salaries per FTE	32.69%	2.82%	2.72%
CalPERS Employer Rate (statutory)	26.81%	26.90%	27.80%
Other State Revenues: Lottery	\$ 332,120	\$ 341,486	\$ 350,774
Other State Revenues: Mandated Block Grant	\$ 45,928	\$ 47,315	\$ 48,934
Other State Revenues: A-G Completion	\$ 27,964	\$ 28,809	\$ 29,794
Other State Revenues: Arts, Music, Instr Materials Block Grant	\$ 216,631	\$ 223,174	\$ 230,806
Other State Revenues: Educator Effectiveness	\$ 103,603	\$ 106,732	\$ 110,382
Other State Revenues: Learning Recovery Emergency Block Grant	\$ 166,210	\$ 171,230	\$ 177,086
Other State Revenues: Literacy Screening PD	\$ 1,040	\$ 1,071	\$ 1,108

¹ FY 2025-26 growth rate based on FY 2024-25 P2 ADA

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

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First 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: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	12,362,025	0	12,362,025	12,810,070	13,249,756
Education Protection Account State Aid - Current Year	8012	4,931,963	0	4,931,963	5,131,720	5,360,294
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		17,293,988	0	17,293,988	17,941,790	18,610,050
2. Federal Revenues						
No Child Left Behind	8290	0	346,179	346,179	355,941	365,623
Special Education - Federal	8181, 8182	0	183,293	183,293	185,126	186,978
Child Nutrition - Federal	8220	0	0	0	0	0
Other Federal Revenues	8110, 8260-8299	0	0	0	0	0
Total, Federal Revenues		0	529,472	529,472	541,067	552,600
3. Other State Revenues						
Special Education - State	StateRevSE	0	1,245,253	1,245,253	1,257,705	1,270,282
All Other State Revenues	StateRevAO	277,625	615,871	893,496	919,816	948,883
Total, Other State Revenues		277,625	1,861,124	2,138,749	2,177,521	2,219,165
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	52,100	0	52,100	0	0
Total, Local Revenues		52,100	0	52,100	0	0
5. TOTAL REVENUES						
		17,623,714	2,390,596	20,014,310	20,660,378	21,381,816
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,491,672	1,156,738	5,648,410	5,876,747	6,073,589
Certificated Pupil Support Salaries	1200	0	0	0	0	0
Certificated Supervisors' and Administrators' Salaries	1300	122,311	140,431	262,741	270,150	277,499
Other Certificated Salaries	1900	0	0	0	0	0
Total, Certificated Salaries		4,613,983	1,297,169	5,911,151	6,146,898	6,351,088
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	0	0	0	0	0
Non-certificated Support Salaries	2200	0	380,475	380,475	391,198	401,840
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		0	380,475	380,475	391,198	401,840
3. Employee Benefits						
STRS	3101-3102	881,271	247,759	1,129,030	1,174,057	1,213,058
PERS	3201-3202	0	102,005	102,005	105,232	111,712
OASDI / Medicare / Alternative	3301-3302	95,287	23,540	118,827	120,044	125,301
Health and Welfare Benefits	3401-3402	794,408	124,582	918,990	892,760	942,398
Unemployment Insurance	3501-3502	0	0	0	0	0
Workers' Compensation Insurance	3601-3602	0	0	0	0	0
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		1,770,965	497,887	2,268,852	2,292,094	2,392,469

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First 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: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	3,395,853	19,646	3,415,500	3,518,205	3,636,932
Books and Other Reference Materials	4200	0	0	0	0	0
Materials and Supplies	4300	158,701	0	158,701	163,176	167,615
Noncapitalized Equipment	4400	3,581	0	3,581	3,682	3,782
Food	4700	0	0	0	0	0
Total, Books and Supplies		3,558,136	19,646	3,577,782	3,685,063	3,808,329
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	954	1,746,224	1,747,179	1,796,449	1,845,312
Travel and Conferences	5200	14,858	129,521	144,380	148,451	152,489
Dues and Memberships	5300	23,900	6,307	30,207	10,777	11,071
Insurance	5400	31,397	0	31,397	32,282	33,160
Operations and Housekeeping Services	5500	5,723	0	5,723	5,884	6,045
Rentals, Leases, Repairs, and Noncap. Improvements	5600	814,052	0	814,052	838,584	867,038
Transfers of Direct Costs	5700	0	0	0	0	0
Professional/Consulting Services and Operating Expend.	5800	4,383,997	4,731	4,388,729	4,529,634	4,686,317
Communications	5900	213,618	1,566	215,184	221,252	227,271
Total, Services and Other Operating Expenditures		5,488,509	1,888,350	7,376,859	7,583,313.59	7,828,701.18
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	34,098	0	34,098	35,059	36,013
Total, Capital Outlay		34,098	0	34,098	35,059	36,013
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		15,465,690	4,083,527	19,549,217	20,133,625	20,818,440
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		2,158,024	(1,692,931)	465,093	526,753	563,376
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(1,692,931)	1,692,931	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		(1,692,931)	1,692,931	0	0	0
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		465,093	0	465,093	526,753	563,376

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
2025-26 First 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: 2025-26

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 2025-26			2026-27 Projections	2027-28 Projections
		Unrestricted	Restricted	Total		
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1						
b. Adjustments to Beginning Balance	9791	1,149,044	0	1,149,044	1,772,219	2,298,972
c. Adjusted Beginning Balance	9793, 9795	158,082	0	158,082		
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,307,126	0	1,307,126	1,772,219	2,298,972
		1,772,219	0	1,772,219	2,298,972	2,862,348
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	1,772,219	0	1,772,219	2,298,972	2,862,348



California Virtual Academy at San Mateo
Fiscal Year 2025-26
First Interim Budget
FY 2026-27(Y2) Cash Flow Worksheet

		Forecast Cash Flow													
		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Accruals	Total
A. BEGINNING CASH	9110	2,564,182	2,790,428	2,436,497	2,165,052	2,958,785	2,604,855	2,333,410	3,127,143	2,773,213	2,501,768	3,295,501	2,943,570		
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	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,152,906	1,281,007	0	12,810,070
EPA	8012	1,282,930	0	0	1,282,930	0	1,282,930	0	0	0	1,282,930	0	0	0	5,131,720
Other	8080-8099	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenues	8100-8299	0	135,267	0	0	135,267	0	0	135,267	0	0	135,267	0	0	541,067
Other State Revenues	8300-8599	108,876	108,876	326,628	108,876	108,876	326,628	108,876	108,876	326,628	108,876	108,876	326,628	0	2,177,521
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	0
All Other Financing Sources	8931-8979	0	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	0
TOTAL RECEIPTS		1,391,806	1,397,049	1,479,534	2,544,712	1,397,049	1,479,534	2,544,712	1,397,049	1,479,534	2,544,712	1,397,049	1,607,635	0	20,660,378
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	0	585,419	585,419	585,419	585,419	585,419	585,419	585,419	585,419	585,419	585,419	292,709	0	6,146,998
Classified Salaries	2000-2999	32,600	32,600	32,600	32,600	32,600	32,600	32,600	32,600	32,600	32,600	32,600	32,600	0	391,198
Employee Benefits	3000-3999	191,008	191,008	191,008	191,008	191,008	191,008	191,008	191,008	191,008	191,008	191,008	191,008	0	2,292,094
Supplies and Services	4000-5999	939,031	939,031	939,031	939,031	939,031	939,031	939,031	939,031	939,031	939,031	939,031	939,031	0	11,268,377
Capital Outlays	6000-6599	2,922	2,922	2,922	2,922	2,922	2,922	2,922	2,922	2,922	2,922	2,922	2,922	0	35,059
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	0
All Other Financing Uses	7630-7699	0	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	0
TOTAL DISBURSEMENTS		1,165,561	1,750,979	1,458,270	0	20,133,625									
D. PRIOR YEAR TRANSACTIONS															
Accounts Receivable															
Accounts Payable															
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)		226,245	(353,930)	(271,445)	793,733	(353,930)	793,733	(353,930)	(271,445)	793,733	(353,930)	644,521	149,365	0	526,753
F. ENDING CASH (A + E)		2,790,428	2,436,497	2,165,052	2,958,785	2,604,855	3,127,143	2,773,213	2,501,768	3,295,501	2,941,570	3,090,935	3,090,935	0	3,090,935
G. ENDING CASH, PLUS ACCRUALS															3,090,935

California Virtual Academy @ San Mateo (112284) - FY26 1st Interim Budget Update						
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
General Assumptions						
COLA & Augmentation	13.26%	8.22%	1.07%	2.30%	3.02%	3.42%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:						
Enrollment Count	1,008	1,063	1,136	1,342	1,355	1,369
Unduplicated Pupil Count (UPC)	552	658	721	762	819	822
Unduplicated Pupil Percentage (UPP)	54.00%	57.04%	60.21%	60.47%	60.07%	59.12%
Current Year LCFF Average Daily Attendance (ADA)	1,011.82	1,044.18	1,134.63	1,279.39	1,292.18	1,305.10
Funded LCFF ADA	1,011.82	1,044.18	1,134.63	1,279.39	1,292.18	1,305.10
LCFF ADA Funding Method	Current Year					
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-
LCFF Entitlement Summary						
Base Grant	\$10,063,460	\$11,316,778	\$12,429,844	\$14,398,219	\$14,981,347	\$15,648,827
Grade Span Adjustment	351,843	362,043	386,195	489,757	509,655	531,969
Adjusted Base Grant	\$10,415,303	\$11,678,821	\$12,816,039	\$14,887,976	\$15,491,002	\$16,180,796
Supplemental Grant	1,124,852	1,332,319	1,543,307	1,800,552	1,861,088	1,913,217
Concentration Grant	-	154,860	434,014	529,343	510,506	433,321
Total Base, Supplemental and Concentration Grant	\$11,540,155	\$13,166,000	\$14,793,360	\$17,217,871	\$17,862,596	\$18,527,334
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	39,755	54,555	76,117	79,194	82,716
Total Allowance and Add-On Amounts	\$31,928	\$39,755	\$54,555	\$76,117	\$79,194	\$82,716
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	\$11,572,083	\$13,205,755	\$14,847,915	\$17,293,988	\$17,941,790	\$18,610,050
Miscellaneous Adjustments	-	-	-	-	-	-
Total LCFF Entitlement (excludes Additional State Aid)	\$ 11,572,083	\$ 13,205,755	\$ 14,847,915	\$ 17,293,988	\$ 17,941,790	\$ 18,610,050
LCFF Entitlement Per ADA (excludes Categorical MSA)	\$ 11,437	\$ 12,647	\$ 13,086	\$ 13,517	\$ 13,885	\$ 14,259
Additional State Aid	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	11,572,083	13,205,755	14,847,915	17,293,988	17,941,790	18,610,050
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)	\$ 901,398	\$ 1,726,773	\$ 4,275,591	\$ 4,931,963	\$ 5,131,720	\$ 5,360,294
Net State Aid (excludes Additional State Aid)	\$ 10,670,685	\$ 11,478,982	\$ 10,572,324	\$ 12,362,025	\$ 12,810,070	\$ 13,249,756
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 11,572,083	\$ 13,205,755	\$ 14,847,915	\$ 17,293,988	\$ 17,941,790	\$ 18,610,050
Funding Source by Resource-Object						
State Aid (Resource Code 0000, Object Code 8011)	\$ 10,670,685	\$ 11,478,982	\$ 10,572,324	\$ 12,362,025	\$ 12,810,070	\$ 13,249,756
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	\$ 901,398	\$ 1,726,773	\$ 4,275,591	\$ 4,931,963	\$ 5,131,720	\$ 5,360,294
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	\$ 141,728	\$ 8,594	\$ 7,562	\$ -	\$ -	\$ -
Property Taxes (Object Code 8021 to 8089)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
% Change	-	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	-	-	-	-	-	-
Entitlement and Source Reconciliation						
Basic Aid/Excess Tax District Status	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total LCFF Entitlement	\$ 11,572,083	\$ 13,205,755	\$ 14,847,915	\$ 17,293,988	\$ 17,941,790	\$ 18,610,050
Additional State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess Taxes before Minimum State Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Funding Sources	\$ 11,572,083	\$ 13,205,755	\$ 14,847,915	\$ 17,293,988	\$ 17,941,790	\$ 18,610,050
LCAP Percentage to Increase or Improve Services Calculation						
Base Grant (Excludes add-ons for THG & Transportation)			\$ 12,870,594	\$ 14,964,093	\$ 15,570,196	\$ 16,263,512
Supplemental and Concentration Grant funding in the LCAP year			\$ 1,977,321	\$ 2,329,895	\$ 2,371,594	\$ 2,346,538
Projected Additional 15% Concentration Grant funding in the LCAP year			\$ 100,156	\$ 122,157	\$ 117,809	\$ 99,996
Percentage to Increase or Improve Services			15.36%	15.57%	15.23%	14.43%

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT # 03

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: The ratification of disbursements made by California Virtual Academy at San Mateo from August 2025 through October 2025.

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at San Mateo ratify the disbursements made by the school from August 2025 through October 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 August 2025 through October 2025.

BUDGET IMPLICATIONS:

The total disbursements for the months of August, September, and October were \$1,532,254, \$487,774, and \$3,677,640, respectively.

RECOMMENDATIONS:

It is recommended that the Governing Board ratify the disbursements made by California Virtual Academy at San Mateo from August 2025 through October 2025.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

April Warren Head of School	Dustin Kepler Accounts Payable Specialist
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PRESENTED BY:

April Warren Head of School	Francis "Paco" Burke Chief Business Official
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Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Cathy Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	930,274.46
ADP, Inc.	Payroll Services	248,841.98
California Virtual Academy @ Los Angeles	Intercompany Settlement	139,777.00
California Virtual Academy @ San Diego	Intercompany Settlement	99,754.00
Jefferson Elem School District	Supervisory Oversight, Administrative and Other Services	83,923.48
Rids Brothor Company Inc	Transportation Services	8,651.50
Spectrum Center, Inc	Special Education Contracted Services	4,954.87
State Board of Equalization	Sales Tax	4,500.00
Pine Hill School	NPS Placement	4,134.00
El Paseo Children's Center, Inc.	Special Education Contracted Services	1,702.43
Green Hasson & Janks LLP	Audit Fees & Professional Services	1,648.00
Accrediting Commission for Schools	Annual Accreditation Membership Fee	1,270.00
Foundations Therapy Service	Special Education Contracted Services	654.00
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	560.50
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	381.00
Amazon Capital Services	Staff Office Supplies	363.17
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	279.00
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	223.13
Anchor Counseling & Education Solutions	Special Education Contracted Services	139.00
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	66.50
Grace Speech Therapy Corp.	SLP IEP Attendance	62.00
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	59.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	35.00
Grand Total		1,532,254.02

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount	
Bill Payment #2036 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)	Bill	08/11/2025	INV-07891		(75.00)	
	Bill	08/11/2025	INV-07901		139.00	
	Bill Payment	08/12/2025	2036		0.00	
					(2,722.03)	
Bill Payment #ACH 08.25.2025 - State Board of Equalization(CAVA@SAN MATEO)	Bill	07/29/2025	SM_JUL'25 Use Tax	SM_Comptrs/Matris Use Tax_JUN 2025	(1,777.97)	
	Bill	08/25/2025	SM_JUL'25 Use Tax Adj.	SM_Comptrs/Matris Use Tax_JUL 2025 Adj.	4,500.00	
	Bill Payment	08/25/2025	ACH 08.25.2025	SM_Comptrs/Matris Use Tax_JUL 2025 & Adj.	0.00	
					(127.00)	
Bill Payment #2049 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	08/21/2025	INV-01281		127.00	
	Bill Payment	08/21/2025	2049		(254.00)	
Bill Payment #2037 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	08/11/2025	INV-01270		254.00	
	Bill Payment	08/12/2025	2037		0.00	
					(8,651.50)	
Bill Payment #2054 - Rids Brother Company Inc(CAVA @ San Mateo)	Bill	08/21/2025	1473		8,651.50	
	Bill Payment	08/21/2025	2054		0.00	
					(455.50)	
Bill Payment #2051 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	08/21/2025	INV-00948		455.50	
	Bill Payment	08/21/2025	2051		(105.00)	
Bill Payment #2039 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	08/11/2025	INV-00938		105.00	
	Bill Payment	08/12/2025	2039		0.00	
					(66.50)	
Bill Payment #2042 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)	Bill	08/11/2025	INV-09748		66.50	
	Bill Payment	08/12/2025	2042		0.00	
					(35.00)	
Bill Payment #2043 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Mateo)	Bill	08/11/2025	INV-01061		35.00	
	Bill Payment	08/12/2025	2043		0.00	
Bill Payment #ACH 08.26.2025 - K12 MANAGEMENT INC	Bill	04/14/2025	INV-003-19168 _SM-Feb.25-SS&T Rev	INV-003-19168 _SM-Feb.25-SS&T Rev	(90,733.90)	
	Bill	04/15/2025	INV-003-19225 _SM-Mar.25-SS&T	INV-003-19225 _SM-Mar.25-SS&T	(285,447.00)	
	Bill	04/21/2025	INV-003-19470 _SM-Mar.25-Lease	INV-003-19470 _SM-Mar.25-Lease	(2,709.13)	
	Bill	04/23/2025	INV-003-19562 _SM-Apr.25-StaffOLS	INV-003-19562 _SM-Apr.25-StaffOLS	(48,180.00)	
	Bill	04/16/2025	INV-003-19240 _SM-Apr.25-COM	INV-003-19240 _SM-Apr.25-COM	(60,360.00)	
	Bill	04/16/2025	INV-003-19290 _SM-Apr.25-MAT	INV-003-19290 _SM-Apr.25-MAT	(12,787.00)	
	Bill	04/16/2025	INV-003-19336 _SM-Apr.25-OLS	INV-003-19336 _SM-Apr.25-OLS	(143,541.50)	
	Bill	05/12/2025	INV-003-19623 _SM-Apr.25-SS&T	INV-003-19623 _SM-Apr.25-SS&T	(241,984.80)	
	Bill	05/15/2025	INV-003-19649 _SM-May.25-COM	INV-003-19649 _SM-May.25-COM	(30,070.00)	
	Bill	05/15/2025	INV-003-19693 _SM-May.25-MAT	INV-003-19693 _SM-May.25-MAT	(11,752.00)	
	Bill	05/20/2025	INV-003-19893 _SM-Apr.25-Lease	INV-003-19893 _SM-Apr.25-Lease	(2,709.13)	
	Bill Payment	08/26/2025	ACH 08.26.2025	AUG 2025 K12 Management Payment	930,274.46	
					0.00	
						(4,134.00)
	Bill Payment #2048 - Pine Hill School(CAVA @ San Mateo)	Bill	08/15/2025	2526-01-CAVA		4,134.00
Bill Payment		08/19/2025	2048		0.00	
					(164,000.23)	
Bill Payment #ACH 08.22.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	08/29/2025	SM_AUG'25 PYRL #1	SM_AUG 2025 ADP Payroll #1 (08.01.25 - 08.15.25)	164,000.23	
	Bill Payment	08/29/2025	ACH 08.22.2025	SM_AUG 2025 ADP Payroll #1 (08.01.25 - 08.15.25)	(45,455.34)	
Bill Payment #ACH 08.13.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	08/29/2025	SM_AUG'25 ADP_Benefits	SM_AUG 2025 ADP - Benefits (August 2025)	45,455.34	
	Bill Payment	08/29/2025	ACH 08.13.2025	SM_AUG 2025 ADP - Benefits (August 2025)	(39,386.41)	
Bill Payment #ACH 08.08.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	08/29/2025	SM_JUL'25 PYRL #2	SM_JUL 2025 ADP Payroll #1 (07.16.25 - 07.31.25)	39,386.41	
	Bill Payment	08/29/2025	ACH 08.08.2025	SM_JUL 2025 ADP Payroll #1 (07.16.25 - 07.31.25)	0.00	
					(1,648.00)	
Bill Payment #2047 - Green Hasson & Janks LLP(CAVA@SAN MATEO)	Bill	08/15/2025	28655		1,648.00	
	Bill Payment	08/19/2025	2047		0.00	
					(654.00)	
Bill Payment #2040 - Foundations Therapy Service(CAVA @ San Mateo)	Bill	08/11/2025	INV-01010		654.00	
	Bill Payment	08/12/2025	2040		0.00	
					(83,923.48)	
Bill Payment #2041 - Jefferson Elem School District(CAVA@SAN MATEO)	Bill	08/11/2025	250482		83,923.48	
	Bill Payment	08/12/2025	2041		0.00	
					(4,954.87)	
Bill Payment #2055 - Spectrum Center, Inc(CAVA @ San Mateo)	Bill	08/21/2025	INV-000053420		4,954.87	
	Bill Payment	08/21/2025	2055		0.00	
					(59.00)	
Bill Payment #2038 - Axis Teletherapy(CAVA @ San Mateo)	Bill	08/11/2025	INV-01819		59.00	
	Bill Payment	08/12/2025	2038		0.00	
					(279.00)	
Bill Payment #2044 - TheraStaffers(CAVA @ San Mateo)	Bill	08/11/2025	INV-00862		279.00	
	Bill Payment	08/12/2025	2044		0.00	
					(1,270.00)	
Bill Payment #2045 - Accrediting Commission for Schools(CAVA@SAN MATEO)	Bill	08/15/2025	1331152		1,270.00	
	Bill Payment	08/19/2025	2045		0.00	
					(46.51)	
Bill Payment #2046 - Amazon Capital Services(CAVA @ San Mateo)	Bill	08/15/2025	1G7X-4N9L-D11M		(153.80)	
	Bill	08/15/2025	1MW1-XF6W-HQ0D			

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

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2046 - Amazon Capital Services(CAVA @ San	Bill	08/15/2025	IXYC-DCPX-9G3W		(162.86)
	Bill Payment	08/19/2025	2046	Amazon Capital Services - 17LN-X33G-CH7J	363.17
0.00					
Bill Payment #2050 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	08/21/2025	INV-00985		(223.13)
	Bill Payment	08/21/2025	2050		223.13
0.00					
Bill Payment #2052 - El Paseo Children's Center, Inc.(CAVA @ San Mateo)	Bill	08/21/2025	INV-01366		(1,702.43)
	Bill Payment	08/21/2025	2052		1,702.43
0.00					
Bill Payment #2053 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	08/21/2025	INV-02151		(62.00)
	Bill Payment	08/21/2025	2053		62.00
0.00					
Bill Payment #2056 - California Virtual Academy @ Los Angeles(CAVA@SAN MATEO)	Bill	08/26/2025	SM_Interco AUG'25_LA	Intercompany Settlement AUG 2025	(139,777.00)
	Bill Payment	08/26/2025	2056	Intercompany Settlement AUG 2025	139,777.00
0.00					
Bill Payment #2057 - California Virtual Academy @ San Diego(CAVA@SAN MATEO)	Bill	08/26/2025	SM_Interco AUG'25_SD	Intercompany Settlement AUG 2025	(99,754.00)
	Bill Payment	08/26/2025	2057	Intercompany Settlement AUG 2025	99,754.00
0.00					
0.00					
Total					1,532,254.02

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Arthur J Gallagher	23,088.40
Amplify Education Inc	6,309.17
Document Tracking Services	2,436.58
Gobo LLC	2,132.08
QuickSchools Inc.	1,362.15
Classwork Co DBA Classkick	1,334.06
Smile From The Inside, Inc.	1,017.57
ULINE	1,011.86
Virtual Technologies Group	925.67
Barrington Staffing Services	726.13
Pitney Bowes Bank Inc Purchase Power	705.09
Resonant Education, LLC	575.23
DW Educational Research, Inc	546.01
Crestline Specialties, Inc	380.08
FusionPlus Inc	372.28
Express Employment Professionals	320.65
Solution Tree	309.24
AppleOne Employment Services	297.74
Amazon	245.90
Houghton Mifflin Harcourt	186.58
UPS	175.86
DataBasics, Inc.	174.72
The Back Room Inc	170.75
Southern California Edison	164.75
Supreme Facility Services, Inc.	163.31
Multi-Health Systems Inc.	147.72
AT&T Mobility	133.60
De Lage Landen Financial Services Inc.	131.82
Bill.com	114.84
Riverside Insights	99.67
Comm-Core	95.82
San Joaquin County Office of Education	91.83
VC Furniture & Facility Services	64.53
Apple Inc.	55.83
Green Hasson & Janks LLP	51.13
Verizon Wireless	39.89
Pitney Bowes Global Financial Services	35.91
AXIS Teletherapy	34.60
Red Robin	33.85
Urbane Café	30.04
Waste Management	18.28
Ontario Refrigeration	17.67

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Certified Languages International	15.00
Quill Corporation	12.98
Paper Recycling & Shredding	10.72
Orkin	7.69
Dropbox	5.95
Krispy Kreme Doughnuts	5.24
Smart & Final	3.84
Everon, LLC	3.72
Doctors Wellness Company LLC dba WellnessMart MD	3.08
City of Simi Valley	2.36
Grand Total	46,399.46

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	111-9587529-2167444	August	56.83	2.82
				111-0742520-7197015	August	386.07	19.16
				111-7450503-1741843	August	235.92	11.71
				111-2963800-1917804	August	40.19	1.99
				111-4423346-6936252	August	21.39	1.06
				111-5118047-4592206	August	21.44	1.06
				111-1455706-8823408	August	27.58	1.37
				111-6142936-4462616	August	132.50	6.58
				111-0665295-7950658	August	27.04	1.34
				113-3298109-3758646	August	174.20	8.65
				113-0611370-4073830	August	174.20	8.65
				111-8609007-5994640	August	9.64	0.48
		(blank)	101 General	111-7792219-5948241	July	21.10	1.05
				111-4047804-8505025	July	12.00	0.60
				111-9907167-7860210	July	115.79	5.75
				114-9941833-9978644	July	339.70	16.86
				114-4766601-4301024	July	117.96	5.86
				114-6007049-8696250	July	50.21	2.49
				112-1299903-4374659	July	280.72	13.93
Office Expense Total							
Amazon Total						4,953.99	245.90
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 44946150	July (7-17)	261.56	12.98
Office Expense Total							
Quill Corporation Total						261.56	12.98
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578072825	August	929.61	46.14
				LLC 3783605014	August	1,761.93	87.46
Communications Total							
AT&T Mobility Total						2,691.54	133.60
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3877	July	3,440.00	170.75
Outside Service-General Total							
The Back Room Inc Total						3,440.00	170.75
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7133437	July (7-19)	1,577.55	78.31
				LLC 01-7137683	July (7-26)	1,473.60	73.15
				LLC 01-7141597	August (8-2)	1,473.60	73.15
				LLC 01-7145614	August (8-9)	1,473.60	73.15
Outside Service Total							
AppleOne Employment Services Total						5,998.35	297.74
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25082472572	August	1,439.00	114.84
Dues and Memberships Total							
Bill.com Total						1,439.00	114.84
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681081225	July	3,319.07	164.75
Utilities Total							
Southern California Edison Total						3,319.07	164.75
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 591347403	August	2,655.58	131.82
Equipment Rental Expense Total							
De Lage Landen Financial Services Inc. Total						2,655.58	131.82
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815315	August	3,520.00	174.72
Outside Service-General Total							
DataBasics, Inc. Total						3,520.00	174.72
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2224	August	15,000.00	744.56
				LLC 2225	July (7-29)	5,500.00	273.01
Outside Service-General Total							
Smile From The Inside, Inc. Total						20,500.00	1,017.57
						20,500.00	1,017.57

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
						2,261.53	112.26
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 32649361 LLC 32678515 LLC 32708636 LLC 32742003	July (7-20) July (7-27) August (8-3) August (8-10)	1,432.00 1,432.00 1,334.27 6,459.80	71.08 71.08 66.23 320.65
	Outside Service Total					6,459.80	320.65
Express Employment Professionals Total						207.75	15.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp - ELD Services	LLC 74586073125	July	207.75	15.00
	Outside Service-General Total					207.75	15.00
Certified Languages International Total						14,204.75	705.09
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 081725	August (817)	14,204.75	705.09
	Postage Total					14,204.75	705.09
Pitney Bowes Bank Inc Purchase Power Total						1,275.00	0.00
Document Tracking Services	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	410 SUPP - Transcripts 320 Supp - ELD Services	LLC F19306547 LLC T-930650087	July July	23,932.43 25,207.43	2,436.58 2,436.58
	Outside Service-General Total					25,207.43	2,436.58
Document Tracking Services Total						4,792.86	237.90
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 195863025 LLC 196168344 LLC 196169935 LLC 196432661	July (7-28) August (8-4) August (8-4) August (8-11)	2,611.78 5,587.20 7,393.27 20,385.11	129.64 277.33 366.98 1,011.86
	Office Expense Total					20,385.11	1,011.86
ULINE Total						62.00	3.08
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0012140	July	62.00	3.08
	Outside Service-General Total					62.00	3.08
Doctors Wellness Company LLC dba WellnessMart MD Total						364.60	18.10
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1027895361 LLC 1027924143	August (8-4) August (8-8)	358.81 723.41	17.81 35.91
	Office Expense Total					723.41	35.91
Pitney Bowes Global Financial Services Total						743.60	34.60
AXIS Teletherapy	Subagreements for Services Subagreements for Services Total	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 3733	July	743.60	34.60
	Total					743.60	34.60
AXIS Teletherapy Total						47.45	2.36
City of Simi Valley	Dues and Memberships	(blank)	101 General	WRP_115544_202507 09092235	July	47.45	2.36
	Dues and Memberships Total					47.45	2.36
City of Simi Valley Total						75.00	3.72
Everon, LLC	Operations and Housekeeping Services Operations and Housekeeping Services Total	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 200828998	July (7-15)	75.00	3.72
	Total					75.00	3.72
Everon, LLC Total						155.00	7.69
Orkin	Operations and Housekeeping Services Operations and Housekeeping Services Total	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 280800823	August (8-5)	155.00	7.69
	Total					155.00	7.69
Orkin Total						29,600.00	1,362.15
QuickSchools Inc.	Program Fees & Other Instructional : Miscellaneous Miscellaneous Total	13514 Prepaid Other 56303 Program Fees & Other Instructional : Miscellaneous	560 Title I 560 Title I	LLC 25/07-001 LLC 25/07-001	June (6-19) DOUBLE ENTRY	29,600.00	1,362.15
	Total					29,600.00	1,362.15
QuickSchools Inc. Total						1,200.00	55.83
Apple Inc.	Non K12 Curriculum Non K12 Curriculum Total	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC MB84863090	July (7-17)	1,200.00	55.83
	Total					1,200.00	55.83
Apple Inc. Total						356.03	17.67
Ontario Refrigeration	Operations and Housekeeping Services Operations and Housekeeping Services Total	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW94311	July (7-17)	356.03	17.67
	Total					356.03	17.67
Ontario Refrigeration Total						18,648.63	925.67
Virtual Technologies Group	Computer Expense Computer Expense Total	54811 Computer & Maintenance Expense : Repairs & Maintenance	101 General	LLC INV121338 - 1	July (7-3)	18,648.63	925.67
	Total					18,648.63	925.67
Virtual Technologies Group Total						18,648.63	925.67

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Houghton Mifflin Harcourt	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	840 LREBG	LLC 956329338	July (7-14)	4,000.00	186.58
Houghton Mifflin Harcourt Total						4,000.00	186.58
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC S327486 LLC S327816 LLC S327964	July (7-29) August (8-5) August (8-7)	2,240.00	103.08
Solution Tree Total						2,240.00	103.08
Krispy Kreme Doughnuts	Office Expense	(blank)	101 General	36577030641418200	July	6,720.00	309.24
Krispy Kreme Doughnuts Total						6,720.00	309.24
Dropbox	Dues and Memberships	(blank)	101 General	K8715ZJC3G	July	105.60	5.24
Dropbox Total						105.60	5.24
Smart & Final	Office Expense	(blank)	101 General	07172025	July	119.88	5.95
Smart & Final Total						119.88	5.95
Red Robin	Office Expense	(blank)	101 General	957823 07212025	July July	77.36 710.29 (28.41)	3.84 35.26 (1.41)
Red Robin Total						681.88	33.85
Amplify Education Inc	Non K12 Curriculum	13514 Prepaid Other	840 LREBG 631 Literacy Screening PD	LLC INV-383131 LLC INV-383131	July (7-22) July (7-22)	681.88 72,300.00 21,000.00	33.85 5,386.35 922.82
Amplify Education Inc Total						93,300.00	6,309.17
Arthur J Gallagher	Prepaid Other	13514 Prepaid Other	101 General	LLC 5702840	July (7-23)	93,300.00	6,309.17
Arthur J Gallagher Total						409,798.73	23,088.40
Classwork Co DBA Classkick	Non K12 Curriculum	13514 Prepaid Other	840 LREBG	LLC 2021-12799	July (7-15)	409,798.73	23,088.40
Classwork Co DBA Classkick Total						28,600.00	1,334.06
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1105327	August	28,600.00	1,334.06
Comm-Core Total						1,930.43	95.82
Crestline Specialties, Inc	56703 - Program Fees & Other Instructional : Other Student Expenses - K12	56328 Program Fees & Other Instructional : Program Fees - School Events Expense	330 SUPP - Engagement	LLC 4341458	July (7-28)	1,930.43	95.82
Crestline Specialties, Inc Total						9,945.90	380.08
DW Educational Research, Inc	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	101 General	LLC 2278	August (8-1)	9,945.90	380.08
DW Educational Research, Inc Total						11,000.00	546.01
Gobo LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	330 SUPP - Engagement 320 Supp - ELD Services	LLC 1582 LLC 1583 LLC 1582	August (8-1) August (8-1) August (8-1)	11,000.00 21,332.25 28,309.00 6,150.75	546.01 815.21 1,081.82 235.05
Gobo LLC Total						55,792.00	2,132.08
Riverside Insights	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	280 SPED	LLC INV251017 LLC INV251081	July (7-29) July (7-30)	55,792.00 1,251.57	2,132.08 58.23
Riverside Insights Total						890.74	41.44
San Joaquin County Office of Education	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	LLC 250454	July (7-31)	2,142.31	99.67
San Joaquin County Office of Education Total						1,850.00	91.83
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 28668	July (7-26)	1,850.00	91.83
Green Hasson & Janks LLP Total						1,030.00	51.13
Resonant Education, LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	560 Title I	LLC 1860	August (8-6)	1,030.00	51.13
Resonant Education, LLC Total						12,500.00	575.23
Multi-Health Systems Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC SIP00547309	July (7-23)	12,500.00	575.23
Multi-Health Systems Inc. Total						3,175.00	147.72
Multi-Health Systems Inc. Total						3,175.00	147.72

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
						1,300.00	64.53
VC Furniture & Facility Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	11C 1034	August (8-16)	1,300.00	64.53
	Operations and Housekeeping Services Total					1,300.00	64.53
VC Furniture & Facility Services Total						630.43	31.29
		52802 Office Supplies Expense : Office Supplies - CO5	101 General	156564 08222025	August August	(25.22)	(1.25)
Urbane Café	Office Expense					605.21	30.04
	Office Expense Total					605.21	30.04
Urbane Café Total						842,365.12	46,399.46
Grand Total							

**California Virtual Academy at San Mateo
Board Disbursements A/P Payment History
September 01, 2025 - September 30, 2025**

Vendor	Description	Total
ADP, Inc.	Payroll Services	377,207.45
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	39,526.37
State Board of Equalization	Sales Tax	36,000.00
Communicology, inc., DBA, TeleSesh	Language and Speech Therapy	4,604.67
California Teachers Association	Union Dues	4,290.00
Kinship Academy	NPS placement	3,260.00
E-Therapy Intermediate, INC	Special Education Contracted Services	2,773.30
Anchor Counseling & Education Solutions	Special Education Contracted Services	2,143.23
Green Hasson & Janks LLP	Audit Fees & Professional Services	2,060.00
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	1,996.01
Grace Speech Therapy Corp.	SLP IEP Attendance	1,906.51
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	1,800.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	1,741.64
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	1,438.63
Speech Guy, LLC	Special Education Contracted Services	1,270.75
Virtual Technologies Group	Computer equip. & installation	1,223.89
Bridge The Gap Sped, LLC	Special Education Contracted Services	932.00
The Stepping Stones Group LLC	Special Education Contracted Services	872.50
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	768.75
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	640.66
Augmentative Communications Solutions	Special Education Contracted Services	320.00
Amazon Capital Services	Staff Office Supplies	311.84
Specialized Therapy Services Inc	Special Education Contracted Services	262.50
Foundations Therapy Service	Special Education Contracted Services	231.00
A1 Speech Therapy, Inc.	Special Education Contracted Services	192.00
Grand Total		487,773.70

K12 : SA : Full Financials CA Node : CAVASM
Board Disbursements A/P Payment History by Vendor
September 01, 2025 - September 30, 2025

Options: Show Zeros					
Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2058 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)	Bill	09/09/2025	INV-07930		(1,974.22)
	Bill	09/09/2025	INV-07949		(169.01)
	Bill Payment	09/11/2025	2058		2,143.23
					0.00
Bill Payment #ACH 09.15.2025 - State Board of Equalization(CAVA@SAN MATEO)	Bill	08/28/2025	SM_AUG'25 Use Tax	SM_Comptrs/Matris Use Tax_AUG 2025	(36,000.00)
	Bill Payment	09/15/2025	ACH 09.15.2025	SM_Comptrs/Matris Use Tax_AUG 2025	36,000.00
					(507.00)
Bill Credit #SM_AUG'25 Use Tax Adj. - State Board of Equalization(CAVA@SAN MATEO)	Bill	08/28/2025	SM_AUG'25 Use Tax	SM_Comptrs/Matris Use Tax_AUG 2025	507.00
	Bill Credit	09/15/2025	SM_AUG'25 Use Tax Adj.	SM_AUG'25 Use Tax Adjustment (-)	0.00
					(1,195.91)
Bill Payment #2059 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	09/09/2025	INV-01291		(800.10)
	Bill	09/09/2025	INV-01292		1,956.01
	Bill Payment	09/11/2025	2059		0.00
					(1,406.17)
Bill Payment #2079 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	09/17/2025	INV-01015		1,406.17
	Bill Payment	09/17/2025	2079		(1,457.89)
Bill Payment #2063 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	09/09/2025	INV-00993		(1,740.61)
	Bill	09/09/2025	INV-00969		3,198.50
	Bill Payment	09/11/2025	2063		0.00
					(1,741.64)
Bill Payment #2068 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Mateo)	Bill	09/09/2025	INV-01074		1,741.64
	Bill Payment	09/11/2025	2068		0.00
					(39,526.37)
Bill Payment #ACH 09.26.2025 - K12 MANAGEMENT INC	Bill	05/12/2025	INV-003-19623 _ SM-Apr.25-SS&T	INV-003-19623 _ SM-Apr.25-SS&T	39,526.37
	Bill Payment	09/26/2025	ACH 09.26.2025	SEP 2025 K12 Payment	0.00
					(167,005.43)
Bill Payment #ACH 09.24.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	09/29/2025	SM_SEP'25 PYRL #1	SM_SEP 2025 ADP Payroll #1 (09.01.25 - 09.15.25)	167,005.43
	Bill Payment	09/29/2025	ACH 09.24.2025	SM_SEP 2025 ADP Payroll #1 (09.01.25 - 09.15.25)	(45,482.35)
Bill Payment #ACH 09.10.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	09/28/2025	SD_SEP'25 Benefits	SM_SEP 2025 ADP - Benefits (Septemer 2025)	45,482.35
	Bill Payment	09/28/2025	ACH 09.10.2025	SM_SEP 2025 ADP - Benefits (Septemer 2025)	(164,719.67)
Bill Payment #ACH 09.09.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	09/29/2025	AUG'25 PYRL #2	SM_AUG 2025 ADP Payroll #2 (08.16.25 - 08.31.25)	164,719.67
	Bill Payment	09/29/2025	ACH 09.09.2025	SM_AUG 2025 ADP Payroll #2 (08.16.25 - 08.31.25)	0.00
					(2,060.00)
Bill Payment #2082 - Green Hasson & Janks LLP(CAVA@SAN MATEO)	Bill	09/17/2025	30277		2,060.00
	Bill Payment	09/17/2025	2082		0.00
					(61.25)
Bill Payment #2065 - Foundations Therapy Service(CAVA @ San Mateo)	Bill	09/09/2025	INV-01024		(72.75)
	Bill	09/09/2025	INV-01017		(97.00)
	Bill	09/09/2025	INV-01016		231.00
	Bill Payment	09/11/2025	2065		0.00
					(640.66)
Bill Payment #2072 - TheraStaffers(CAVA @ San Mateo)	Bill	09/09/2025	INV-00874		640.66
	Bill Payment	09/11/2025	2072		0.00
					(97.85)
Bill Payment #2086 - Amazon Capital Services(CAVA @ San Mateo)	Bill	09/24/2025	1K3M-V7YM-3LF6		(213.99)
	Bill	09/24/2025	1WFY-P74G-GG46		311.84
	Bill Payment	09/24/2025	2086		0.00
					(563.84)
Bill Payment #2078 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	09/17/2025	INV-01013		563.84
	Bill Payment	09/17/2025	2078		(325.83)
Bill Payment #2061 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	09/09/2025	INV-01000		(548.96)
	Bill	09/09/2025	INV-00993		874.79
	Bill Payment	09/11/2025	2061		0.00
					(976.50)
Bill Payment #2081 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	09/17/2025	INV-02204		976.50
	Bill Payment	09/17/2025	2081		(155.00)
Bill Payment #2066 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	09/09/2025	INV-02161		(775.01)
	Bill	09/09/2025	INV-02174		930.01
	Bill Payment	09/11/2025	2066		0.00
					(200.00)
Bill Payment #2075 - Augmentative Communications Solutions(CAVA @ San Mateo)	Bill	09/17/2025	INV-00684		200.00
	Bill Payment	09/17/2025	2075		(80.00)
Bill Payment #2060 - Augmentative Communications Solutions(CAVA @ San Mateo)	Bill	09/09/2025	INV-00680		(40.00)
	Bill	09/09/2025	INV-00672		120.00
	Bill Payment	09/11/2025	2060		0.00
					(1,800.00)
Bill Payment #2062 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ San Mateo)	Bill	09/09/2025	INV-00619		1,800.00
	Bill Payment	09/11/2025	2062		0.00
					(562.14)
Bill Payment #2080 - E-Therapy Intermediate, INC(CAVA @ San Mateo)	Bill	09/17/2025	INV-09396		691.02
	Bill	09/17/2025	INV-09422		

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
IXL Learning Inc.	3,719.99
Rock And Roll Academy Inc.	2,201.02
Brisk Labs Corp.	1,718.14
Smile From The Inside, Inc.	1,017.57
Barrington Staffing Services	850.32
Lucky Strike Entertainment Corporation	656.74
Express Employment Professionals	608.15
Quill Corporation	558.34
Document Tracking Services	471.16
Tech to School	461.86
Integration Inc.	419.91
Pitney Bowes Bank Inc Purchase Power	402.79
FusionPlus Inc	372.28
AppleOne Employment Services	351.10
Institute for Multi-Sensory Education	278.41
Los Angeles Marriott Burbank Airport Hotel	276.11
ULINE	261.87
Mystery Science C/O Discovery Education Inc	237.19
Connecthub.io LLC	233.87
Apple Inc.	200.63
3P Learning Inc.	195.91
Pitney Bowes Global Financial Services	194.86
UPS	185.87
Southern California Edison	176.89
The Back Room Inc	170.75
Supreme Facility Services, Inc.	163.31
De Lage Landen Financial Services Inc.	151.33
Amazon	145.77
AT&T Mobility	133.62
Sovos Compliance LLC	131.91
The Positivity Project, LLC	121.45
Certified Languages International	120.00
Bill.com	114.84
Comm-Core	96.46
City of Simi Valley	86.95
Amazon Capital Services	82.90
Everway LLC	40.59
Select Staffing	40.35
Verizon Wireless	39.89
BlueTriton Brands, Inc	32.98
Carmen Gomez Ruiz	29.78
Everon, LLC	22.45

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Viva La Pasta	20.56
Waste Management	18.28
Paper Recycling & Shredding	16.33
Staples	11.98
Effectual Educational Consulting Service	11.17
Crisis Prevention Institute	9.93
Doctors Wellness Company LLC dba WellnessMart MD	9.23
Orkin	7.69
Nothing Bundt Cakes	6.99
Grand Total	17,888.50

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	(blank)	101 General	111-7226120-2779422	September	50.02	2.48
				113-4263300-5641832	September	100.78	5.00
				113-3389077-6185818	September	10.71	0.53
				111-1905891-2800208	September	19.28	0.96
				113-9660880-0119455	September	132.50	6.58
				111-2947820-2241848	September	42.89	2.13
				111-3873129-1597021	September	17.31	0.86
				111-7788298-6209826	September	29.71	1.47
				111-5983405-7622667	September	38.60	1.92
				111-5375237-3305843	September	79.06	3.92
				111-1489228-8501835	September	36.67	1.82
				111-2312305-4983468	September	335.88	16.67
				113-2642607-2913025	September	41.50	2.06
				111-8282545-9065844	September	77.21	3.83
				111-4854546-0028229	September	41.36	2.05
				111-2989723-2166653	September	98.56	4.89
				111-8394341-7925865	September	81.95	4.07
Office Expense Total							
Amazon Total						2,936.73	145.77
						2,936.73	145.77
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 45233545	August (8-7)	943.59	46.84
				LLC 45316830	August (8-14)	6,424.38	318.89
				LLC 45477699	August (8-25)	608.86	30.22
				LLC 45604265	September (9-3)	124.07	6.16
				LLC 45604274	September (9-3)	943.59	46.84
				LLC 45645282	September (9-8)	642.43	31.89
				LLC 45665701	September (9-8)	617.97	30.67
				LLC 45665790	September (9-8)	943.59	46.84
Office Expense Total							
Quill Corporation Total						11,248.48	558.34
						11,248.48	558.34
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578	September	929.94	46.16
				082825	September		
				LLC 7058517011	August	1,761.93	87.46
Communications Total							
AT&T Mobility Total						2,691.87	133.62
						2,691.87	133.62
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3929	August	3,440.00	170.75
Outside Service-General Total							
The Back Room Inc Total						3,440.00	170.75
						3,440.00	170.75
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7149033	August (8-16)		
				LLC 01-7153383	August (8-23)	1,473.60	73.15
				LLC 01-7156038	August (8-30)	1,473.60	73.15
				LLC 01-7160482	September (9-6)	1,178.88	58.52
				LLC 01-7163933	September (9-13)	1,473.60	73.15
Outside Service Total							
AppleOne Employment Services Total						7,073.28	351.10
						7,073.28	351.10
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25092834432	September	1,439.00	114.84
Dues and Memberships Total							
Bill.com Total						1,439.00	114.84
						1,439.00	114.84
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681	August	3,563.72	176.89
				091125	August		
Utilities Total							
Southern California Edison Total						3,563.72	176.89
						3,563.72	176.89
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 592039697	September	2,655.58	131.82
				LLC 592106080	September (9-12)	393.10	19.51
Equipment Rental Expense Total							
De Lage Landen Financial Services Inc. Total						3,048.68	151.33
						3,048.68	151.33
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2226	August (8-29)	15,000.00	744.56
				LLC 2227	August (8-29)	5,500.00	273.01
Outside Service-General Total							
Smile From The Inside, Inc. Total						20,500.00	1,017.57
						20,500.00	1,017.57

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
						1,432.00	71.08
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 32770732 LLC 32801713 LLC 32833760 LLC 32865460 LLC 32895781	August (8-17) August (8-24) August (8-31) September (9-14) September (9-7)	1,386.53 4,278.10 2,291.20 2,864.00 12,251.83	68.82 212.35 113.73 142.16 608.15
	Outside Service Total					12,251.83	608.15
Express Employment Professionals Total						3,396.75	120.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp- ELD Services	LLC 74586083125	August	3,396.75	120.00
	Outside Service-General Total					3,396.75	120.00
Certified Languages International Total						8,114.75	402.79
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 8000-9090-1005-2145 091625	September (9-16)	8,114.75	402.79
	Postage Total					8,114.75	402.79
Pitney Bowes Bank Inc Purchase Power Total						5,335.00	296.16
Document Tracking Services	Outside Service-General	13514 Prepaid Other	410 SUPP - Transcripts	LLC 9306517	August (8-25)	5,335.00	296.16
	Outside Service-General Total					3,200.00	175.00
	Prepaid Other	13514 Prepaid Other	410 SUPP - Transcripts	LLC FT9306548 LLC T-930650088	August August	7,421.67 10,621.67	0.00 175.00
	Prepaid Other Total					15,956.67	471.16
Document Tracking Services Total						1,269.54	63.02
ULINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 196994621 LLC 197384686	August (8-22) September (9-2)	4,006.06 5,275.60	198.85 261.87
	Office Expense Total					5,275.60	261.87
ULINE Total						186.00	9.23
Doctors Wellness Company LLC dba WellnessMart MD	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-0012830	August	186.00	9.23
	Outside Service-General Total					186.00	9.23
Doctors Wellness Company LLC dba WellnessMart MD Total						601.53	29.86
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 3107367325 LLC 3107379291 LLC 1028140133 LLC 1028158020	August (8-30) September (9-4) September (9-13) September (9-17)	1,045.74 2,100.00 178.43 3,925.70	51.91 104.24 8.86 194.86
	Office Expense Total					3,925.70	194.86
Pitney Bowes Global Financial Services Total						1,751.79	86.95
City of Simi Valley	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 70975228	August	1,751.79	86.95
	Utilities Total					1,751.79	86.95
City of Simi Valley Total						452.30	22.45
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 159422939	August (8-8)	452.30	22.45
	Operations and Housekeeping Services Total					452.30	22.45
Everon, LLC Total						155.00	7.69
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 282610358	September (9-2)	155.00	7.69
	Operations and Housekeeping Services Total					155.00	7.69
Orkin Total						2,099.93	0.00
Apple Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC M890730185 LLC M893063390	August (8-20) September (9-3)	1,099.95 3,199.88	200.63 200.63
	Non K12 Curriculum Total					3,199.88	200.63
Apple Inc. Total						1,943.23	96.46
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1106575	September	1,943.23	96.46
	Communications Total					1,943.23	96.46
Comm-Core Total						124.35	6.83
Amazon Capital Services	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 17C9-Y1FY-96VD LLC 1F4G-9C4X-FWW3	September (9-4) September (9-5)	25.72 111.90	1.41 22.38
	Non K12 Curriculum Total					730.73	82.90
Amazon Capital Services Total						36,834.00	1,718.14
Brisk Labs Corp.	Non K12 Curriculum	13514 Prepaid Other	840 LREBG	LLC 2239	August (8-5)	36,834.00	1,718.14
	Non K12 Curriculum Total					36,834.00	1,718.14
Brisk Labs Corp. Total						600.00	29.78
Carmen Gomez Ruiz	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3018	July (7-31)	600.00	29.78
	Operations and Housekeeping Services Total					600.00	29.78
Carmen Gomez Ruiz Total						600.00	29.78

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Connecthub.io LLC	Materials and Supplies	13514 Prepaid Other	350 SUPP - Instructional Coaches	LLC Q8NK9USK-0001	July (7-31)	6,120.00	233.87
Connecthub.io LLC Total						6,120.00	233.87
Crisis Prevention Institute	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	101 General	LLC NAIN-186337	August (818)	200.00	9.93
Crisis Prevention Institute Total						200.00	9.93
Effectual Educational Consulting Service	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC 13231	June	240.00	11.17
Effectual Educational Consulting Service Total						240.00	11.17
Integration Inc.	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 2508177	August (8-31)	4,830.54	239.78
	Postage Total			LLC 2506168	June (6-30)	43.07	2.14
	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 2508177	August (8-31)	3,356.50	166.61
	Printing Expense Total			LLC 2506168	June (6-30)	229.50	11.39
Integration Inc. Total						3,586.00	178.00
IXL Learning Inc.	Non K12 Curriculum	13514 Prepaid Other	280 SPED	LLC S540992-1	August (8-22)	8,459.61	419.91
	Non K12 Curriculum Total					66,562.50	3,656.02
	Prepaid Other	13514 Prepaid Other	730 CSI	LLC S542084	September (9-5)	66,562.50	3,656.02
	Prepaid Other Total					49,500.00	0.00
	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC S540992	August (8-22)	49,500.00	0.00
	Teacher Training Total					1,390.00	63.97
IXL Learning Inc. Total						1,390.00	63.97
Lucky Strike Entertainment Corporation	School Event	13514 Prepaid Other	330 SUPP - Engagement	LLC CHKREQ01/30/2026	August	117,452.50	3,719.99
	School Event Total					17,185.60	656.74
Lucky Strike Entertainment Corporation Total						17,185.60	656.74
Mystery Science C/O Discovery Education Inc	Prepaid Other	13514 Prepaid Other	840 LREBG	LLC 291998	July (7-18)	5,085.00	237.19
	Prepaid Other Total					5,085.00	237.19
Mystery Science C/O Discovery Education Inc Total						5,085.00	237.19
Rock And Roll Academy Inc.	Non K12 Curriculum	13514 Prepaid Other	860 AMIMBG	LLC 081825	August (8-18)	37,375.00	2,201.02
	Non K12 Curriculum Total					37,375.00	2,201.02
Rock And Roll Academy Inc. Total						37,375.00	2,201.02
Sovos Compliance LLC	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-SCL-196036	May (5-15)	2,657.40	131.91
Sovos Compliance LLC Total						2,657.40	131.91
Tech to School	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MTS78928	August (8-25)	2,657.40	131.91
	Computer Expense Total					4,618.55	461.86
Tech to School Total						4,618.55	461.86
The Positivity Project, LLC	Non K12 Curriculum	13514 Prepaid Other	630 Title III	LLC SP-05161	August (8-15)	4,618.55	461.86
	Non K12 Curriculum Total					3,995.00	121.45
The Positivity Project, LLC Total						3,995.00	121.45
3P Learning Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	840 LREBG	LLC INV-US-25630	September (9-12)	3,995.00	121.45
	Non K12 Curriculum Total					4,200.00	195.91
3P Learning Inc. Total						4,200.00	195.91
BlueTriton Brands, Inc	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 0518710033059	August	4,200.00	195.91
	Office Expense Total					664.46	32.98
BlueTriton Brands, Inc Total						664.46	32.98
Everway LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 00265697N	September	664.46	32.98
	Non K12 Curriculum Total					760.04	40.59
Everway LLC Total						760.04	40.59
Institute for Multi-Sensory Education	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	620 Title #	LLC 367813	September (9-3)	760.04	40.59
	Teacher Training Total					5,400.00	278.41
Institute for Multi-Sensory Education Total						5,400.00	278.41
Los Angeles Marriott Burbank Airport Hotel	Travel and Conferences	66001 SG&A - Conferences and Events Expense : Events-Information Sessions	560 Title I	LLC 10/6-10/8 2025	October	6,000.00	276.11
	Travel and Conferences Total					6,000.00	276.11
Los Angeles Marriott Burbank Airport Hotel Total						6,000.00	276.11
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8411115380	September (9-7)	812.99	40.35

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Select Staffing	Outside Service Total					812.99	40.35
Select Staffing Total						812.99	40.35
		52802 Office Supplies Expense : Office Supplies - COS	101 General	9984450254	September	241.26	11.98
Staples	Office Expense					241.26	11.98
	Office Expense Total					241.26	11.98
Staples Total						241.26	11.98
Viva La Pasta	Office Expense	(blank)	101 General	047011	September	414.26	20.56
	Office Expense Total					414.26	20.56
Viva La Pasta Total						414.26	20.56
Nothing Bundt Cakes	Office Expense	(blank)	101 General	47914265	September	140.76	6.99
	Office Expense Total					140.76	6.99
Nothing Bundt Cakes Total						140.76	6.99
Grand Total						406,490.53	17,888.50

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

Vendor	Description	Total
K12 MANAGEMENT INC	OLS, Materials, Computers, Support Services, Technology	781,124.43
ADP, Inc.	Payroll Services	400,277.08
California Virtual Academy @ Los Angeles	Intercompany Settlement	152,304.00
California Virtual Academy @ San Diego	Intercompany Settlement	119,094.00
Rids Brother Company Inc	Transportation Services	48,503.75
Pine Hill School	NPS Placement	24,238.50
School Pathways LLC	Annual Subscription	16,578.47
Communicology, Inc., DBA, TeleSesh	Language and Speech Therapy	13,397.82
Kinship Academy	NPS placement	13,265.32
State Board of Equalization	Sales Tax	13,031.00
Anova Education and Behavior Consultation	Special Education Contracted Services	11,113.99
E-Therapy Intermediate, INC	Special Education Contracted Services	10,350.23
Spectrum Center, Inc	Special Education Contracted Services	10,168.41
National TeleTherapy Resources, a Speech Pathology Corp.	Special Education Contracted Services	8,825.34
Anchor Counseling & Education Solutions	Special Education Contracted Services	8,447.73
Green Hasson & Janks LLP	Audit Fees & Professional Services	6,798.00
Grace Speech Therapy Corp.	SLP IEP Attendance	6,304.39
Effectual Educational Consulting Service	Special Education Services	5,731.25
Arc Speech Pathology Network DBA Arc Therapy Network	Special Education Contracted Services	5,302.67
Axis Teletherapy	Special Education Contracted Services - Speech Report Reviews	4,963.66
Christy Bock dba Cornerstone Educational Solutions	Special Education Contracted Services	4,770.00
California Teachers Association	Union Dues	4,290.00
PrentGraf Ltd dba TalkPath Live	Special Education Contracted Services	3,383.66
Christopher Chaidez dba Upward Bound School Inc.	Special Education Contracted Services	3,251.23
Chase Boyle dba Snow Counseling	Special Education Contracted Services	3,246.88
El Paseo Children's Center, Inc.	Special Education Contracted Services	2,015.47
PresenceLearning, Inc.	Special Education Contracted Services - Speech and Language Therapy	1,900.00
TheraStaffers	Special Education Contracted Services - Speech and Language Therapy	1,457.00
The Stepping Stones Group LLC	Special Education Contracted Services	1,341.18
Virtual Technologies Group	Computer equip. & installation	1,187.33
MK Innovations Inc dba The Silly Room	Special Education Contracted Services	1,137.75
Speech Guy, LLC	Special Education Contracted Services	1,110.50
Bridge The Gap Sped, LLC	Special Education Contracted Services	1,022.00
Adapted Child's Play	Special Education Contracted Services	1,000.00
SpeechRighter, Inc.	Special Education Contracted Services	810.00
Augmentative Communications Solutions	Special Education Contracted Services	626.67
Backstage Health	Mileage Reimbursement	608.60
Vista Center for the Blind and Visually Impaired	Special Education Contracted Services - Vision Therapy Services	525.00
Milestones Therapy Group	Language and Speech Therapy	450.00
Speech Therapy Link Inc.	Occupational Therapy	390.00
iTherapy	Special Education Contracted Services	375.00
iTherapy	Language and Speech Therapy	375.00
Amazon Capital Services	Staff Office Supplies	361.93
A1 Speech Therapy, Inc.	Special Education Contracted Services	320.00
Jabbergy, LLC	Language and Speech Therapy	202.50
Specialized Therapy Services Inc	Special Education Contracted Services	131.25
Foundations Therapy Service	Special Education Contracted Services	105.00
Oxford Consulting Services	Special Education Contracted Services	27.50
Grand Total		1,696,241.49

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2141 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)	Bill	10/18/2025	INV-08021		(1,327.10)
	Bill	10/18/2025	INV-08038		(609.40)
	Bill	10/18/2025	INV-08055		3,356.96
	Bill Payment	10/22/2025	2141		(2,058.26)
Bill Payment #2111 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)	Bill	10/10/2025	INV-07984		(480.13)
	Bill	10/10/2025	INV-08014		2,538.39
	Bill Payment	10/10/2025	2111		(1,938.38)
Bill Payment #2087 - Anchor Counseling & Education Solutions(CAVA@SAN MATEO)	Bill	10/09/2025	INV-07962		(614.00)
	Bill	10/09/2025	INV-07980		2,552.38
	Bill Payment	10/09/2025	2087		0.00
					(13,031.00)
Bill Payment #ACH 10.29.2025 - State Board of Equalization(CAVA@SAN MATEO)	Bill	10/29/2025	SM_Q1 SEP'25 End_Use Tax	SM_SEP 2025 Q1 End Use Tax	13,031.00
	Bill Payment	10/29/2025	ACH 10.29.2025	SM_SEP 2025 Q1 End Use Tax	0.00
					(762.00)
Bill Payment #2142 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	10/18/2025	INV-01387		(1,026.58)
	Bill	10/18/2025	INV-01375		1,788.58
	Bill Payment	10/22/2025	2142		(783.59)
Bill Payment #2113 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	10/10/2025	INV-01359		(1,270.00)
	Bill	10/10/2025	INV-01358		2,053.59
	Bill Payment	10/10/2025	2113		(254.00)
Bill Payment #2088 - Arc Speech Pathology Network DBA Arc Therapy Network(CAVA @ San Mateo)	Bill	10/09/2025	INV-01325		(1,206.50)
	Bill	10/09/2025	INV-01324		1,460.50
	Bill Payment	10/09/2025	2088		0.00
					(2,918.50)
Bill Payment #2167 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	10/25/2025	INV-01176		2,918.50
	Bill Payment	10/28/2025	2167		(1,730.83)
Bill Payment #2147 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	10/18/2025	INV-01152		1,730.83
	Bill Payment	10/22/2025	2147		(2,115.12)
Bill Payment #2119 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	10/10/2025	INV-01065		(1,713.80)
	Bill	10/10/2025	INV-01084		(1,577.56)
	Bill	10/10/2025	INV-01108		(1,260.96)
	Bill	10/10/2025	INV-01131		6,667.44
	Bill Payment	10/10/2025	2119		(2,081.05)
Bill Payment #2094 - Communicology, Inc., DBA, TeleSesh(CAVA @ San Mateo)	Bill	10/09/2025	INV-01039		2,081.05
	Bill Payment	10/09/2025	2094		0.00
					(3,383.66)
Bill Payment #2128 - PrentGraf Ltd dba TalkPath Live(CAVA @ San Mateo)	Bill	10/10/2025	INV-01086		3,383.66
	Bill Payment	10/10/2025	2128		0.00
Bill Payment #ACH 10.30.2025 - K12 MANAGEMENT INC	Bill	05/12/2025	INV-003-19623 _SM-Apr.25-SS&T	INV-003-19623 _SM-Apr.25-SS&T	(11,516.83)
	Bill	05/15/2025	INV-003-19739 _SM-May.25-OLS	INV-003-19739 _SM-May.25-OLS	(137,913.50)
	Bill	05/22/2025	INV-003-19930 _SM-May.25-StaffOLS	INV-003-19930 _SM-May.25-StaffOLS	(47,960.00)
	Bill	06/25/2025	INV-003-20493 _SM-FY24-SS&T True Up	INV-003-20493 _SM-FY24-SS&T True Up	(30,263.00)
	Bill	06/10/2025	INV-003-20010 _SM-May.25-Lease	INV-003-20010 _SM-May.25-Lease	(2,709.13)
	Bill	06/17/2025	INV-003-20076 _SM-May.25-SS&T	INV-003-20076 _SM-May.25-SS&T	(275,173.00)
	Bill	06/17/2025	INV-003-20091 _SM-Jun.25-COM	INV-003-20091 _SM-Jun.25-COM	(17,935.00)
	Bill	06/17/2025	INV-003-20135 _SM-Jun.25-MAT	INV-003-20135 _SM-Jun.25-MAT	(6,592.50)
	Bill	06/17/2025	INV-003-20210 _SM-Jun.25-OLS	INV-003-20210 _SM-Jun.25-OLS	(117,240.00)
	Bill	06/23/2025	INV-003-20436 _SM-Jun.25-StaffOLS	INV-003-20436 _SM-Jun.25-StaffOLS	(220.00)
	Bill	05/21/2025	INV-003-19978 _SM-FY2024-2025-STAR360	INV-003-19978 _SM-FY2024-2025-STAR360	(2,709.13)
	Bill	07/24/2025	INV-003-20646 _SM-Jun.25-Lease	INV-003-20646 _SM-Jun.25-Lease	(46,640.00)
	Bill	07/24/2025	INV-003-20686 _SM-Jun.25-StaffOLS	INV-003-20686 _SM-Jun.25-StaffOLS	(29,035.00)
	Bill	07/24/2025	INV-003-20717 _SM-Jun.25-COM	INV-003-20717 _SM-Jun.25-COM	(38,323.88)
	Bill	07/14/2025	INV-003-20566 _SM-Jun.25-SS&T	INV-003-20566 _SM-Jun.25-SS&T	781,124.43
	Bill Payment	10/30/2025	ACH 10.30.2025	OCT 2025 K12/Stride Payment	0.00
					(171,142.21)
Bill Payment #ACH 10.23.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	10/31/2025	SM_OCT'25 PYRL #1	SM_OCT 2025 ADP Payroll #1 (10.01.25 - 10.15.25)	171,142.21
	Bill Payment	10/31/2025	ACH 10.23.2025	SM_OCT 2025 ADP Payroll #1 (10.01.25 - 10.15.25)	(55,531.86)
Bill Payment #ACH 10.10.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	10/31/2025	SM_OCT'25 Benefits	SM_OCT 2025 ADP - Benefits (October 2025)	55,531.86
	Bill Payment	10/31/2025	ACH 10.10.2025	SM_OCT 2025 ADP - Benefits (October 2025)	(173,603.01)
Bill Payment #ACH 10.09.2025 - ADP, Inc.(CAVA @ San Mateo)	Bill	10/31/2025	SM_SEP'25 PYRL #2	SM_SEP 2025 ADP Payroll #2 (09.16.25 - 09.30.25)	173,603.01
	Bill Payment	10/31/2025	ACH 10.09.2025	SM_SEP 2025 ADP Payroll #2 (09.16.25 - 09.30.25)	0.00
					(6,798.00)
Bill Payment #2151 - Green Hasson & Janks LLP(CAVA@SAN MATEO)	Bill	10/18/2025	31156		6,798.00
	Bill Payment	10/22/2025	2151		0.00
					(105.00)
Bill Payment #2097 - Foundations Therapy Service(CAVA @ San Mateo)	Bill	10/09/2025	INV-01033		105.00
	Bill Payment	10/09/2025	2097		0.00
					(279.00)
Bill Payment #2162 - TheraStaffers(CAVA @ San Mateo)	Bill	10/18/2025	INV-00941		279.00
	Bill Payment	10/22/2025	2162		(651.00)
Bill Payment #2137 - TheraStaffers(CAVA @ San Mateo)	Bill	10/10/2025	INV-00913		651.00
	Bill Payment	10/10/2025	2137		0.00

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2108 - TheraStaffers(CAVA @ San Mateo)	Bill	10/09/2025	INV-00832		(527.00)
	Bill Payment	10/09/2025	2108		527.00
Bill Payment #2110 - Amazon Capital Services(CAVA @ San Mateo)	Bill	10/10/2025	1NTG-QQRK-P46J		(208.49)
	Bill	10/10/2025	1TLV-FJ9C-Q6G6		(153.44)
	Bill Payment	10/10/2025	2110		361.93
Bill Payment #2166 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	10/25/2025	INV-01089		(432.08)
	Bill Payment	10/28/2025	2166		432.08
Bill Payment #2146 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	10/18/2025	INV-01080		(545.41)
	Bill Payment	10/22/2025	2146		545.41
Bill Payment #2117 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	10/10/2025	INV-01036		(651.67)
	Bill	10/10/2025	INV-01049		(403.74)
	Bill	10/10/2025	INV-01066		(566.66)
	Bill Payment	10/10/2025	2117		1,621.07
Bill Payment #2093 - Christopher Chaidez dba Upward Bound School Inc.(CAVA @ San Mateo)	Bill	10/09/2025	INV-01022		(651.67)
	Bill Payment	10/09/2025	2093		651.67
Bill Payment #2169 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	10/25/2025	INV-02390		(759.50)
	Bill	10/25/2025	INV-02405		(124.00)
	Bill	10/25/2025	INV-02408		(403.00)
	Bill	10/25/2025	INV-02411		(31.00)
	Bill Payment	10/28/2025	2169		1,317.50
Bill Payment #2150 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	10/18/2025	INV-02347		(454.67)
	Bill	10/18/2025	INV-02354		(361.67)
	Bill Payment	10/22/2025	2150		816.34
Bill Payment #2123 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	10/10/2025	INV-02256		(124.00)
	Bill	10/10/2025	INV-02273		(506.34)
	Bill	10/10/2025	INV-02297		(237.67)
	Bill	10/10/2025	INV-02303		(124.00)
	Bill	10/10/2025	INV-02317		(888.67)
	Bill	10/10/2025	INV-02324		(206.67)
	Bill	10/10/2025	INV-02331		(155.00)
	Bill Payment	10/10/2025	2123		2,242.35
Bill Payment #2098 - Grace Speech Therapy Corp.(CAVA @ San Mateo)	Bill	10/09/2025	INV-02208		(790.50)
	Bill	10/09/2025	INV-02228		(341.00)
	Bill	10/09/2025	INV-02240		(459.83)
	Bill	10/09/2025	INV-02248		(336.87)
	Bill Payment	10/09/2025	2098		1,928.20
Bill Payment #2165 - Augmentative Communications Solutions(CAVA @ San Mateo)	Bill	10/25/2025	INV-00735		(106.67)
	Bill	10/25/2025	INV-00739		(160.00)
	Bill Payment	10/28/2025	2165		266.67
Bill Payment #2114 - Augmentative Communications Solutions(CAVA @ San Mateo)	Bill	10/10/2025	INV-00722		(120.00)
	Bill	10/10/2025	INV-00709		(80.00)
	Bill Payment	10/10/2025	2114		200.00
Bill Payment #2089 - Augmentative Communications Solutions(CAVA @ San Mateo)	Bill	10/09/2025	INV-00698		(160.00)
	Bill Payment	10/09/2025	2089		160.00
Bill Payment #2118 - Christy Bock dba Cornerstone Educational Solutions(CAVA @ San Mateo)	Bill	10/10/2025	INV-00627		(4,770.00)
	Bill Payment	10/10/2025	2118		4,770.00
Bill Payment #2168 - E-Therapy Intermediate, INC(CAVA @ San Mateo)	Bill	10/25/2025	INV-09696		(1,935.28)
	Bill Payment	10/28/2025	2168		1,935.28
Bill Payment #2148 - E-Therapy Intermediate, INC(CAVA @ San Mateo)	Bill	10/18/2025	INV-09740		(26.66)
	Bill	10/18/2025	INV-09762		(26.66)
	Bill Payment	10/22/2025	2148		53.32
Bill Payment #2120 - E-Therapy Intermediate, INC(CAVA @ San Mateo)	Bill	10/10/2025	INV-09586		(250.00)
	Bill	10/10/2025	INV-09574		(947.76)
	Bill	10/10/2025	INV-09604		(1,022.56)
	Bill	10/10/2025	INV-09632		(567.34)
	Bill	10/10/2025	INV-09688		(431.50)
	Bill	10/10/2025	INV-09665		(26.66)
	Bill	10/10/2025	INV-09649		(1,553.39)
	Bill	10/10/2025	INV-09707		(26.66)
	Bill Payment	10/10/2025	2120		4,825.87
Bill Payment #2095 - E-Therapy Intermediate, INC(CAVA @ San Mateo)	Bill	10/09/2025	INV-09446		(183.75)
	Bill	10/09/2025	INV-09528		(468.76)
	Bill	10/09/2025	INV-09455		(406.26)
	Bill	10/09/2025	INV-09535		(36.00)
	Bill	10/09/2025	INV-09539		(26.66)
	Bill	10/09/2025	INV-09546		(811.52)
	Bill	10/09/2025	INV-09471		(299.39)
	Bill	10/09/2025	INV-09504		(108.25)

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

Transaction	Bill Type	Date	Document Number	Memo	Amount
					(62.50)
Bill Payment #2095 - E-Therapy Intermediate, INC(CAVA @ San	Bill	10/09/2025	INV-09556		(400.00)
	Bill	10/09/2025	INV-09567		(273.75)
	Bill	10/09/2025	INV-09493		(119.76)
	Bill	10/09/2025	INV-09514		(312.50)
	Bill	10/09/2025	INV-09625		(26.66)
	Bill	10/09/2025	INV-09640		3,535.76
	Bill Payment	10/09/2025	2095		(0.00)
Amount Unapplied - Bill Payment #2120 - E-Therapy Intermediate, INC(CAVA @ San Mateo)					(0.00)
Amount Unapplied - Bill Payment #2095 - E-Therapy Intermediate, INC(CAVA @ San Mateo)					(0.00)
					(4,004.00)
Bill Payment #2152 - Kinship Academy(CAVA @ San Mateo)	Bill	10/18/2025	2048		4,004.00
	Bill Payment	10/22/2025	2152		(7,131.32)
Bill Payment #2100 - Kinship Academy(CAVA @ San Mateo)	Bill	10/09/2025	1943		(2,130.00)
	Bill	10/09/2025	2026		9,261.32
	Bill Payment	10/09/2025	2100		0.00
					(131.25)
Bill Payment #2131 - Specialized Therapy Services Inc(CAVA@SAN MATEO)	Bill	10/10/2025	INV-01413		131.25
	Bill Payment	10/10/2025	2131		0.00
					(191.50)
Bill Payment #2173 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	10/25/2025	INV-01558		191.50
	Bill Payment	10/28/2025	2173		(230.75)
Bill Payment #2133 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	10/10/2025	INV-01513		(195.50)
	Bill	10/10/2025	INV-01534		426.25
	Bill Payment	10/10/2025	2133		(492.75)
Bill Payment #2105 - Speech Guy, LLC(CAVA @ San Mateo)	Bill	10/09/2025	INV-01502		492.75
	Bill Payment	10/09/2025	2105		0.00
					(76.00)
Bill Payment #2174 - The Stepping Stones Group LLC(CAVA @ San Mateo)	Bill	10/25/2025	INV-01174		76.00
	Bill Payment	10/28/2025	2174		(370.00)
Bill Payment #2161 - The Stepping Stones Group LLC(CAVA @ San Mateo)	Bill	10/18/2025	INV-01153		370.00
	Bill Payment	10/22/2025	2161		(463.26)
Bill Payment #2136 - The Stepping Stones Group LLC(CAVA @ San Mateo)	Bill	10/10/2025	INV-01119		(76.00)
	Bill	10/10/2025	INV-01141		539.26
	Bill Payment	10/10/2025	2136		(177.25)
Bill Payment #2107 - The Stepping Stones Group LLC(CAVA @ San Mateo)	Bill	10/09/2025	INV-01093		(178.67)
	Bill	10/09/2025	INV-01105		355.92
	Bill Payment	10/09/2025	2107		0.00
					(1,187.33)
Bill Payment #2163 - Virtual Technologies Group(CAVA@SAN MATEO)	Bill	10/18/2025	INV123364		1,187.33
	Bill Payment	10/22/2025	2163		0.00
					(320.00)
Bill Payment #2139 - A1 Speech Therapy, Inc.(CAVA@SAN MATEO)	Bill	10/18/2025	INV-00390		320.00
	Bill Payment	10/22/2025	2139		0.00
					(1,022.00)
Bill Payment #2115 - Bridge The Gap Sped, LLC(CAVA @ San Mateo)	Bill	10/10/2025	INV-00310		1,022.00
	Bill Payment	10/10/2025	2116		0.00
					(4,290.00)
Bill Payment #2144 - California Teachers Association(CAVA@SAN MATEO)	Bill	10/18/2025	Union Dues - 092025		4,290.00
	Bill Payment	10/22/2025	2144		0.00
					(1,137.75)
Bill Payment #2154 - MK Innovations Inc dba The Silly Room(CAVA @ San Mateo)	Bill	10/18/2025	INV-00820		1,137.75
	Bill Payment	10/22/2025	2154		0.00
					(1,114.25)
Bill Payment #2143 - Axis Teletherapy(CAVA @ San Mateo)	Bill	10/18/2025	INV-02025		(1,161.25)
	Bill	10/18/2025	INV-02026		2,275.50
	Bill Payment	10/22/2025	2143		(338.66)
Bill Payment #2115 - Axis Teletherapy(CAVA @ San Mateo)	Bill	10/10/2025	INV-01903		(303.75)
	Bill	10/10/2025	INV-01904		(260.00)
	Bill	10/10/2025	INV-01905		902.41
	Bill Payment	10/10/2025	2115		(1,025.75)
Bill Payment #2090 - Axis Teletherapy(CAVA @ San Mateo)	Bill	10/09/2025	INV-01855		(760.00)
	Bill	10/09/2025	INV-01856		1,785.75
	Bill Payment	10/09/2025	2090		0.00
					(608.60)
Bill Payment #2091 - Backstage Health(CAVA @ San Mateo)	Bill	10/09/2025	INV-00022		608.60
	Bill Payment	10/09/2025	2091		0.00
					(1,390.63)
Bill Payment #2145 - Chase Boyle dba Snow Counseling(CAVA @ San Mateo)	Bill	10/18/2025	INV-00807		(70.00)
	Bill	10/18/2025	INV-00823		(70.00)
	Bill	10/18/2025	INV-00831		(70.00)
	Bill	10/18/2025	INV-00848		(105.00)
	Bill	10/18/2025	INV-00840		(70.00)
	Bill	10/18/2025	INV-00855		1,775.63
	Bill Payment	10/22/2025	2145		(70.00)
Bill Payment #2092 - Chase Boyle dba Snow Counseling(CAVA @ San Mateo)	Bill	10/09/2025	INV-00768		(70.00)
	Bill	10/09/2025	INV-00776		(105.00)
	Bill	10/09/2025	INV-00786		

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

Options: Show Zeros

Transaction	Bill Type	Date	Document Number	Memo	Amount
Bill Payment #2092 - Chase Boyle dba Snow Counseling(CAVA	Bill	10/09/2025	INV-00800		(70.00)
	Bill	10/09/2025	INV-00753		(1,156.25)
	Bill Payment	10/09/2025	2092		1,471.25
Bill Payment #2149 - Effectual Educational Consulting Service(CAVA@SAN MATEO)	Bill	10/18/2025	INV-11351		0.00
	Bill	10/18/2025	INV-11378		(370.00)
	Bill	10/18/2025	INV-11394		(246.00)
	Bill	10/18/2025	INV-11413		(360.50)
	Bill	10/18/2025	INV-11426		(280.00)
	Bill	10/18/2025	INV-11441		(110.00)
	Bill	10/18/2025	INV-11456		(62.50)
	Bill	10/18/2025	INV-11460		(780.00)
	Bill	10/18/2025	INV-11470		(370.00)
	Bill Payment	10/22/2025	2149		(246.00)
Bill Payment #2121 - Effectual Educational Consulting Service(CAVA@SAN MATEO)	Bill	10/10/2025	INV-11314		2,825.00
	Bill	10/10/2025	INV-11338		(135.00)
	Bill Payment	10/10/2025	2121		(31.25)
Bill Payment #2096 - Effectual Educational Consulting Service(CAVA@SAN MATEO)	Bill	10/09/2025	INV-11114		166.25
	Bill	10/09/2025	INV-11124		(62.50)
	Bill	10/09/2025	INV-11144		(45.00)
	Bill	10/09/2025	INV-11206		(184.50)
	Bill	10/09/2025	INV-11211		(175.00)
	Bill	10/09/2025	INV-11226		(184.50)
	Bill	10/09/2025	INV-11240		(65.00)
	Bill	10/09/2025	INV-11244		(187.50)
	Bill	10/09/2025	INV-11269		(1,560.00)
	Bill	10/09/2025	INV-11274		(206.00)
	Bill Payment	10/09/2025	2096		(70.00)
Bill Payment #2124 - I Therapy(CAVA @ San Mateo)	Bill	10/10/2025	INV-00011		2,740.00
Bill Payment #2099 - I Therapy(CAVA @ San Mateo)	Bill Payment	10/10/2025	2124		0.00
	Bill	10/09/2025	INV-00005		(250.00)
	Bill Payment	10/09/2025	2099		250.00
Bill Payment #2153 - Milestones Therapy Group(CAVA @ San Mateo)	Bill	10/18/2025	INV-00039		(125.00)
Bill Payment #2125 - Milestones Therapy Group(CAVA @ San Mateo)	Bill Payment	10/22/2025	2153		0.00
	Bill	10/10/2025	INV-00029		(45.00)
Bill Payment #2101 - Milestones Therapy Group(CAVA @ San Mateo)	Bill Payment	10/10/2025	2125		(180.00)
	Bill	10/09/2025	INV-00012		180.00
	Bill	10/09/2025	INV-00021		(150.00)
	Bill Payment	10/09/2025	2101		(75.00)
Bill Payment #2155 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)	Bill	10/18/2025	INV-10055		225.00
	Bill	10/18/2025	INV-10056		0.00
	Bill Payment	10/22/2025	2155		(379.00)
Bill Payment #2126 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)	Bill	10/10/2025	INV-09964		(1,208.25)
	Bill	10/10/2025	INV-09965		1,587.25
	Bill	10/10/2025	INV-09966		(1,073.00)
	Bill	10/10/2025	INV-09967		(645.75)
	Bill	10/10/2025	INV-09968		(388.17)
	Bill	10/10/2025	INV-09969		(269.30)
	Bill	10/10/2025	INV-09970		(156.25)
	Bill	10/10/2025	INV-09971		(35.12)
	Bill Payment	10/10/2025	2126		(251.00)
Bill Payment #2102 - National TeleTherapy Resources, a Speech Pathology Corp.(CAVA @ San Mateo)	Bill	10/09/2025	INV-09832		(779.37)
	Bill	10/09/2025	INV-09833		3,597.96
	Bill	10/09/2025	INV-09835		(232.75)
	Bill	10/09/2025	INV-09836		(576.34)
	Bill	10/09/2025	INV-09837		(699.64)
	Bill	10/09/2025	INV-09838		(394.63)
	Bill	10/09/2025	INV-09839		(758.00)
	Bill	10/09/2025	INV-09840		(222.75)
	Bill	10/09/2025	INV-09841		(92.25)
	Bill	10/09/2025	INV-09842		(66.50)
	Bill	10/09/2025	INV-09844		(75.33)
	Bill	10/09/2025	INV-09845		(140.44)
	Bill Payment	10/09/2025	2102		(158.75)
					(222.75)
					3,640.13
Bill Payment #2158 - PresenceLearning, Inc.(CAVA @ San Mateo)	Bill	10/18/2025	INV-09517		0.00
Bill Payment #2129 - PresenceLearning, Inc.(CAVA @ San Mateo)	Bill Payment	10/22/2025	2158		(1,070.00)
	Bill	10/10/2025	INV-09505		1,070.00
Bill Payment #2103 - PresenceLearning, Inc.(CAVA @ San Mateo)	Bill Payment	10/10/2025	2129		(198.75)
	Bill	10/09/2025	INV-09463		198.75
	Bill Payment	10/09/2025	2103		(631.25)
Bill Payment #2159 - Rids Brother Company Inc(CAVA @ San Mateo)	Bill	10/18/2025	1484		631.25
	Bill Payment	10/22/2025	2159		0.00
					(28,739.50)
					28,739.50

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Renaissance Learning, Inc	3,927.45
Everway LLC	1,589.99
Zoom Video Communications, Inc.	1,265.21
Barrington Staffing Services	1,225.54
Los Angeles Marriott Burbank Airport Hotel	1,130.09
Pitney Bowes Bank Inc Purchase Power	1,081.97
Smile From The Inside, Inc.	1,017.57
The Stepping Stones Group LLC	984.96
Express Employment Professionals	568.65
DataBasics, Inc.	499.34
FusionPlus Inc	372.28
City Printing Graphics	371.75
Select Staffing	345.59
Green Hasson & Janks LLP	296.53
AppleOne Employment Services	292.58
Solution Tree	252.18
UPS	207.12
Certified Languages International	201.00
The Back Room Inc	182.67
UBEO Business Services	164.83
Supreme Facility Services, Inc.	163.31
De Lage Landen Financial Services Inc.	158.81
Southern California Edison	156.98
Reading Horizons	151.91
AT&T Mobility	133.62
Tech to School	126.84
Bill.com	114.84
Quill Corporation	113.41
Cornerstone Educational Solutions	99.00
Comm-Core	97.76
Conejo Valley Electric	81.41
ULINE	76.25
Amazon	51.99
Everon, LLC	47.09
Ontario Refrigeration	45.86
Crisis Prevention Institute	41.31
Jose's Gardening Services	29.78
Pitney Bowes Global Financial Services	20.65
Waste Management	18.28
BlueTriton Brands, Inc	15.37
Paper Recycling & Shredding	11.22
Orkin	7.69

Transaction Summary
CAVA @ San Mateo

Vendor	Amount
Amazon B2B Prime	6.87
Grand Total	17,747.53

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Paper Recycling & Shredding	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 612043	September (9-25)	113.00	5.61
	Office Expense Total			LLC 613224	October (10-9)	113.00	5.61
Paper Recycling & Shredding Total						226.00	11.22
UPS	Shipping	54302 Postage & Delivery Expense : Messenger & Delivery	101 General	LLC 000073Y68E385	September (9-20)	649.87	32.26
				LLC 000073Y68E395	September (9-27)	1,185.16	58.83
				LLC 000073Y68E405	October (10-4)	699.34	34.71
				LLC 000073Y68E415	October (10-13)	650.90	32.31
			280 SPED	LLC 000073Y68E425	October (10-18)	232.46	11.54
				LLC 0000V9159W385	September (9-20)	214.03	9.96
				LLC 0000V9159W395	September (9-27)	141.30	6.57
				LLC 0000V9159W405	October (10-4)	229.15	10.66
				LLC 0000V9159W415	October (10-11)	62.56	2.91
				LLC 0000V9159W425	October (10-18)	158.42	7.37
UPS Total	Shipping Total					4,223.19	207.12
Waste Management	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 7246459-0283-9	October	171.31	8.50
	Operations and Housekeeping Services Total			LLC 7246474-0283-8	October	197.01	9.78
Waste Management Total						368.32	18.28
Barrington Staffing Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 45019	September (9-21)	1,404.63	69.72
				LLC 45034	September (9-28)	1,402.00	69.59
				LLC 45049	October (10-5)	1,407.61	69.87
				LLC 45063	October (10-12)	1,400.60	69.52
			280 SPED	LLC 45076	October (10-19)	1,663.00	82.55
				LLC 45019	September (9-21)	4,125.61	191.94
				LLC 45034	September (9-28)	4,114.28	191.42
				LLC 45049	October (10-5)	4,119.25	191.65
				LLC 45063	October (10-12)	3,289.05	153.02
				LLC 45076	October (10-19)	2,744.91	136.25
Barrington Staffing Services Total	Outside Service Total					25,670.94	1,225.54
FusionPlus Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-1027	October (10-1)	7,500.00	372.28
FusionPlus Inc Total	Outside Service-General Total					7,500.00	372.28
Supreme Facility Services, Inc.	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 4589	October (10-1)	3,290.00	163.31
Supreme Facility Services, Inc. Total	Operations and Housekeeping Services Total					3,290.00	163.31
Amazon	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	112-6652312-5973023	September	26.19	1.30
				112-2802844-1915431	September	47.31	2.35
				112-1968827-2401018	October	399.20	19.82
				111-8594243-8910625	October	41.91	2.08
				111-4033157-8666638	October	109.75	5.45
				112-9586083-5549047	October	50.71	2.52
				111-0482305-0096235	October	9.63	0.48
				111-3499024-7757009	October	10.71	0.53
				111-4843738-8724204	October	105.08	5.22
				111-8079526-7584221	October	56.16	2.79
				112-4381397-9351466	October	132.67	6.59
				111-6188964-5517047	October	28.36	1.41
				111-5896208-3611459	October	15.43	0.77
				111-4395610-3011452	October	14.25	0.71
Amazon Total	Office Expense Total					1,047.36	51.99
Quill Corporation	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 45768325	September (9-15)	943.59	46.84
				LLC 45990203	September (9-30)	548.89	27.25
				LLC 45990264	September (9-30)	608.86	30.22
				LLC 45990272	September (9-30)	183.38	9.10
Quill Corporation Total	Office Expense Total					2,284.72	113.41
AT&T Mobility	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 80557846671578	October	930.09	46.17
				092825	October		
				LLC 2438147016	October	1,761.93	87.46
AT&T Mobility Total	Communications Total					2,692.02	133.62
						2,692.02	133.62

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
The Back Room Inc	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC INV-3979	September (9-30)	3,680.00	182.67
Outside Service-General Total						3,680.00	182.67
The Back Rooms Inc Total						1,473.60	73.15
AppleOne Employment Services	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 01-7167669 LLC 01-7172140 LLC 01-7176685 LLC 01-7180062	September (9-20) September (9-27) October (10-4) October (10-15)	1,473.60 1,473.60 1,473.60 5,894.40	73.15 73.15 73.15 292.58
Outside Service Total						5,894.40	292.58
AppleOne Employment Services Total						1,439.00	114.84
Bill.com	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	25103185282	October	1,439.00	114.84
Dues and Memberships Total						1,439.00	114.84
Bill.com Total						3,162.51	156.98
Southern California Edison	Utilities	53302 Rent and Utilities : Utilities, CAM, and Real Estate	101 General	LLC 700203189681 101025	September	3,162.51	156.98
Utilities Total						3,162.51	156.98
Southern California Edison Total						3,181.46	157.92
De Lage Landen Financial Services Inc.	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 592548889 LLC 592739808	October October (10-21)	17.87 3,199.33	0.89 158.81
Equipment Rental Expense Total						3,199.33	158.81
De Lage Landen Financial Services Inc. Total						15,000.00	744.56
Smile From The Inside, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 2228 LLC 2229	October October	5,500.00 20,500.00	273.01 1,017.57
Outside Service-General Total						20,500.00	1,017.57
Smile From The Inside, Inc. Total						2,291.20	113.73
Express Employment Professionals	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 32928602 LLC 32956707 LLC 32988128 LLC 33023310 LLC 33053040	September (9-21) September (9-28) October (10-5) October (10-12) October (10-19)	2,864.00 2,864.00 2,291.20 1,145.60 11,456.00	142.16 142.16 113.73 56.86 568.65
Outside Service Total						11,456.00	568.65
Express Employment Professionals Total						3,723.00	201.00
Certified Languages International	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	320 Supp-ELD Services	LLC 74586093025	September	3,723.00	201.00
Outside Service-General Total						3,723.00	201.00
Certified Languages International Total						21,797.45	1,081.97
Pitney Bowes Bank Inc Purchase Power	Postage	54301 Postage & Delivery Expense : Postage	101 General	LLC 800-9090-1005-2145 101625	October (10-16)	21,797.45	1,081.97
Postage Total						21,797.45	1,081.97
Pitney Bowes Bank Inc Purchase Power Total						1,536.21	76.25
UJINE	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 198615601	September (9-30)	1,536.21	76.25
Office Expense Total						1,536.21	76.25
UJINE Total						416.11	20.65
Pitney Bowes Global Financial Services	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 1028258873	October (10-6)	416.11	20.65
Office Expense Total						416.11	20.65
Pitney Bowes Global Financial Services Total						471.75	23.42
Everon, LLC	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 159649775 LLC 159837608	September (9-8) October (10-8)	476.84 948.59	23.67 47.09
Operations and Housekeeping Services Total						948.59	47.09
Everon, LLC Total						155.00	7.69
Orkin	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 284280020	October (10-7)	155.00	7.69
Operations and Housekeeping Services Total						155.00	7.69
Orkin Total						1,969.49	97.76
Comm-Core	Communications	53801 Phone & Internet Expense : Telephone	101 General	LLC 1107864	October	1,969.49	97.76
Communications Total						1,969.49	97.76
Comm-Core Total						600.00	99.00
Cornerstone Educational Solutions	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC INV-1545	September (9-2)	600.00	99.00
Subagreements for Services Total						600.00	99.00
Cornerstone Educational Solutions Total						832.25	41.31
Crisis Prevention Institute	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC NAIN-194307	October (10-8)	832.25	41.31
Non K12 Curriculum Total						832.25	41.31

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
Crisis Prevention Institute Total						832.25	41.31
Tech to School	Computer Expense	54811 Computer & Maintenance Expense : Repairs & Maintenance	280 SPED	LLC MTS79094	September (9-26)	2,309.28	126.84
Tech to School Total						2,309.28	126.84
BlueTriton Brands, Inc	Office Expense	52802 Office Supplies Expense : Office Supplies - COS	101 General	LLC 05J8710033059	September	309.74	15.37
BlueTriton Brands, Inc Total						309.74	15.37
Everway LLC	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC 00259320N	September (9-26)	1,450.96	0.00
	Non K12 Curriculum Total	13514 Prepaid Other	280 SPED	LLC 00258359N	September (9-30)	27,243.42	1,377.32
	Prepaid Other	13514 Prepaid Other	280 SPED	LLC 00259921N	October (10-17)	3,871.88	212.67
Everway LLC Total						3,871.88	212.67
Los Angeles Marriott Burbank Airport Hotel	Travel and Conferences	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC PD 10/6/25-10/8/25	October	24,567.20	1,130.09
Travel and Conferences Total						24,567.20	1,130.09
Los Angeles Marriott Burbank Airport Hotel Total						24,567.20	1,130.09
Select Staffing	Outside Service	51806 Professional Svcs & Outside Labor : Outside Labor/Temporary Help	101 General	LLC 8411133771	September (9-14)	1,394.69	69.23
				LLC 8411151893	September (9-21)	1,388.80	68.94
				LLC 8411164343	September (9-28)	1,396.78	69.33
				LLC 8411188205	October (10-5)	1,398.35	69.41
				LLC 8411210814	October (10-12)	1,383.62	68.68
Select Staffing Total						6,962.24	345.59
The Stepping Stones Group LLC	Subagreements for Services	51817 Professional Svcs & Outside Labor : Special Education Professional Services	280 SPED	LLC M0252823	June	6,962.24	345.59
				LLC M0257803	June	9,825.00	0.00
				LLC M0255553	August	6,600.00	362.51
						11,332.50	622.45
The Stepping Stones Group LLC Total						27,757.50	984.96
City Printing Graphics	Printing Expense	52801 Office Supplies Expense : Business Expense/Printing & Reproduction	101 General	LLC 25-32467	September (9-30)	6,456.45	363.76
				LLC 25-32468	September (9-30)	568.43	0.00
				LLC 25-32470	September (9-30)	160.88	7.99
City Printing Graphics Total						7,185.76	371.75
Conejo Valley Electric	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 26882	August (8-29)	7,185.76	371.75
Operations and Housekeeping Services Total						1,640.00	81.41
Conejo Valley Electric Total						1,640.00	81.41
DataBasics, Inc.	Outside Service-General	51801 Professional Svcs & Outside Labor : Other Professional Services	101 General	LLC 0815442	September	4,977.05	247.05
				LLC 0815575	October	5,082.75	252.29
DataBasics, Inc. Total						10,059.80	499.34
Ontario Refrigeration	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC GW36656M	October (10-1)	924.00	45.86
Operations and Housekeeping Services Total						924.00	45.86
Ontario Refrigeration Total						924.00	45.86
Reading Horizons	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	280 SPED	LLC INV73625	September (9-25)	2,405.60	128.46
	Non K12 Curriculum Total			LLC INV73626	September (9-26)	439.20	23.45
Reading Horizons Total						2,844.80	151.91
Renaissance Learning, Inc	Non K12 Curriculum	13514 Prepaid Other	840 LREBG	LLC INV5574604	July (7-23)	2,844.80	151.91
Non K12 Curriculum Total						52,717.50	3,927.45
Renaissance Learning, Inc Total						52,717.50	3,927.45
Solution Tree	Teacher Training	56313 Program Fees & Other Instructional : Program Fees - Professional Development	560 Title I	LLC S330791	September (9-23)	2,240.00	103.08
				LLC S332293	October (10-21)	3,240.00	149.10
Solution Tree Total						5,480.00	252.18
Green Hasson & Janks LLP	Accounting Fees	56321 Program Fees & Other Instructional : Program Fees - Accounting	101 General	LLC 31172	September	5,480.00	252.18
Accounting Fees Total						5,974.00	296.53
Green Hasson & Janks LLP Total						5,974.00	296.53
UBEO Business Services	Equipment Rental Expense	55304 Facilities & Equipment Rental Expense : Equipment Rental	101 General	LLC 5045648	October (10-13)	3,320.61	164.83
Equipment Rental Expense Total						3,320.61	164.83
UBEO Business Services Total						3,320.61	164.83

Transaction Details
CAVA @ San Mateo

Employee/Vendor	Description for Coding Purposes	GL Account (Added)	Class	Invoice Number	Time Period	Total Invoice Amount	SM
						29.00	1.44
Zoom Video Communications, Inc.	Non K12 Curriculum	56410 Program Fees & Other Instructional : Program Fees - Non K12 Curriculum	480 SUPP - Student Training	LLC INV326238257	October (10-18)	29.00	1.44
	Non K12 Curriculum Total					40,510.00	1,263.77
	Materials and Supplies	56334 Program Fees & Other Instructional : Program Fees - Non K12 Teacher Materials	480 SUPP - Student Training	LLC INV322114592	September (9-18)	40,510.00	1,263.77
	Materials and Supplies Total					40,539.00	1,265.21
Zoom Video Communications, Inc. Total						600.00	29.78
Jose's Gardening Services	Operations and Housekeeping Services	53400 Rent and Utilities : Repairs and Maintenance	101 General	LLC 3019	August	600.00	29.78
	Operations and Housekeeping Services Total					600.00	29.78
Jose's Gardening Services Total						600.00	29.78
Amazon B2B Prime	Dues and Memberships	55801 Dues, Memberships & Research Svcs : Memberships	101 General	D01-0692327-9344244	October	138.35	6.87
	Dues and Memberships Total					138.35	6.87
Amazon B2B Prime Total						138.35	6.87
Grand Total						354,507.93	17,747.53

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT #13

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Human Resources Executive Search Services Agreement

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the executive search services agreement with Storbeck Search LLC, a DSG global company.

BACKGROUND: As a result of internal analysis and market research, California Virtual Academy at San Mateo has identified a need to expand and develop its Human Resources department. Collectively, across all 13 CAVA, Insight, and IQ schools, enrollment and staff have nearly doubled in size since FY 2019-20, the start of the pandemic, and continues to grow. The Human Resources department, which services all 13 CAVA, Insight, and IQ schools, alternatively, has not added any new full-time positions during the same time frame.

In addition to restructuring HR processes and re-aligning current Human Resources personnel and roles, California Virtual Academy at San Mateo identified a need to hire the positions listed below. These high-level and highly visible roles will help provide strategic alignment between the workforce and the Organization's goals, improve talent management and retention, ensure legal compliance, and foster a positive organizational culture:

1. Executive Director, Human Resources
2. Director, Talent Acquisition
3. Payroll Manager

BUDGET IMPLICATIONS: Upon approval, California Virtual Academy at San Mateo will authorize the Chief Business Official to enter into an agreement (attached) with Storbeck Search LLC, a DSG Global company, to screen, interview, and present qualified candidates to School leadership. The school will be charged a retainer for each of the 3 search engagements. We estimate California Virtual Academy at San Mateo will be responsible for \$7,446 of the total retainer costs, based on California Virtual Academy at San Mateo's portion of total enrollment.

RECOMMENDATIONS: It is recommended that the Governing Board authorize the Chief Business Official to enter into an agreement with Storbeck Search LLC.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

Francis "Paco" Burke
Chief Business Official

PRESENTED BY:

Francis "Paco" Burke
Chief Business Official

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Carly Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

November 25, 2025

Francis Burke
Chief Business Officer
California Virtual Academies
50 Moreland Road
Simi Valley, CA 93065

Dear Francis,

We are pleased that California Virtual Academies ("Client") has engaged Storbeck Search LLC (the "Firm"), a DSG Global company, on an exclusive basis to provide executive search services. This engagement letter ("Agreement") sets forth the terms pursuant to which the Firm will perform said services on behalf of your organization.

Scope of Services and Time Period

The Firm will screen, interview, and present qualified candidates to Client to fill the roles of (i) Executive Director; and (ii) Director of Talent Acquisition; and (iii) Payroll Manager (the "Position" or "Positions"). The term of this Agreement (the "Term") shall commence on execution of this Agreement and will continue for the duration of the searches or an initial period of twelve (12) months. The parties will have the ability to extend this Agreement if mutually agreed, except as otherwise provided herein.

Retainer, Search Fees, and Expenses

The Firm works on a retainer (the "Retainer") arrangement per engagement. For purposes of these search engagements, the total Retainer will be a nonrefundable flat fee arrangement of \$150,000. The flat fee for each Position is as follows:

- (i) ED - \$55,000
- (ii) Dir TA - \$55,000
- (iii) Payroll Mgr - \$40,000

Each Retainer will be invoiced in three (3) installments: the first of \$60,000 total due on execution of the engagement letter; the second of \$45,000 total due at forty five (45) days following the start of the engagement; and the third of \$45,000 total due upon presentation of the first qualified shortlist of candidates for each search. Invoices are due for payment upon receipt with preference for electronic payment via ACH transfer (instructions will be provided upon receipt of signed Agreement). Upon completion of the search engagements, Client shall provide the Firm with the signed letters of accepted employment by the placements.

During the course of this Agreement, the Firm will charge for direct and indirect expenses. Direct expenses are costs associated with the candidate development, interview and overall selection process. Firm will get advance written approval from Client for any single direct expense exceeding \$600 and a total direct expense cap of \$7,500 unless otherwise approved. Examples include, but are not limited to, candidate travel, consultant travel, project-specific advertising and mailing costs, and services of a third-party vendor to perform background checks, press searches, and candidate assessments. Expectations for direct expenses are reviewed with Client at project commencement and are invoiced as incurred on a monthly basis. To ensure search engagements benefit from the full depth of Firm resources, an indirect expense fee equal to 3% of the total Retainer fee (billed over the three (3) installment invoices) is charged. This fee covers a portion of the aggregated costs that provide essential engagement support, including secure company-wide systems, specialized third-party technology licenses, advanced data analytics, and the use of Firm's AI-assisted behaviors and values profiling tool for up to two (2) short-listed candidates per search. These tools and systems are designed to provide clients with richer insights, greater accuracy in fit assessment, and a more efficient, high-impact search process.

A charge of 1.5% per month is imposed on any portion of an invoice outstanding for more than ninety (90) days after the billing date. The Firm reserves the right to put on hold, or cease providing, services in the event the payment

schedule (as outlined above) is not followed. The Firm is entitled to recover reasonable attorneys' fees, costs, and expenses incurred with respect to a payment dispute and in any appeal.

Additional Hires

If more than the three (3) expected candidates are hired through this search effort (an "Additional Hire"), a professional fee of 20% of the Additional Hire's actual total first year compensation will be payable for each additional individual hired upon receipt of the invoice. Any candidate presented, interviewed, or identified by the Firm in connection with this search who is hired by Client, or any affiliate thereof, for any position during the Term of this Agreement and within twelve (12) months after the expiration or termination of this Agreement or completion of the search engagement shall be deemed to have been hired through this search effort. Candidates sourced independently by Client shall be excluded. Any Additional Hire shall be excluded from search Replacement Guarantee referenced below.

Termination/Postponement

If during the Term of this Agreement Client chooses to discontinue consulting services for any reason, Client will forfeit any fees paid to Firm prior to the notice of cancellation. In the event of early termination, Client will receive a credit toward a future search equal to a 50% portion of the Retainer fee paid but not yet earned by the Firm as of the termination date, provided the future search is initiated within six (6) months of the termination date. Client shall pay any outstanding fees to Firm, including any direct expenses incurred prior to the notice of cancellation, unless otherwise agreed by Client and Firm. Any notice of cancellation must be in writing. If Client decides to postpone a search after it has commenced, upon resumption of the search, a new fee arrangement may need to be mutually agreed. If a search remains on hold for more than six (6) months, the search will be considered cancelled unless otherwise agreed in an addendum to this Agreement between the Firm and Client.

Firm may request renegotiation of this Agreement only in the event of a material increase in scope, such as the addition of new roles or substantial expansion of required deliverables.

Off Limits

The Firm will not recruit the placements hired into the Positions as long as they remain employed by Client. The Firm will also not recruit any direct reports to the placed candidates for a period of two (2) years from the completion of the search engagements.

Replacement Guarantee

If a placed candidate hired through this search engagement leaves the Position for which a Retainer was paid within twelve (12) months of their start date, the Firm will reinitiate a search for the same Position as the original placement, under the following circumstances: (i) the placement's departure is for cause or the result of their inability to carry out the Position's responsibilities (expressly excluding death, disability, change of control resulting from asset or equity purchase, merger, consolidation, company relocation, or a commercially significant change in the responsibilities of the Position); or (ii) the placement resigns (for reasons that do not include a material change in the job requirements including an unanticipated relocation, a change in responsibilities or authority of the Position such that they are significantly different than represented at the time of hiring, or a resignation due to the discovery of an immoral, illegal, or inappropriate business practice on behalf of Client). Client is entitled to one (1) replacement search and said replacement search must be requested in writing within thirty (30) days of candidate's departure. The replacement search must be initiated within ninety (90) days of Client's notice to Firm, will have a duration of six (6) months, no additional fee other than direct expenses shall apply, and will require Client and Firm to sign an addendum to this Agreement.

Advertising

In accordance with pay transparency legislation, should Client elect to have the Firm advertise the Position on its behalf, the Position description will require: (i) a (good faith) range of compensation for the opportunity, commensurate with experience; and (ii) a statement broadly describing other fringe benefits, life, health, disability insurance, bonuses, stock options, and/or commissions as currently offered and applicable. Client will be required

to maintain records in order to demonstrate compliance with applicable law (may include the history of compensation ranges and any job description for each opportunity).

Confidentiality

During the Term of this Agreement, Client and Firm will provide each other with various information on potential candidates and additional Client related topics. This information is gained in confidence and therefore should be regarded as highly sensitive, proprietary, and confidential. Accordingly, it is understood and agreed that dissemination of this information shall be limited to employees and stakeholders of Client and Firm who are directly connected with this specific search, or whom a reasonable person would agree have a need to know.

This section shall not apply to any information which (i) is or becomes publicly available through no fault of the receiving party; (ii) is already in the receiving party's possession without restriction on disclosure when disclosed by the disclosing party; (iii) is independently developed by the receiving party without use of confidential information; or (iv) is rightfully obtained from third parties without restriction on disclosure.

Indemnification

Each party agrees to indemnify and hold harmless the other including its owners, employees, officers, directors, shareholders, affiliates, and agents from and against actions, damages, and direct expenses arising out of: (i) the sole negligent act by the party in connection with the services provided or received under this Agreement; (ii) any breach of any covenant contained in this Agreement including any violation of the confidentiality obligations stated within; and (iii) any claims by candidates arising from any negligent act or omission by the party under this Agreement; provided the amount of damages shall not exceed the amount of the Retainer paid by Client. This indemnification shall remain in effect for a period of one (1) year from the start date of this Agreement and shall survive the earlier expiration or termination of this Agreement by either party.

Limitation of Liability

The Firm's liability in any and all categories and for any and all causes related to the screening, interviewing and placement of the candidate covered by this Agreement, and any and all causes arising under this Agreement, whether based in contract, tort, negligence, strict liability or otherwise, shall in the aggregate, not exceed the actual fees paid by Client to Firm over the Term of this Agreement. In no event will either party be liable for remote, incidental, consequential, punitive, indirect, or special damages, whether or not foreseeable, including without limitation, interruption or loss of business, profit or goodwill. As a condition for recovery of any liability, the Client must assert any claim against Firm within three (3) months after discovery or twelve (12) months after the effective date of the expiration or termination of the Agreement under which the liability arises, whichever is earlier. Any protection against liability for losses or damages afforded any individual or entity by these terms shall apply whether the action in which recovery of damages sought is based on contract, tort (including sole, concurrent, or other negligence and strict liability of any protected individual or entity) statute or on any other theory. To the extent permitted by law, any statutory remedies which are inconsistent with these terms are waived.

Data Privacy

During this Agreement, the Firm may provide the Client with personally identifiable information ("Personal Information") related to candidates or participants in assessments provided as part of the search engagement and/or persons who provide any view or opinion regarding the qualities or abilities of any candidate or participant, for any purpose. The Firm takes data privacy seriously and is committed to protecting the confidentiality of Personal Information consistent with applicable data privacy laws. The Personal Information the Firm provides to the Client is provided only for the use by Client in this engagement and may not be shared by Client with any other person or entity. The Client agrees to use the Personal Information only for this engagement, to protect the confidentiality and security of Personal Information consistent with the requirements of this Agreement and applicable law relating to data protection, and to destroy all such Personal Information immediately following termination of this engagement or sooner if requested to do so by Firm in writing.

Personal Data

During the course of the search engagement the Firm and Client will access, collect, use, disclose, store, or otherwise process data that relates to identified or identifiable natural persons ("Personal Data"):

(i) Each party will comply with all data protection and privacy laws, rules, regulations, and regulatory guidance, guidelines, and requirements ("Data Protection Laws") applicable to that party in exercising its rights or fulfilling its obligations under this Agreement. If the services provided under this Agreement require Firm to process the personal data of European Union or United Kingdom residents, the Firm will notify Client and the parties will work together in good faith to execute a Data Processing Addendum covering such processing.

(ii) Each party represents that it owns, and/or has obtained all necessary rights and consents to, Personal Data it discloses to the other party and provided any notices (or confirmed that such notices were provided) to data subjects as required by Data Protection Laws. Firm will obtain any required consents and provide all necessary notices to data subjects as required by Data Protection Laws.

(iii) The Firm will only collect, disclose, and store Personal Data to perform the search services. Wherever possible, the Firm shall anonymize, aggregate, de-identify, and/or compile information collected on a generic basis so that it does not contain Personal Data.

(iv) If the Firm becomes aware of a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to, Personal Data ("Personal Data Breach"), the Firm will: (i) notify Client without undue delay after becoming aware of the Personal Data Breach; (ii) investigate and provide detailed information about the Personal Data Breach; (iii) take reasonable steps to mitigate the effects of, and to minimize any damage resulting from, the Personal Data Breach; and (iv) make reasonable efforts to assist in fulfilling obligations under Data Protection Laws to notify the relevant regulatory or supervisory authority and data subjects related to the Personal Data Breach.

AI/Recording

Per the Firm's policy and governing laws, neither party will use AI recording without obtaining participant consent.

Announcements

Upon search completion, if Client issues or causes to be issued any press release or other public announcement with respect to this Agreement, or the placement of a candidate pursuant to this Agreement, Client will consider including in such press release or other public announcement a reference to the Firm as the search firm placing the candidate.

Commitment to Quality

Client feedback is very important to us as we seek to enhance the quality of our services. Client comments regarding this engagement will be incorporated into the review of all members of the team assembled to work on this engagement. We appreciate you taking the time to provide us with feedback at the conclusion of our work together.

We are delighted to have the opportunity to partner with you on this important search.

Agreed to and Accepted by:
DSG GLOBAL

By: 
Name: Steve Morreale
Title: Chief Operating Officer
Date: November 25, 2025

CALIFORNIA VIRTUAL ACADEMIES

By:
Name: Francis Burke
Title: Chief Business Officer
Date:

DSG | Global

Engagement Invoices shall be sent to:

Name: Francis Burke
Title: Chief Business Officer
Email address: fburke@caliva.org

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

APPROVED

BOARD REPORT #04

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 11, 2025

SUBJECT: 2025-26 Employment Agreements

PROPOSAL:

It is proposed that the Governing Board of the California Virtual Academy at San Mateo ratify the following 2025-26 Employment Agreements.

BACKGROUND:

California Virtual Academy at San Mateo offered contracts to teachers to meet the enrollment demands of the 2025-26 school year.

New Hires:

Last Name	First Name	Title	FTE
Petrea	Yonna	Teacher, Elementary	1.0

New Positions:

Last Name	First Name	Previous Title	New Title	FTE
Hopps	Jennifer	Teacher, Elementary	Lead, Elementary	0.0

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 2025-26 Employment Agreements.
2. Authorize Designee of Board of Directors to sign the 2025-26 Employment Agreements on behalf of California Virtual Academy at San Mateo.

RESPECTFULLY SUBMITTED:

April Warren
Head of School

PREPARED BY:

Casey Robinson
Director of Human Resources

PRESENTED BY:

Casey Robinson
Director of Human Resources

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: Casey Robinson Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

APPROVED

BOARD REPORT # 05

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Establishment of State-Defined Alternate Diploma Pathway (Education Code §§ 51225.31 and 51225.32)

PROPOSAL:

It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the establishment of a State-Defined Alternate Diploma Pathway, consistent with Education Code §§ 51225.31 and 51225.32, for a small, defined population of students with the most significant cognitive disabilities who are determined by their IEP teams to participate in the California Alternate Assessments (CAA).

BACKGROUND:

State law requires local educational agencies to award a diploma to eligible students whose IEPs provide for participation in the CAA and completion of statewide minimum coursework requirements set forth in Education Code § 51225.3 (13 year-long courses; 130 credits). This pathway is not a general option and applies only to the narrow group of students meeting the statutory criteria. Eligible students may participate in all graduation ceremonies and activities with peers. Awarding this diploma does not, by itself, terminate special education eligibility; students remain entitled to FAPE and related services through age 22 unless the IEP team determines the student has completed the high school experience. The diploma will be reported in CALPADS as an alternate diploma consistent with state and federal reporting requirements.

BUDGET IMPLICATIONS:

There are no material budget implications. Implementation can be supported within existing staffing, training, and data/reporting processes.

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the establishment of the State-Defined Alternate Diploma Pathway effective with the 2025–26 school year.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

Kacey Marietta
Director of Special
Education

PRESENTED BY:

Kacey Marietta
Director of Special
Education

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X					
Jennifer Larocque	X				X	
						X

**TO: CALIFORNIA VIRTUAL ACADEMY at SAN MATEO
GOVERNING BOARD**

BOARD REPORT # 06

APPROVED

**VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 11, 2025**

SUBJECT: 2026-2027 School Calendar

PROPOSAL: It is proposed that the Governing Board approve the attached school calendar.

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

BUDGET IMPLICATIONS:
N/A

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Approve the 2026-2027 school calendar.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: Cathy Robinson Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X					
Jennifer Larocque	X				X	
						X

CAVA 2026 -2027 School Calendar

2026-2027	
Independence Day (observed)	July 3rd
School Begins	August 20th
Labor Day	September 7th
Columbus Day	October 12th
Veterans Day	November 11th
Thanksgiving Break	November 23rd - 30th
Winter Break	December 21st - January 1st
Martin Luther King's Day	January 18th
Non-Student Days	January 19th - 22nd
Presidents' Day/Washington's Birthday	February 15th
Spring Break	March 26th-April 2nd
CAASPP Testing (state testing)	April 26th- May 28th
Memorial Day	May 31st
School Ends	June 11th
Extended School Year (ESY) 2026	June 28th - July 26th

September 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

December 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		

March 27						
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			

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

August 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			

November 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

February 27						
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

May 27						
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			

July 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			

October 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			

January 27						
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			

April 27						
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

Quarters	Dates	Days
Quarter 1	August 20th - October 23rd	45
Quarter 2	October 26th - January 15th	43
Quarter 3	January 25th - March 25th	43
Quarter 4	April 5th - June 11th	49

Attendance Calendar	Dates	Days
Month 1	08/20/26 - 09/11/26	16
Month 2	09/14/26 - 10/09/26	20
Month 3	10/12/26 - 11/06/26	19
Month 4	11/09/26 - 12/11/26	18
Month 5	12/14/26 - 1/15/27	15
Month 6	1/25/27 - 2/19/27	19
Month 7	2/22/27 - 3/19/27	20
Month 8	3/22/27 - 4/16/27	14
Month 9	4/19/27 - 5/14/27	20
Month 10	5/17/27 - 6/11/27	19
		180

holiday (no school)
 testing
 first/last day of semesters
 non-student teacher work day

A 8
 S 21
 O 21
 N 14
 D 14
 Aug 8 Jan 15

Date	Day	Day of ESY	Notes
6/28/2027	Monday	1	
6/29/2027	Tuesday	2	
6/30/2027	Wednesda	3	
7/1/2027	Thursday	4	
7/2/2027	Friday	5	
7/5/2027	Monday		school holiday
7/6/2027	Tuesday	6	
7/7/2027	Wednesda	7	
7/8/2027	Thursday	8	
7/9/2027	Friday	9	
7/12/2027	Monday	10	
7/13/2027	Tuesday	11	
7/14/2027	Wednesda	12	
7/15/2027	Thursday	13	
7/16/2027	Friday	14	
7/19/2027	Monday	15	
7/20/2027	Tuesday	16	
7/21/2027	Wednesda	17	
7/22/2027	Thursday	18	
7/23/2027	Friday	19	
7/26/2027	Monday	20	

**TO: CALIFORNIA VIRTUAL ACADEMY at SAN MATEO
GOVERNING BOARD**

APPROVED

BOARD REPORT # 07

**VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 11, 2025**

SUBJECT: Independent Study Policy

PROPOSAL: It is proposed that the Governing Board of the California Virtual Academy at San Mateo approve the updated Independent Study Policy.

BACKGROUND: Schools offering an Independent Study option to students are required to have this policy approved by the governing boards. The attached policy has been reviewed and updated to meet legal requirements.

BUDGET IMPLICATIONS: None

RECOMMENDATIONS:

It is recommended that the Governing Board:

1. Review and approve the updated Independent Study Policy.

RESPECTFULLY SUBMITTED:

April Warren
Head of School

PREPARED BY:

April Warren
Head of School

PRESENTED BY:

April Warren
Head of School

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: Cathy Robinson Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X					
Jennifer Larocque	X				X	
						X

California Virtual Academy @ SCHOOL

Master Policies and Procedures

Independent Study

APPLICABILITY

This policy applies to all students enrolled in California Virtual Academy @ SCHOOL.

POLICY STATEMENT

California Virtual Academy @ SCHOOL ("Charter School") shall offer independent study to meet the educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the California Virtual Academy @ SCHOOL Board of Directors for implementation at the Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be forty-five (45) school days.
2. The Head of School or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete two (2) assignments (as defined in the school's Noncompliance Policy) during any two learning periods.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's Noncompliance Policy which considers ALL of the following indicators:

- i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.

4. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as credible under the A-G admissions criteria. The Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar; Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or pupils or who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
 - b. Notification to parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation;
 - c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
 - d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - i. Daily synchronous online classes via Class Connect, which also allows for live interaction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each teacher or teachers of record shall be as follows:
 - i. Daily synchronous online classes via Class Connect, which also allows for live interaction.
 - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows:
 - i. Weekly synchronous online homeroom classes via Class Connect, which also allows for live interaction
 - ii. Daily synchronous online content classes via Class Connect, which also allows for live interaction.
6. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
- a. Upon written receipt of a family's wish to return to in-person instruction, the Charter School staff shall inform the family of their right to return to their district of residence for in-person instruction because the Charter School does not offer an in-person instruction option.
 - b. If the family specifically requests additional in-person options, the Charter School will provide a list of recommended alternatives based on the student's current address of residence. Parents may also visit <https://www.greatschools.org/> to locate additional school options in their area.
 - c. The Charter School shall not have any obligation to assist the family with enrollment in a school district or another charter school, nor can the Charter School guarantee enrollment availability in any school.
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
- a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.

- b. The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted herein, pursuant to Education Code Section 51747(a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code sections 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as

having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements Family Code section 6550.

- Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. California Virtual Academy @ SCHOOL shall comply with the Education Code sections 51744 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

PROCEDURAL REQUIREMENTS

9. The Head of School may establish regulations to implement these policies in accordance with the law.

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT #08

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Instructional Materials List

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the Instructional Materials List.

BACKGROUND: Under AB 599, local education agencies must document that all students have sufficient, standard-aligned instructional materials. A board-approved Instructional Materials List provides evidence of compliance and supports county oversight under the Williams v. California requirements.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Instructional Materials List.

RESPECTFULLY SUBMITTED

April Warren
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Leah Fellows
Director of Engagement and Community

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Cathy Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

California Virtual Academy - Elementary

ELA

Grade Level	Publisher Title	Online Program/Publisher
TK	Embark Language Arts	Stride Inc.
K	ELA K E1 Phonics K E1	Stride Inc.
1	ELA1 E1 Phonics 1 E1	Stride Inc.
2	ELA 2 Summit Phonics 2 E1	Stride Inc.
3	ELA 3 Summit	Stride Inc.
4	ELA 4 Summit	Stride Inc.
5	ELA 5 Summit CA	Stride Inc.

ELD

Grade Level	Publisher Title	Online Program/Publisher
Newcomers	Connect to Literacy	SummitK12
Emerging	Connect to Literacy	SummitK12
Expanding	Connect to Literacy	SummitK12
Bridging	Connect to Literacy	SummitK12

MATHEMATICS

Grade Level	Publisher Title	Online Program/Publisher
TK	Embark Math	Stride Inc.
K	Math K E1	Stride Inc.
1	Math 1 E1	Stride Inc.
2	Math 2 Summit	Stride Inc.
3	Math 3 Summit	Stride Inc.
4	Math 4 Summit	Stride Inc.
5	Math 5 Summit	Stride Inc.

HISTORY/SOCIAL SCIENCE

Grade Level	Publisher Title	Online Program/Publisher
TK	Embark Social Studies	Stride Inc.

K	Social Studies Grade K Summit ED CA	Stride Inc.
1	Social Studies Grade 1 Summit ED CA	Stride Inc.
2	Social Studies Grade 2 Summit ED CA	Stride Inc.
3	Social Studies Grade 3 Summit ED CA	Stride Inc.
4	California Studies 4 Summit ED	Stride Inc.
5	Early American History 5 Summit ED CA	Stride Inc.

SCIENCE

Grade Level	Publisher Title	Online Program/Publisher
TK	Embark Science	Stride Inc.
K	Science K E1	Stride Inc.
1	Science 1 E1	Stride Inc.
2	Science 2 E1	Stride Inc.
3	Science 3 E1	Stride Inc.
4	Science 4 E1	Stride Inc.
5	Science 5 E1	Stride Inc.

California Virtual Academy - Middle School

ELA

Course	Publisher Title	Online Program/Publisher
English 6	ENG06AD Language Arts 6 (Semester 1)	Stride K12
	ENG06BD Language Arts 6 (Semester 2)	
English 7	ENG07AE4 Language Arts 7 (Semester 1)	Stride K12
	ENG07BE4 Language Arts 7 (Semester 2)	
English 8	ENG08AD Language Arts 8 (Semester 1)	Stride K12
	ENG08BD Language Arts 8 (Semester 2)	

ELD

Course	Publisher Title	Online Program/Publisher
Newcomers		
Emerging	Connect to Literacy	SummitK12
Expanding	Connect to Literacy	SummitK12
Bridging	Connect to Literacy	SummitK12
LTELS	Connect to Literacy	SummitK12

MATHEMATICS

Course	Publisher Title	Online Program/Publisher
Mathematics 6	MTH06AE4 Math 6 (Semester 1)	Stride K12
	MTH06BE4 Math 6 (Semester 2)	
Mathematics 7	MTH07AE4 Math 7 (Semester 1)	Stride K12
	MTH07BE4 Math 7 (Semester 2)	
Mathematics 8	MTH08AE2 Math 8 (Semester 1)	Stride K12
	MTH08BE2 Math 8 (Semester 2)	

HISTORY/SOCIAL SCIENCE

Course	Publisher Title	Online Program/Publisher
H/SS 6	HIST06A MS Summit World History I CA (Semester 1)	Stride K12
	HIST06B MS Summit World History I CA (Semester 2)	
H/SS 7	HIST07A MS Summit World History II CA (Semester 1)	Stride K12
	HIST07B MS Summit World History II CA (Semester 2)	
H/SS 8	HST08ADE2 US History Before 1900 CA (Semester 1)	Stride K12
	HST08ADE2 US History Before 1900 CA (Semester 2)	

SCIENCE

Course	Publisher Title	Online Program/Publisher
Science 6	SCI06ADE3 Summit Earth Science (Semester 1)	Stride K12
	SCI06BDE3 Summit Earth Science (Semester 2)	

Science 7	SC107A Summit Integrated Science 7 CA (Semester 1) SC107B Summit Integrated Science 7 CA (Semester 2)	Stride K12
Science 8	SC108A Summit Integrated Science 8 CA (Semester 1) SC108B Summit Integrated Science 8 CA (Semester 2)	Stride K12
WORLD LANGUAGE		
Course	Publisher Title	Online Program/Publisher
Spanish I	WLG MS Spanish 1	Stride K12
Spanish II	WLG MS Spanish 2	Stride K12

California Virtual Academy - High School

Notes

ELA		Online Program/Publisher
Course	Publisher Title	Online Program/Publisher
Summit English 9 CA	K12 Summit Curriculum English 9-10 Explorations in Literature	K12/Stride
Summit English 10 CA	K12 Summit Curriculum English 9-10 Explorations in Literature	K12/Stride
Summit American Literature	Journeys in Literature: American Traditions, Volume C	K12/Stride
Summit British and World Literature	Journeys in Literature: British and World Classics, Volume D	K12/Stride
Grammar and Composition	ENG040A Summit Grammar and Composition	K12/Stride
AP English Language and Composition	<p>Into the Wild, Jon Krakauer (Anchor, 1996).</p> <p>The Great Gatsby, F. Scott Fitzgerald (Scribner, 2004).</p> <p>A Raisin in the Sun, Lorraine Hansberry (Vintage, 2004).</p> <p>The Way to Rainy Mountain, N. Scott Momaday (University of New Mexico Press, 1976).</p> <p>The majority of the required instructional material for this course is available to students online. In addition, either the student or the school must purchase the following:</p> <p>Ferguson, Margaret, Mary Jo Salter, and Jon Stallworthy, Eds. The Norton Anthology of Poetry, 5th edition. New York: W.W. Norton and Co., 2005. Also acceptable: 4th edition, 1996.</p> <p>Ann Charters, Ed. The Story and Its Writer: An Introduction to Short Fiction, compact 7th edition. Boston: Bedford Books/St. Martin's, 2007. Also acceptable: compact 6th edition, 2003, or compact 5th edition, 1999.</p> <p>Bron�te, Charlotte. Jane Eyre. Penguin Classics, 1996.</p> <p>Conrad, Joseph. Heart of Darkness. The Story and Its The Story and Its Writer: An Introduction to Short Fiction, compact 7th edition. Ann Charters, Ed. Boston: Bedford Books/St. Martin's, 2007.</p> <p>Fitzgerald, F. Scott. The Great Gatsby. Simon and Schuster, 1995.</p> <p>Hurstun, Zora Neale, Their Eyes Were Watching God. Harper Collins, 1998.</p> <p>Ibsen, Henrik. Hedda Gabler. Dover Publications, 1991.</p> <p>Kincaid, Jamaica. Ammie John. Farrar, Straus and Giroux, 1997.</p> <p>Shakespeare, William. Twelfth Night. Ed. Barbara Mowat and Paul Werfelme (the New Folger text). Washington Square Press, 1983.</p> <p>Williams, Tennessee. A Streetcar Named Desire. Signet Book, 1989.</p>	APEX
AP English Literature and Composition	ENG030 Summit Creative Writing	K12/Stride
Summit Creative Writing	ENG020 Summit Public Speaking	K12/Stride
Summit Public Speaking	ELD	
Course	Publisher Title	Online Program/Publisher
Newcomers	Connect to Literacy	SummitK12
Emerging	Connect to Literacy	SummitK12
Expanding	Connect to Literacy	SummitK12
Bridging	Connect to Literacy	SummitK12
LTEs	Connect to Literacy	SummitK12
Course	MATHEMATICS	
Course	Publisher Title	Online Program/Publisher
Mathematics - Developmental Algebra	Algebra 1: A Reference Guide and Problem Sets	K12/Stride
Mathematics - Continuing Algebra	Algebra 1: A Reference Guide and Problem Sets	K12/Stride
Mathematics - Algebra 1	Algebra 1: A Reference Guide	K12/Stride
Mathematics - Geometry	Geometry: A Reference Guide	K12/Stride
Mathematics - Algebra 2	Algebra 2: A Reference Guide	K12/Stride
Mathematics - Consumer Math	MTH322: Summit Consumer Math	K12/Stride
Mathematics - Pre-Calculus/Trigonometry	MTH403: Summit Pre-Calculus/Trigonometry	K12/Stride

Mathematics - AP Calculus	Calculus: Single Variable, 8th ed. Barron's AP Statistics 2024	Apex
Mathematics - AP Statistics		Apex
HISTORY/SOCIAL SCIENCE		
Course	Publisher Title	Online Program/Publisher
Geography	HST213ADE3N Geography	K12/Stride
Summit World History	World History: Our Human Story	K12/Stride
AP Human Geography	Human Geography for the AP course	BFW for K12/Stride
Modern US History CA	HST313ADE4 Modern US History CA	K12/Stride
AP US History	America: A Narrative History, 11th edition	Apex
American Government	HST403: Summit US Government and Politics	K12/Stride
	American Government: Power and Purpose, 17th ed. 9781324039582	Apex
	The Lamanian Readings in the American Polity 6th ed. 978-1-930398-19-1	K12/Stride
AP US Government and Politics	HST413: Summit US and Global Economics	
SCIENCE		
Course	Publisher Title	Online Program/Publisher
Health	OTH010 Summit Skills for Health	K12/Stride
Biology of Living Earth	SCI203: Biology: The Living Earth CA	K12/Stride
Honors Biology	SCI204: Summit Honors Biology	APEX
AP Biology	Campbell Biology, 11th ed ISBN 9780134093413	K12/Stride
Chemistry in the Earth System	SCI303 Chemistry in Earth's Systems CA	K12/Stride
Honors Chemistry	SCI304: Summit Honors Chemistry	APEX
AP Chemistry	The Molecular Nature of Matter, 7th ed. ISBN 978118516461	K12/Stride
Physics of the Universe	SCI403: Physics in the Universe CA	K12/Stride
Honors Physics	SCI404: Summit Honors Physics	
WORLD LANGUAGE		
Course	Publisher Title	Online Program/Publisher
Spanish I	WLG100 Spanish I	K12/Stride
Spanish II	WLG200 Spanish II	K12/Stride
Spanish III	WLG300 Spanish III	K12/Stride
Spanish IV	CS Spanish IV	AVANT/Teacher Created
French I	CS French I	CS/Teacher Created
French II	CS French II	CS/Teacher Created
French III	CS French III	CS/Teacher Created

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT #09

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF
December 11, 2025

APPROVED

SUBJECT: English Learner Master Plan

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the English Learner (EL) Master Plan.

BACKGROUND: The English Learner Master Plan serves to align all services, supports, and resources that exist for English Learners with the guiding principles and components of the California Department of Education's *English Learner Roadmap Guide* and *English Learner Program Instrument*. The purpose of this document revision is to update the Designated English Language Development (ELD) curriculum to ensure sustained academic achievement, language development, and success for all students in our school, meeting their evolving and most current needs across the grades K-12.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the English Learner (EL) Master Plan.

RESPECTFULLY SUBMITTED:
April Warren
Head of School

PREPARED BY:
Heidi Rochin
Director of Intervention and Special Programs

PRESENTED BY:
Heidi Rochin
Director of Intervention and Special Programs

Ayes: 2

No: 0

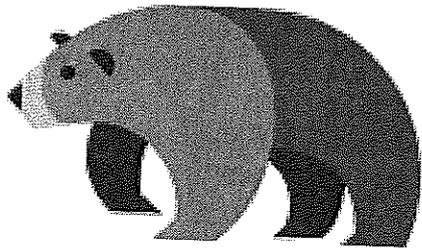
Abstain: 0

Approved: Yes Witnessed: Casey Robinson Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

Changes Made to EL Master Plan:

- Page 52: Updated 'Designated ELD' section to reflect proposed Tier 1 Designated ELD Curriculum
- Page 55: Updated 'Structures and Systems to Intervene Based on Student Progress' to reflect proposed Tier 2/3 Designated ELD Curriculum
- Page 57: Updated 'Newcomer Students' section to reflect California's updated definition of Newcomer students and updated services/supports the school provides for Newcomer students and families
- Page 58: Updated 'Long Term English Learner and At-Risk Long-Term English Learner' section with updated interventions offered by the school
- Page 62: Updated 'Professional Development Topics' chart to reflect annual trainings for staff members



CALIFORNIA
VIRTUAL
ACADEMIES

California Virtual Academy at San Mateo

Engage, Connect, Grow

English Learner Master Plan

Board Approved on <Date>

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INTRODUCTION

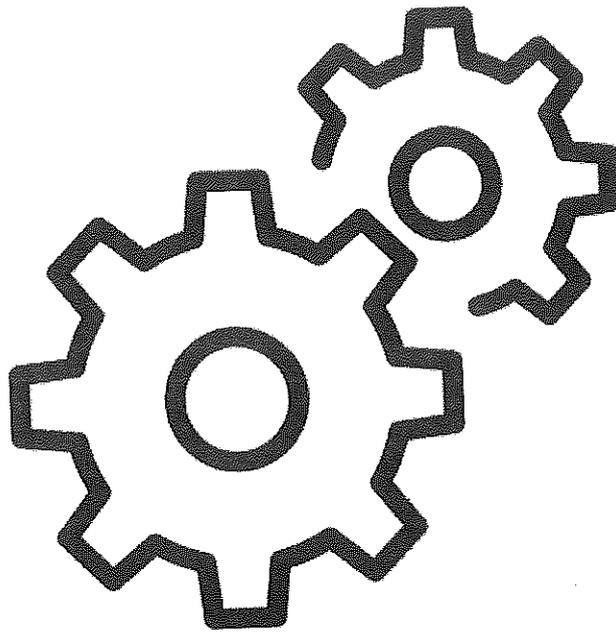
California Virtual Academies

The California Virtual Academies are a network of public charter schools. We currently have nine schools in the state of California. The California Virtual Academies serve students in grades TK-12. Each of our schools serves students in the county where the charter was authorized, as well as any county that is adjacent to it. Today we serve students in forty-five of California's fifty-eight counties. We hope to one day serve students in every county in the state of California.

Each of our schools is a public charter school that is funded by state tax dollars and governed by California charter schools, independent study, and applicable federal laws.

Each of our schools has a Board of Directors composed of parents and community members who are passionate about providing additional educational options to the students of California. The Board of Directors has entered into an educational products and services contract with K12, Inc., a Virginia-based education curriculum company.

Our school office is in Simi Valley, California and the majority of our administrative team works from these offices. Besides our school office, we do not have any other physical sites in the state. Members of the faculty work from their homes and live within driving distance of the students who are assigned to them whenever possible, thus enabling them to build a local school community in their area.



CHAPTER 1:
*Equitable, Coherent, and
Sustainable Systems*

COMPONENT 1: COMMITMENT AND PURPOSE

Rationale: An English Learner (EL) Master Plan provides clarity, direction and coherence to a Local Education Agency (LEA) educating English learners. The commitment and purpose component serves to provide the school with clear rationale and guidance for: 1) who is being serviced, 2) what those services are, 3) why they are provided, 4) how the EL Master Plan serves to ensure equity for English learners, and 5) assurances for adherence to federal and state mandates.

CONTENT OVERVIEW

- Rationale for the English Learner Master Plan
- Message from the Head of Schools
- Vision, Mission, Values, and Beliefs, Inclusive of English Learners
- Overview of Our Diverse Populations
- Federal and State Requirements for Services to English Learners

The commitment and purpose component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

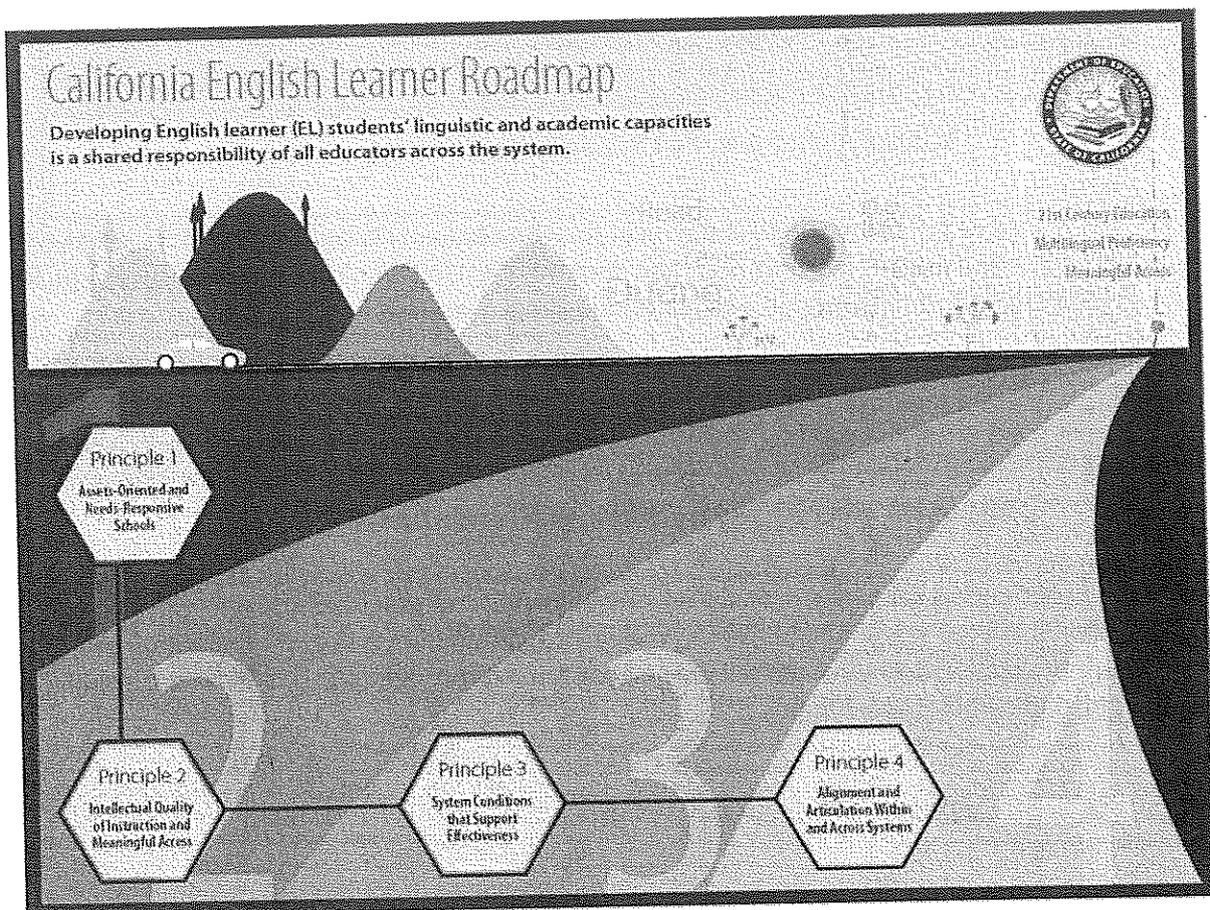
Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Commitment and Purpose	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1C. School Climate 1D. Family and School Partnerships 2C. High Expectations 2G. Programmatic Choices 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

RATIONALE FOR THE ENGLISH LEARNER MASTER PLAN

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students.

Best practices for English learners have been outlined in the California Department of Education's *English Learner Program Instrument*. This document identifies policies, procedures, and practices each local education agency (LEA) should implement to assure linguistic and academic success for all. The California Department of Education has also published the *English Learner Roadmap Guide* to assist LEAs in implementing California's 21st century college-and-career-ready standards, curriculum, instruction programs, and assessments.

The English Learner Master Plan has been revised to align with the guiding principles and components of the California Department of Education's *English Learner Roadmap Guide* and *English Learner Program Instrument*. The purpose of this document revision is to move beyond compliancy to ensure sustained academic achievement, language development, and success for all students in our school.



✓ Guiding Principle 1

Assets-Oriented and Needs-Responsive Schools

Schools are responsive to different English learner strengths, needs, and identities, and support the socio-emotional health and development of English learners.

✓ Guiding Principle 2

Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.

✓ Guiding Principle 3

Systems Conditions that Support Effectiveness

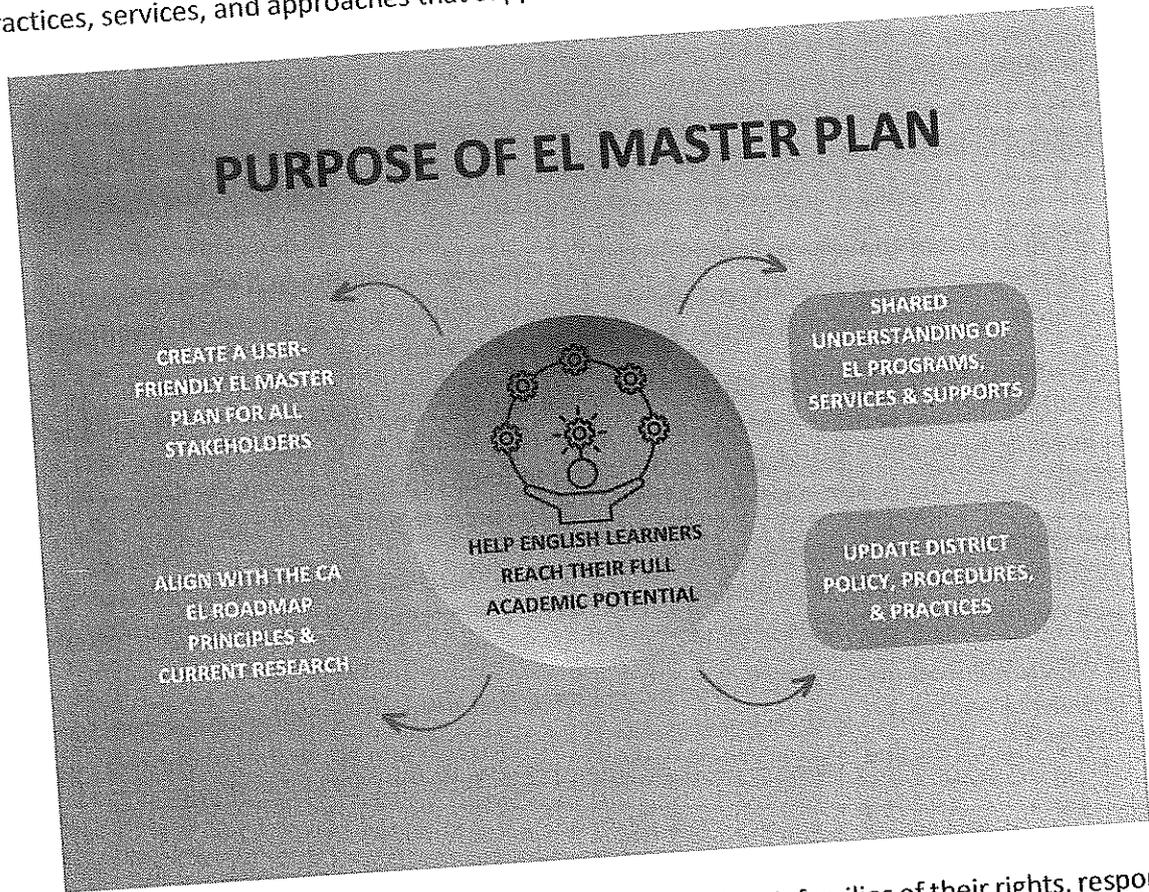
Each level of the school system has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.

✓ Guiding Principle 4

Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities.

The purpose of our English Learner (EL) Master Plan is to guide all educational partners towards an aligned set of practices, services, and approaches that support English learner students:



Our school is committed to informing educators, students, and their families of their rights, responsibilities and available resources while preparing English learners to embrace the challenges of the 21st century to become productive global citizens.

 For more information on the California English Learner Roadmap, please visit:
<https://www.cde.ca.gov/sp/el/rm/>

MESSAGE FROM THE HEAD OF SCHOOL

Imagine a high-quality, WASC-accredited charter school that offers the innovative use of technology, a rigorous and interactive curriculum from K12, individualized learning plans for each student, and accommodations to foster different learning styles. This high-quality charter school is a reality at the nine independent California Virtual Academies. Founded in 2002, the California Virtual Academies are nine publicly funded charter schools serving students throughout the state.

When you enroll in one of the nine academies, you are enrolling in more than a school; you are joining an educational support system that, in partnership with your family and a California-credentialed teacher, was designed to give your child the best education possible.

The education provided by each of the California Virtual Academies enables your children to learn, explore their interests, and achieve their academic potential. For students enrolled in one of the academies, learning becomes a wonderful community and family experience. School outings help create real connections within the community of the California Virtual Academies.

We are proud of the schools' achievements and our outstanding parent, community, and faculty support system. From winners of national art scholarships to spelling bee finalists, California Virtual Academies' students continue to excel in all areas of academic achievement.

Not only are we proud of all of our schools; we also believe that it's a profoundly good choice for families who want to help their children get the education they deserve. On behalf of our dedicated community, I look forward to having you join us at one of the California Virtual Academies!

April Warren
Head of Schools

VISION, MISSION, VALUES AND BELIEFS INCLUSIVE OF ENGLISH LEARNERS

OUR MISSION STATEMENT

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

OUR VISION STATEMENT

We offer students an innovative educational experience in a safe online environment through daily live instruction by highly qualified teachers, 24-hour access to rigorous curriculum and resources, and opportunities for a variety of social interactions in preparation to become well-rounded citizens.

OUR COLLECTIVE COMMITMENTS

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

OUR SCHOOL-WIDE LEARNER OUTCOMES

California Virtual Academies are schools where every student engages, grows, and connects.

CAVA Students are Engaged Learners who:

- Grow academically in the areas of Mathematics, Reading, Language Arts, and Writing
- Integrate effective technology and multimedia resources to expand their knowledge base and enhance their commitment to lifelong learning
- Take an active role in their education and decision making to increase self-sufficiency developing lifelong learning skills

CAVA Students are Critical Thinkers who:

- Are exposed to grade-level curriculum and master essential standards
- Express concepts and ideas in a variety of forms, demonstrating a depth of knowledge and understanding
- Graduate on time, are college/vocational ready and prepared to be contributing members of society

CAVA Students are Global Citizens who:

- Appreciate the value of diversity
- Demonstrate an awareness of the importance of cultural sensitivity and historical contributions necessary for the 21st century

ELD DEPARTMENT MISSION STATEMENT

Our school's English Language Development (ELD) Department serves our English learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

ELD DEPARTMENT VISION STATEMENT

Our school's English Language Development (ELD) Department will increase English proficiency of all English Learners (ELs) and support ELs in meeting academic achievement standards by providing high quality, effective language instructional programs.



For more information about our school and ELD Department, please visit:

→ Our School Website: <https://cava.k12.com/>

→ Our ELD Department Website: <https://sites.google.com/californiava.org/eld>

OVERVIEW OF OUR DIVERSE POPULATIONS

ENGLISH LEARNER STUDENT TYPOLOGIES

Each student brings a unique set of strengths to our school. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). At our school, these assets are valued and built upon in culturally responsive ways.

New enrollees to California sometimes include newcomers or immigrant families who have recently arrived in the United States. Some of these families have little to no English proficiency and may be missing transcripts. However, many of our highly motivated, multilingual immigrants have had extensive schooling and will continue to succeed academically with little to no support, including foreign exchange students.

Although there is no single English Learner profile, leadership and staff are required and equipped to be responsive to the various academic and social-emotional needs of each EL typology:

- Newcomer/Immigrant
- Well-Educated Newcomer/Immigrant
- Under-Schooled
- Long-Term English Learner (LTEL)
- At-Risk of becoming Long-Term English learner (At-Risk)
- Over-age for grade level
- Fluent English Proficient, but struggling academically
- English learners with disabilities (IEP = Individualized Education Plan)

Communication with new families is key to building strong partnerships. New students are greeted by name and provided with individualized onboarding instruction and support. Families are personally invited to school events and other educational partner meetings or connect with staff members who speak their home language. A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs is completed in order to determine appropriate placement and services.



- To learn more about the characteristics of the English learner typologies, visit: <https://drive.google.com/file/d/1tVa8NSxhrzT32DmRfqE2Md-x690zbl-K/view>
- For more information on our school's diverse populations, please visit our current year's Local Control Accountability Plan: <https://fw.unitymg.com/rdr/D:2247>
- To view our school's Student Accountability Report Card (SARC), please visit: <https://fw.unitymg.com/rdr/D:2250>

FEDERAL AND STATE REQUIREMENTS FOR SERVICES TO ENGLISH LEARNERS

DEPARTMENT OF EDUCATION'S ENGLISH LEARNER FACT SHEET

Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education and the U.S. Department of Justice have issued joint guidance to remind state education agencies, public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.

Staffing and Supporting an EL Program

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL Students

- School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.

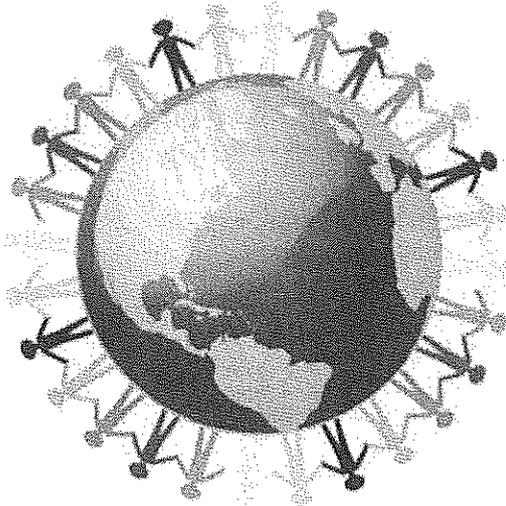
- In California, school districts must monitor the academic progress of former EL students for at least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).

Evaluating the Effectiveness of the EL Program

- EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way, and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents201501.pdf>.



→ For more information on legislation, regulations, and guidance for English learners, please visit: <https://www2.ed.gov/about/offices/list/oela/legislation.html>

COMPONENT 2: RESPONDING TO DIVERSE LEARNERS

Rationale: A welcoming and affirming educational system ensures that English learners and their families are introduced to a system with clearly articulated and consistent practices for initial assessment and program placement, including considerations for English learners with Disabilities. These processes include multilingual communication with parents and/or guardians regarding initial assessment outcomes, program options, and pathways to biliteracy and reclassification as essential facets of college and career readiness.

CONTENT OVERVIEW

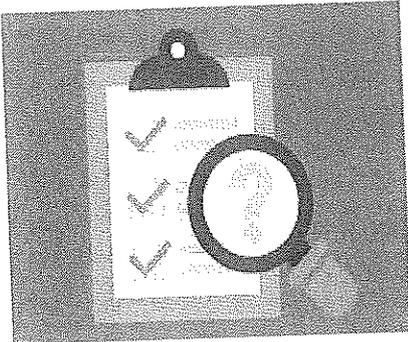
- Initial Identification Assessment Criteria
- Primary Language Assessment / Transcript Review
- English Language Proficiency Assessment Overview
- Initial Identification Assessment Tool and Procedures
- Parental Rights, Notification, Program Options, and Selection Processes
- Considerations for Diverse Learners

The Responding to Diverse Learners' component is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Responding to Diverse Learners (Identification, Placement, Reclassification)	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 1A. Language and Culture as Assets 1B. English Learner Profiles 1D. Family and School Partnerships 1E. English Learners with Disabilities 2G. Programmatic Choice 4A. Alignment and Articulation

INITIAL IDENTIFICATION ASSESSMENT CRITERIA

Our school must properly identify and assess all students who have a primary or native language other than English. The English learner identification process starts with the *Home Language Survey (HLS)* at or before the time of a student's initial enrollment in a California public school.



The Home Language Survey (HLS) is a document required by the state of California. California Education Code Section 52164 directs schools on whether to assess English language proficiency of incoming students. The process begins with determining the language(s) spoken in the home of each student. It must be *completed by a parent or guardian* for ALL students enrolling in a California public school for the first time in grades TK-12 and is administered as part of the enrollment process. Printed copies must be signed, dated, and placed in the student's cumulative folder.

1. Which language did your child learn when he/she first began to talk?	
2. Which language does your child most frequently speak at home?	
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?	
4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)	

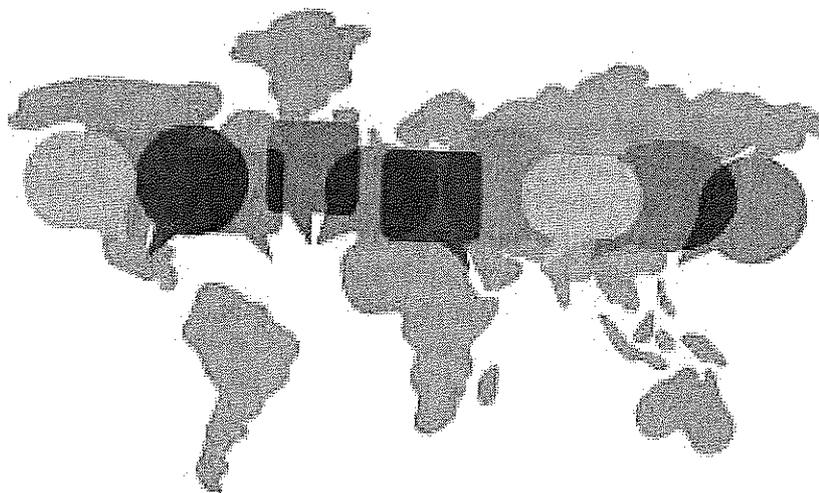
Based on the Home Language Survey, our ELD Department will follow the steps below:

IF	THEN
Questions 1-3 = English	<ul style="list-style-type: none"> ● English Only (EO) ● Process stops; No English Language Proficiency Assessment for California (ELPAC) Testing
Questions 1-3 = Language Other Than English	<ul style="list-style-type: none"> ● To Be Determined (TBD) ● Administer Initial English Language Proficiency Assessment for California (ELPAC) Testing within 30 Days of Enrollment
Question 4 = Language Other than English Spoken by Adults at Home	<ul style="list-style-type: none"> ● Not used to determine student's English language proficiency, for site use only



See Appendix A for any documents referenced above: APPENDIX A

PRIMARY LANGUAGE ASSESSMENT / TRANSCRIPT REVIEW

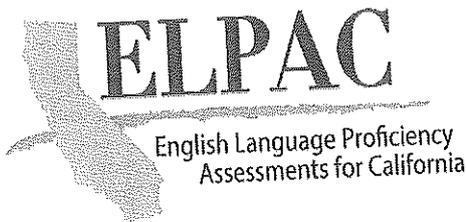


Each student's primary or native language must be properly identified and documented. Schools are directed to determine the language(s) spoken in the home of each student per *California Education Code, Section 52164.1 (a)*. Home languages should be valued and utilized as a way for language learners to make meaning and access content. A student's primary language provides an important foundation when developing proficiency in a second language, whether it is spoken in the home on a regular basis or not.

REVIEW

If a student is new but has transferred from another California school or district, our school's California Longitudinal Pupil Achievement Data System (CALPADS) team will research the English Language Acquisition Status (ELAS) of the student in the state system as well as request records from the previous district.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT OVERVIEW



The English Language Proficiency Assessments for California (ELPAC) is the required state test for English Language Proficiency (ELP) that must be given to students whose primary language is not English. State and federal law requires districts to administer a state ELP test to eligible students in transitional kindergarten (TK) through grade twelve. ELPAC is aligned with the 2012 California English Language Development (ELD) standards.

The ELPAC consists of two separate assessments:

1. Initial → For the initial identification of students as English learners (EL).
2. Summative → For the annual summative assessment to measure an EL student's progress in learning English and to identify the student's level of ELP.

The ELPAC tests four different areas:



The ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student.

Estimated testing times can be found [here](#).



For more information on California's English Language Proficiency Assessment for California (ELPAC), please visit: <https://www.elpac.org/resources/parent-resources/>

INITIAL IDENTIFICATION ASSESSMENT TOOL AND PROCEDURES

If the answers to questions 1-3 of the Home Language Survey (HLS) indicate the enrolling student speaks a language other than English, the language proficiency assessment process will start. The newly enrolled student will be given the Initial English Language Proficiency Assessments for California (ELPAC) or the Initial Alternate ELPAC within 30 calendar days of enrollment.

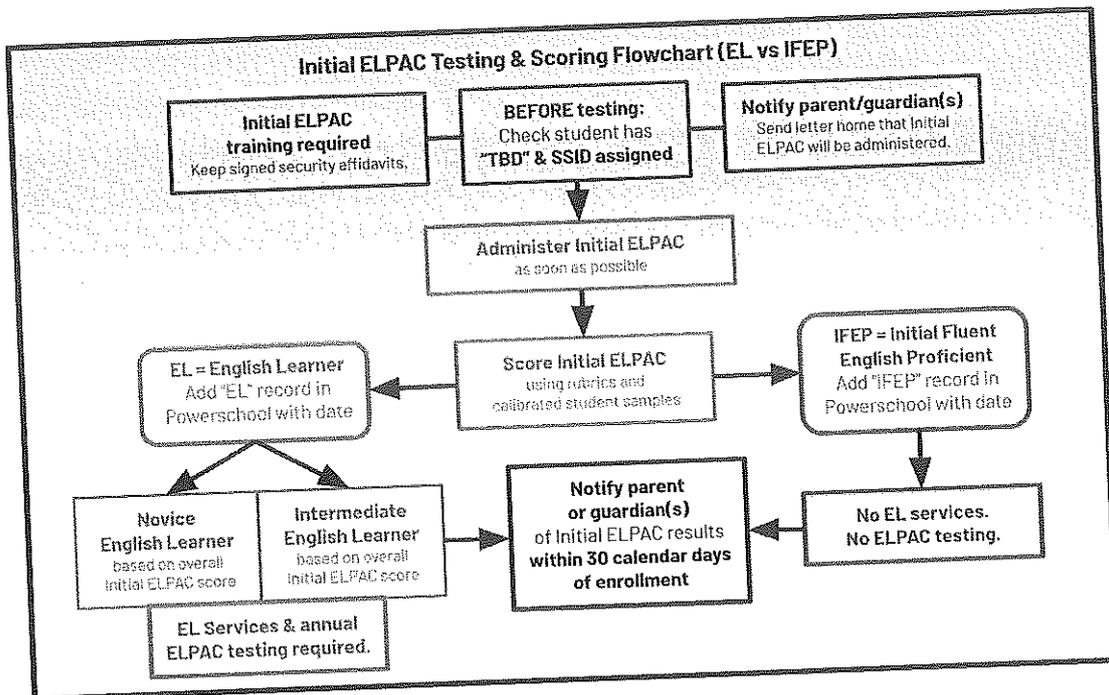


The Initial ELPAC administration window is open from July 1 through June 30. It must be administered to all eligible "To Be Determined" (TBD) students within the first 30 days of enrollment. The Initial ELPAC is given to students in grades TK–12 whose primary language is not English. It is administered only once during a student's enrollment in the California public school system.

The Initial ELPAC is administered in six grade spans: TK/K, 1, 2, 3–5, 6–8, and 9–12. In transitional kindergarten, kindergarten, and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

The Initial ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources that address visual, auditory, and physical access barriers. However, the ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Initial Alternate ELPAC. The Individualized Education Program (IEP) team of the student will determine if this assessment is appropriate using the California Department of Education's Alternate Assessment Decision Confirmation Worksheet.

The Initial ELPAC is locally-scored and used to identify which students are initially fluent English proficient (IFEP) or English learners (EL). EL students qualify for language support & services. Results on the English proficiency assessments will determine a student's course of study. If the student's Initial ELPAC score falls within the Initial Fluent English Proficient (IFEP) level, he/she will be placed in a standard instructional program, without the need for English language development services. If the student's score falls within the Intermediate English Learner OR Novice English Learner levels, he/she will be placed in the appropriate English Language Development (ELD) program or course, as depicted below.



Initial Fluent English Proficient (IFEP)	Students at this level have <u>well developed</u> oral & written English skills. They can use English to learn and communicate in meaningful ways. They may occasionally need help using English.
Intermediate English Learner (EL)	Students at this level have <u>somewhat to moderately developed</u> oral & written English skills. They may sometimes be able to use English to learn and communicate in meaningful ways. They may need some help to communicate about familiar topics in English and more help on less familiar topics.
Novice English Learner (EL)	Students at this level are <u>beginning to develop</u> oral & written English skills. They may be able to use known words and phrases to communicate meaning at a basic level. They may need substantial help using English.

Once placement is confirmed based on the English language proficiency assessment results, parents must be notified within 30 days of placement and given the opportunity to deny instructional services.

For more information about the Initial ELPAC, please visit <https://www.elpac.org/>.
 → Informational videos are available for parents/guardians in English & Spanish.
 → Sample score reports & other parent resources: <https://elpac.startingsmarter.org/>

See Appendix A for any documents referenced above: **APPENDIX A**

PARENT NOTIFICATION AND PROGRAM OPTION RIGHTS

PARENT NOTIFICATION

Our school ensures that all communication to a parent or parents of a student identified for participation in a language instruction educational program for limited English proficient students is in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

The school notifies parents, in a language they can understand, within 30 school days. Our school is required to provide all parent notifications in both English and Spanish. The ELD Department coordinates the emailing of all parent notification letters related to EL programs, services, and assessments.

Here are the different types of parent notification letters that are sent to parents each school year as applicable:

Annual Parent Letters	For all current English Learners (EL) who took the English Language Proficiency Assessment for California (ELPAC) the previous school year
ELPAC Assessment Notice	Sent to all <i>eligible</i> ELs before taking an Initial or Summative ELPAC test
Initial Parent Letters (EL)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 day
Initial Parent Letters (IFEP)	For any "TBD" (To Be Determined) who took Initial ELPAC within 30 days

PROGRAM OPTION RIGHTS

Our school also informs parents of the language acquisition program options available. From these options, parents may choose the one that best suits their child (California Education Code (EC) Section 310). Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible. They provide instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards (20 U.S.C. Section 6312[e][3][A][iii],[v]); EC Section 306[c]).

Our school is required to offer, at a minimum, a Structured English Immersion (SEI) program option (EC Section 305[a][2]). We offer the following language acquisition program:

Structured English Immersion Program, a language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are offered Designated ELD and provided access to grade level academic subject matter content with Integrated ELD.

Parents or guardians may choose a language acquisition program that best suits their child. Schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible (20 U.S.C. Section 6312[e][3][A][viii][III]); EC Section 310[a]).

Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact the ELD Coordinator for our school.

Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners and are still required to take the annual language proficiency assessment. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).



→ For more information on opt-out waivers, please reference Component 3.
→ See Appendix A for any documents referenced above: APPENDIX A

CONSIDERATIONS FOR DIVERSE LEARNERS

ENGLISH LEARNERS WITH DISABILITIES

“Identifying, assessing, and differentiating instruction for English learners with disabilities require educators first to understand the complex interrelationships of language, culture, home, and school factors that affect learning and behavior and then to consider these factors when making decisions about students’ unique characteristics and needs so that they may thrive at school. Leaders and educators will best be prepared to meet student needs by collaboratively developing and implementing a process for educating English learners with disabilities” (CA Guide for Educating English Learners with Disabilities).

ANNUAL EL ASSESSMENT PARTICIPATION

The Individuals with Disabilities Education Act (IDEA) requires each school to ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities residing in the State in mandatory age ranges, beginning at age 3 and possibly lasting to a child’s 22nd birthday, depending on State law or practice (34 CFR §§300.101-300.102). These entities also must ensure that the IDEA’s rights and protections are extended to eligible children and their parents (34 CFR §§300.100 and 300.201). IDEA requires that all students with disabilities be included in all general State assessment programs, including assessments described under section 1111 of the Elementary and Secondary Education Act (ESEA), with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective Individual Education Programs (IEP) (section 612(a)(16)(A) of the IDEA, 34 CFR §300.160(a), and section 1111(b) of the ESEA).

Both Titles I and III of the ESEA require schools to annually assess the English proficiency of all ELs in the State enrolled in public schools in grades transitional kindergarten through twelve in the domains of speaking, listening, reading, and writing (sections 1111(b)(7) and 1123(b)(3)(D) of the ESEA). Accordingly, as part of a general State assessment program, all ELs with disabilities must participate in the annual State English Language Proficiency (ELP) assessment with or without appropriate accommodations or by taking an alternate assessment, if necessary, consistent with their IEPs.

ELs with disabilities can participate in the annual State ELL assessment in the following ways, as determined by their respective IEP Teams:

1. In the regular State ELP assessment without accommodations (in the same way as ELs without disabilities take the assessment);
2. In the regular State ELP assessment through the use of one or more appropriate accommodations as indicated in the student’s IEP; or
3. In an alternate assessment aligned to State ELP standards, if the IEP Team determines that the student cannot participate in the regular State ELP assessment, with or without appropriate accommodations.

INDIVIDUALIZED EDUCATION PLANS (IEPs)

It is important that the IEP Team for a student identified as an ELL with disabilities include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between limited English proficiency and a disability. The participation of these individuals on the IEP Team is essential in order to develop appropriate academic and functional goals for the child and provide specially designed instruction and the necessary related services to meet these goals.

A student identified as ELL who has a disability will receive both English Language support services as outlined in the English Learning Plan and special education services as determined by the IEP Team and plan.

ELD DEPARTMENT AND IEP TEAM COMMUNICATION

At the beginning of each school year or within 30 days of receiving a student with an IEP on their caseload, all ELD Specialists complete a Special Education Student Profile Form for each student. ELD Specialists use this information to inform their service plan for each EL with disabilities. At the beginning of each learning cycle, the ELD Specialist sends a copy of the English Language Plan (ELP) to the Education Specialist which includes the ELD goals, as well as service minutes and live class times.

The ELD Coordinator collaborates with the Special Education department administration to ensure proper services and support are in place for all English Learners with an IEP or 504 Plan.

A representative of the ELD team will be an active participant in the student's IEP or 504 plan team decisions.



- For more information on considerations for diverse learners, please visit the California Practitioners' Guide for Educating English Learners with Disabilities: <https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf>
- See Appendix A for any documents referenced above: **APPENDIX A**

COMPONENT 3: PROGRAM OPTIONS

Rationale: A welcoming and affirming educational system provides evidence-based program options for students and their parents, recognizing that varied typologies of students have diverse needs.

CONTENT OVERVIEW

- Description of Programs Being Offered to English Learners
- Expected Progress Through Each Program / Model
- Parent Rights, Options, and Selection Processes

The Program Options component is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Options	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>IA. Language and Culture as Assets IB. English Learner Profiles 1D. Family and School Partnerships 1E. English learners with Disabilities 2E. Use of Students' Home Languages 2G. Programmatic Choice 4A. Alignment and Articulation 4C. Coherency</p>

DESCRIPTION OF PROGRAMS BEING OFFERED TO ENGLISH LEARNERS

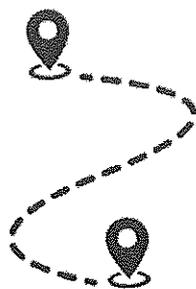
RATIONALE

Our school's instructional framework for supporting English learners is based on the CA English Learner Roadmap Principles. Our system provides appropriate tier 1 universal classroom instruction, as well as tier 2 additional support, and tier 3 intensive interventions during the regular school day. Our school believes in shared responsibility for the success of English learners across all schools and departments.

To realize the full academic and social potential of our English learners, the following best practices are implemented:

- **Practice #1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of our English learners; AND
- **Practice #2 - Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice #3 - Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice #4 - Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.

Our school recognizes that language learning occurs in a continuum and English learners require differentiated levels of support.



PERFORMANCE LEVEL DESCRIPTORS (PLDs)

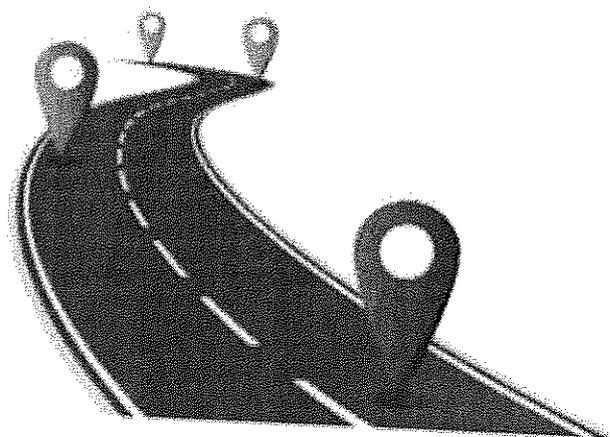
The Performance Level Descriptors (PLDs) for the ELPAC are short descriptions of the English skills that children at this performance level *typically* have.

Performance Level Descriptors (PLDs) for the *Initial English Language Proficiency Assessments for California* (ELPAC) and Levels of Support

Initial Fluent English Proficient (IFEP) Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need **light support** to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “**Bridging**” proficiency level as described in the 2012 *California English Language Development Standards, Kindergarten Through Grade Twelve* (2012 ELD Standards).

Intermediate English Learner Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need **substantial-to-moderate** support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “**Expanding**” proficiency level and to the lower range of the “**Bridging**” proficiency level as described in the 2012 *ELD Standards*.

Novice English Learner Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need **substantial-to-moderate** linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “**Emerging**” proficiency level as described in the 2012 *ELD Standards*.



Performance Level Descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC) and Levels of Support

	Level 1	Level 2	Level 3	Level 4
ELPAC Performance Level	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level.	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas.	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas.	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.
Levels of Support	They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.	They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics	They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.	They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

Each student brings a unique set of strengths to our schools. “The language and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities” (CA EL Roadmap, Principle 1-A). These assets are valued and built upon in culturally responsive ways.

ENGLISH LEARNER TYPOLOGIES

Initial identification processes and ongoing monitoring are important in proper program placement for English Learners. There are six English Learner profiles to help our school to be responsive to different students' characteristics and experiences.

1. Newcomer - A student who is a recent immigrant to the United States and may have had limited, or interrupted, educational experiences in their native countries.
2. English Learners – Students who reported a primary language other than English on the Home Language Survey and received a score on the state-approved English Language Proficiency assessments that indicate they lack clearly defined English language skills in listening, speaking, reading, and writing to succeed in the school's regular instructional programs.
3. English Learners with Disabilities- Students who have been identified as an EL and have a current Individualized Education Program (IEP) that is specifically designed to meet their educational needs. In accordance with their IEPs, these students need special education services, supports, and appropriate accommodations to make progress toward meeting grade-level standards and becoming fully English proficient.
4. Long Term English Learners (LTEL) - English Learners in grades 6 -12 who have been enrolled in a U.S. school for six years or more, have remained at the same English Language Proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).
5. Reclassified Fluent English Proficient (RFEP) - A student who was initially classified as an English Learner but was redesignated to English fluent once they demonstrate English proficiency and readiness to enter mainstream instructional services.
6. Ever English Learners (Ever-ELs) - The California Department of Education defines Ever-ELs as students currently classified as ELs, as well as RFEP students. The purpose of combining EL and RFEP student subgroups is to better understand the educational paths of ELs overall. (SBE, EL Roadmap P1B 2017)

PROGRAM PLACEMENT

A thorough review of enrollment paperwork, assessment data, previous records, overall strengths, and student needs are completed to determine appropriate placement and services. Programs of instruction for English Learners include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum. In selecting a program(s), our school selects programs that are research-based and that have been demonstrated to be effective in the education of English Learners.

1. Programs are implemented consistent with the goal of prompt acquisition of full English proficiency. Programs include instruction in academic subjects which is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency.

2. Instruction is delivered by individuals who meet certification requirements and who are trained in the delivery of instruction to ELs.
3. The student's parent/guardian has a right to refuse placement of their child (ren) in the EL program and also has the right to withdraw an identified student from the program. Parents/Guardians of eligible students who refuse placement of their student in the ELD program or withdraw students the program shall do so in writing.

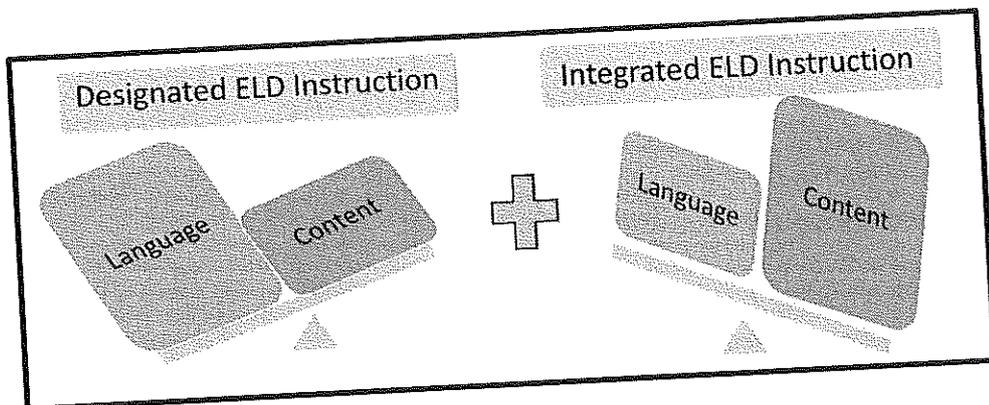
Our school's students identified as English Learners are automatically placed in the Structured English Immersion (SEI) Program.

STRUCTURED ENGLISH IMMERSION (SEI) PROGRAM

A Structured English Immersion (SEI) Program is a language acquisition program for English learners in which all classroom instruction is provided in English, with a curriculum designed for pupils who are learning English. At minimum, students are offered Designated English Language Development (ELD) and access to grade level academic subject matter content through Integrated ELD in order to reclassify to Fluent English Proficient. All schools are required to provide an SEI program for students. English Language Development (ELD) standards-based Designated and Integrated ELD instruction is a component of Universal Supports for all English learners under the Multi-Tiered System of Supports and incorporates the principles of Universal Design for Learning (UDL).

DESIGNATED AND INTEGRATED ELD INSTRUCTION

According to the English Language Arts/English Language Development (ELA/ELD) Framework, "ELs at all English proficiency levels and at all ages require both integrated ELD *and* specialized attention to their particular language learning needs, or designated ELD." (Ch. 2, p. 97) "Designated ELD is protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English..." (CA ELA/ELD Framework, Ch. 2, p. 91)



Designated ELD is provided by an authorized teacher. Students are grouped at or near the same language proficiency level based on English Language Proficiency (ELP) assessments. Lessons are designed for ELs

to develop language proficiency in English as rapidly and effectively as possible. Students are provided Designated English Language Development (ELD) instruction which targets each student's language proficiency level. Essential components of Designated ELD include:

- Purposeful placement of students by English language proficiency level.
- Explicit teaching of how English works in a meaningful context.
- Emphasis on substantial oral language practice to ensure accuracy and fluency.
- Attention to the use of newly taught language throughout the day in academic and social settings.
- Ongoing progress monitoring of English language development.

At the elementary and middle school level, Designated ELD time occurs during weekly, synchronous instruction sessions and explicitly teaches the California English Language Development Standards by a credentialed teacher with a California English Learner Authorization. At the high school level, Designated ELD is its own elective credit-earning course which explicitly teaches the California English Language Development standards, taught by a credentialed teacher with a California English Learner Authorization.

The ELA/ELD Framework uses the term Integrated ELD to refer to ELD throughout the day and across the disciplines. All content area, Integrated ELD teachers provide language scaffolding & support during content lessons. The goal for Integrated ELD is for students to learn the content and academic language needed to access standards-based lessons. Integrated ELD is embedded within and across content areas throughout the instructional day.

ELs should engage in activities in which they develop language awareness through listening, reading, analyzing, interpreting, discussing, and creating text. Students must discover that "language is a complex and dynamic resource for making meaning." (CA ELA/ELD Framework, Ch. 2, p. 81)



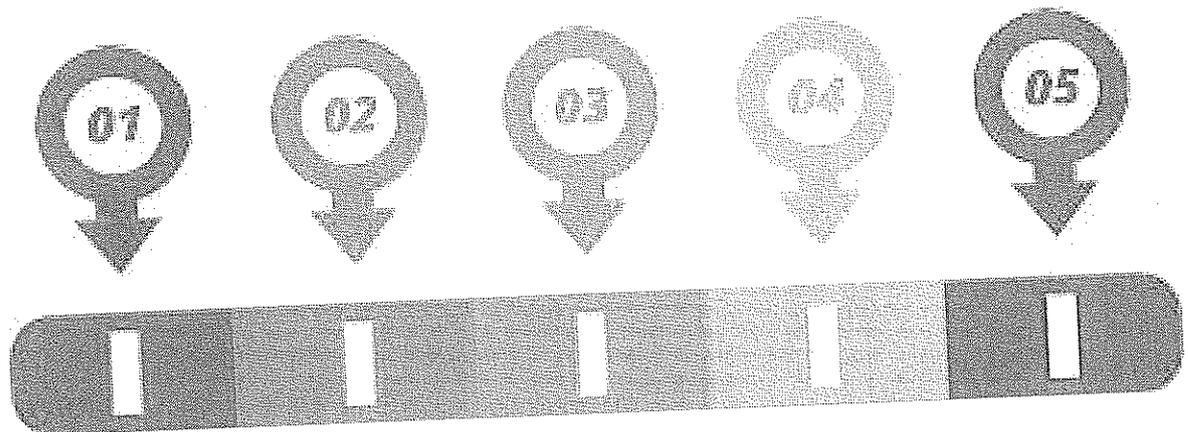
- To view the complete California ELA/ELD Framework, please visit: <https://www.cde.ca.gov/ci/r/cf/>
- For more information on Initial ELPAC Proficiency Level Descriptors (PLDs), please visit: <https://www.cde.ca.gov/ta/tg/ep/elpacipld.asp>
- For more information on Summative ELPAC Proficiency Level Descriptors (PLDs), please visit: <https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>
- To learn more about the characteristics of the English learner typologies, review Figure 1.0 (EL Toolkit of Strategies).

EXPECTED PROGRESS THROUGH PROGRAM MODEL

Programs of instruction for English Learners shall include formal instruction in English language development to ensure English acquisition occurs as rapidly and effectively as possible, and instruction in academic subjects which is designed to provide English Learners with access to the regular curriculum.

To place ELs in specific English Language Development (ELD) courses, the ELD Department administrative team uses current grade level, Initial/Summative ELPAC scores, years of enrollment AND additional information, such as grades from prior ELD classes, samples of student work, standardized assessment results, and teacher academic recommendations based on student academic performance. EL Placement is purposeful in an effort to accelerate language acquisition and support academic achievement.

Students will receive ELD instruction and services based upon their Initial or Summative ELPAC Assessment proficiency level and relevant assessment data.



ELs are expected to meet state priorities and progress through the proficiency levels of the ELD standards and Summative ELPAC assessment until each student reaches our board-approved Reclassification to Fluent English Proficient (RFEP) requirements.

This table *estimates* the amount of time an English learner should be enrolled in a specific EL program or secondary courses as measured by the ELPAC. Newcomer programs are typically *not* to exceed one year.

EL Proficiency Levels	Emerging	Low to Mid Expanding	Mid to Upper Expanding	Low to Mid Bridging	Mid to Upper Bridging	Lifelong Language Learning
Initial ELPAC Scores	Level 1	Level 2		Level 3		
Summative ELPAC Scores	Level 1	Level 2	Level 3		Level 4*	*Overall ELPAC RFEP Criteria: Level 4
Designated ELD Program Placement	Structured English Immersion (SEI)	General Program				
Timeline toward reclassification (RFEP), based on scores from <i>initial</i> English language proficiency assessment (ELPAC)	1 st year	2 nd year	3 rd year	4 th year	5 th year*	6 th year +
		1 st year	2 nd year	3 rd year	4 th year*	5 th year +
			1 st year	2 nd year	3 rd year*	4 th year +
				1 st year	2 nd year*	3 rd year +
					1 st year*	2 nd year +
Linguistic Support Needed for High-Level Thinking	Substantial	Moderate		Light		Occasional

PARENT RIGHTS, OPTIONS, AND SELECTION PROCESSES

PARENT NOTIFICATION OF ENGLISH LEARNER PROGRAM

"Language acquisition program" refers to educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction to students on the state-adopted academic content standards, including the ELD standards. All language acquisition programs shall be based on sound instructional theory and must lead to grade level proficiency and academic achievement in both English and another language. They must also help students overcome language barriers and provide access to grade level curriculum. Our school shall notify parents of the language acquisition programs available. This annual notice will include a description of the language acquisition programs provided at our school.



PARENT/GUARDIAN RIGHT TO REFUSE ELD INSTRUCTIONAL SERVICES

Although schools have an obligation to serve all English Learner students, parents/guardians of English learners have a right to decline or opt their child(ren) out of a school's ELD program or out of particular EL instructional services within an ELD program. If parents/guardians opt their children out of a school's ELD program or specific EL services, the children retain their status as English learners and are required to take the annual Summative ELPAC until they reclassify to fluent English proficiency.

Our school remains obligated to provide the student meaningful instruction (5 CCR Section 11302) until the student is reclassified, inform the parents/guardians when progress is not made, and re-offer the parent programs and services to consider at that time. Opt Out waivers must be requested annually in writing by the student's parent/guardian. In addition, the parent/guardian must attend the required opt-out meeting facilitated by an ELD Department administrator prior to the issuance and signing of the form opt out waiver form. For further information, please contact your our school's ELD Department Coordinator.

Refusal of English Language Development (ELD) programs and/or services or "opt out of ELD" indicates an informed, voluntary decision by the parent to not have the child placed in any separate, specialized ELD service or instructional program. A "waiver" indicates a desire by the parent to waive the child from participation in all English Language Development programs. Content teachers will continue to provide strategies within regular instruction that help English language learners learn academic content while developing English language skills.



→ See Appendix A for any documents referenced above: APPENDIX A

COMPONENT 4: STAFFING

Rationale: Appropriately credentialed personnel, committed to equitable educational programs and learning environments for the advancement of English learners is key to the successful implementation of an EL Master Plan. The process for recruiting, hiring, nurturing, maintaining and monitoring the right personnel who serve the English learner community is part and parcel of a coherent vision for English learners.

CONTENT OVERVIEW

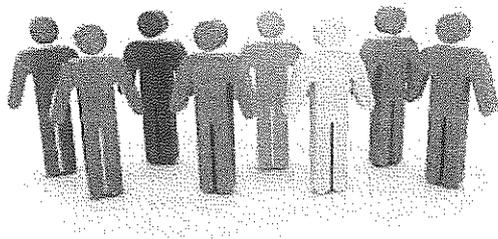
- Options for Staffing EL Programs
- Rationale for Staffing Based on State Requirements

The staffing component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Staffing	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 3A. Leadership 3B. Adequate Resources 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

OPTIONS FOR STAFFING EL PROGRAMS

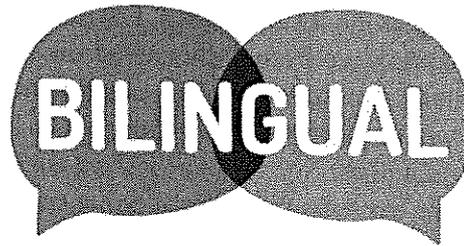
Our school diligently utilizes the platform of *Ed Join* to publicly announce and disseminate information regarding our available teaching positions whenever vacancies arise. In our relentless pursuit of exceptional and suitably qualified candidates, we frequently extend our outreach statewide, aiming to attract individuals of exceptional talent and expertise. This practice holds particular significance when it comes to our ELD Specialists, given the critical nature of their role. Furthermore, we recognize the significance of leveraging social media platforms and harnessing the power of staff referrals as effective means of engaging and acquiring exceptional talent in our recruitment endeavors.



Teachers who work with English learners must possess foundational knowledge and skills in several areas. Some of the key expectations for these educators that are evaluated during the interview process for all applicants include:

1. **Understanding of Second Language Acquisition:** Teachers must have a deep understanding of how second languages are acquired, including the stages of language development and the factors that affect language learning.
2. **Knowledge of Language Structure and Function:** Teachers must be able to analyze the structure and function of language, including grammar, syntax, vocabulary, and pragmatics. They should also have a solid understanding of the differences between first and second language acquisition.
3. **Cultural Competence:** Teachers must be culturally competent and have a strong understanding of the cultures and backgrounds of their students. This includes understanding cultural norms, values, beliefs, and customs, as well as the impact of culture on language learning.
4. **Assessment and Evaluation:** Teachers must have the skills to assess and evaluate English language proficiency and academic content knowledge for English learners. This includes using appropriate assessments and identifying strategies to support student progress.
5. **Instructional Strategies:** Teachers must have a repertoire of instructional strategies to support English learners' language development and academic success. This includes providing differentiated instruction, using scaffolding techniques, and incorporating the use of technology and multimedia.
6. **Collaborative Skills:** Teachers must be able to work collaboratively with other educators, administrators, and families to support English learners. This includes communicating effectively, collaborating on instructional strategies, and identifying appropriate resources and support services.

New hires are expected to demonstrate a strong understanding of these foundational knowledge and skills during our school's thorough interview process, and should also be willing to engage in ongoing professional development to continue to grow and refine their expertise in teaching English learners.



When making hiring decisions, an emphasis is placed on prioritizing the inclusion of bilingual educators, recognizing their valuable role in supporting our multilingual families and students. In addition, our school provides additional compensation to staff members proficient in multiple languages who are willing to provide translation services. Consequently, we are able to provide support to our multilingual families during parent meetings, events and functions through assigning our multilingual staff to attend and provide translation, ensuring seamless communication and creating an inclusive environment for all participants.

RATIONALE FOR STAFFING BASED ON STATE REQUIREMENTS

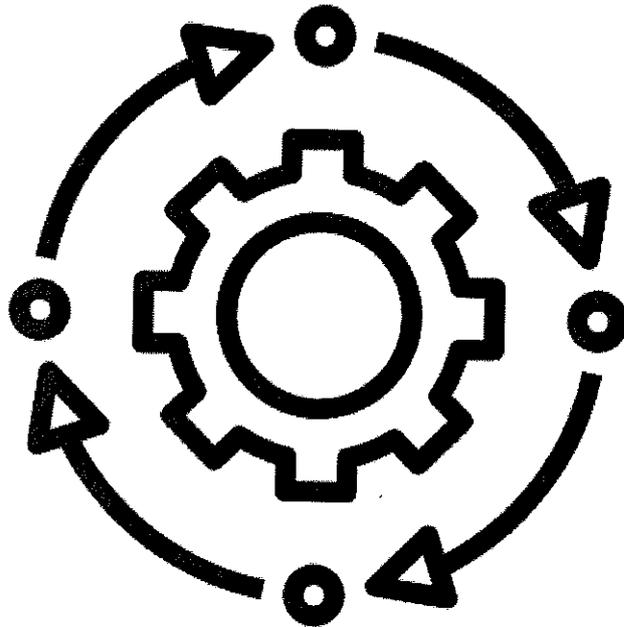
Within our school, each teaching staff member entrusted with the instruction of English Learners demonstrates the essential qualifications required for delivering appropriate educational services. Teachers assigned to provide ELD and instruction in subject matter courses for ELs must have the appropriate authorizations. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.10; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1012–1013). Oversight by the Human Resources department ensures that these staff members possess not only the requisite teaching credential authorized by the California Commission on Teacher Credentialing but also hold an English Learner (EL) authorization, further affirming their proficiency in English language instruction.



Teachers who do not hold appropriate certification, will be enrolled in training programs designed to achieve authorization within 5 years. Moreover, our English Learning Department operates under the supervision of an administrator, whose primary responsibility lies in overseeing the effective implementation of services and the delivery of high-quality instruction tailored to support our English Learners and their families.



→ For more specific information on California's Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>



CHAPTER 2:

Equity-Driven Processes, Evidence-Based Programs, and Practices

COMPONENT 5: ACCESS TO CORE CURRICULUM

Rationale: A

Local Education Agency's (LEA) vision and mission for equity and excellence in English Learner (EL) education is reflected by system-wide evidence of how ELs experience access, enrollment, and success in all core curricular classes, including Advanced Placement, honors, or gifted courses. An appraisal of a LEA's daily class schedules, class assignments, and classroom practices for ELs is an opportunity to reflect on whether an LEA's aspirational vision for ELs matches its actions. This component of an EL Master Plan provides an opportunity for LEAs to affirm their commitment to instructional practices, including Integrated English Language Development, as foundational to the path to equity.

CONTENT OVERVIEW

- Rationale for Access to the Core Curriculum
- Expectations for Rigorous Standards-Based Instruction
- Integrated ELD's Role in Accessing the Core Curriculum
- Role of Primary Language

The access to core curriculum component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Access to Core Curriculum	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	1A. Language and Culture as Assets 1B. English Learner Profiles 1E. English Learners with Disabilities 2A. Integrated and Designated English Language Development 2B. Intellectually Rich, Standards-based Curriculum 2C. High Expectations 2D. Access to the Full Curriculum 2E. Use of Students' Home Language 2F. Rigorous Instructional Materials 4A. Alignment and Articulation 4C. Coherency

RATIONALE FOR ACCESS TO THE CORE CURRICULUM

According to the U.S. Department of Education's English Learner Toolkit, "Meaningful access to the core curriculum (e.g. reading/ language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time (Ch. 4, p. 1).

Academic instruction for ELs in grades TK–12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. In addition, each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, which, at a minimum, means:

- (a) Enrollment in the standard instructional program, which, at a minimum, consists of:
 - i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),
 - ii. Courses required to meet state and local high school graduation requirements, and
 - iii. Courses required for middle school grade promotion;
- (b) Enrollment in a full course load of courses that are part of the standard instructional program, and
- (c) Enrollment in courses that meet the subject matter requirements for purposes of recognition for college admissions, such as honors or advanced placement courses.

Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK–12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310; 33126, 60811.8; 5 CCR Section 11302[b]; *Castañeda v. Pickard* [5th Cir. 1981] 648 F.2d 989, 1006–1011).

Our school provides the following to all English learner students to guarantee their access to the standard instructional program:

- Instruction that focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence
- Instruction that leverages ELs' home language(s), cultural assets, and prior knowledge.
- Standards-aligned instruction for ELs that is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
- Instruction that moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences. For eligible ELs with disabilities, special education and related services, and supplementary aids and services, as specified in their individualized education programs (IEPs), are provided in conjunction with the general education curriculum and any EL services.

- Instruction that fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.

In order to ensure equal access to curricular and extra curricular programs, the following questions from the U.S. Department of Education's English Learner Toolkit are used to guide all ELD Department decisions and actions for our school:

English Language Development (ELD)

1. Does ELD instruction prepare ELs to participate in the academic curriculum in English?
2. Is the ELD instruction tailored to and does it build upon students' levels of ELP?
3. Is there ongoing, systematic assessment of ELs' progress toward English proficiency?

Curricular and Extracurricular Programs

1. Do the EL programs provide access to the same standard grade-level curriculum—or to a comparable curriculum, equally rigorous—as is offered to neverELs, while also providing appropriate language assistance strategies in core instruction?
2. Are ELs integrated into the school's educational programs, extracurricular offerings, additional services, and student body?
3. Do ELs have equal access to all of the school's facilities (e.g., computer labs, science labs, cafeteria, gym, and library)?
4. Are ELs assessed in the core-content areas with appropriate and reliable evaluations and testing methods?
5. Do content assessments indicate that ELs are making academic progress while in the EL program, and that former ELs are performing comparably to that of their never-EL peers? If not, are timely services provided to ELs to accelerate academic progress? Are those services offered within the school day?



→ For more specific information on California's Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>

EXPECTATIONS FOR RIGOROUS STANDARDS-BASED INSTRUCTION

The expectation for quality, standards-based, rigorous curriculum and instruction being offered to English Learners (ELs) in all content areas is that it should be:

1. **Culturally Responsive:** Curriculum and instruction should recognize and value the cultural and linguistic diversity of ELs. Teachers should create a learning environment that respects and validates the students' cultural and linguistic identities.
2. **Linguistically Accessible:** Curriculum and instruction should be linguistically accessible and comprehensible to ELs, so they can understand the content and participate in the learning process. Teachers should use language strategies, such as scaffolding, graphic organizers, and visuals, to support ELs' language development.
3. **Standards-Based:** Curriculum and instruction should align with state and national academic standards. Teachers should provide clear learning objectives and assess student progress based on those objectives.
4. **Rigorous:** Curriculum and instruction should challenge ELs academically and intellectually. Teachers should provide opportunities for ELs to engage in critical thinking, problem-solving, and higher-order thinking skills.
5. **Differentiated:** Curriculum and instruction should be differentiated to meet the diverse needs of ELs. Teachers should use a variety of instructional strategies and materials to accommodate different learning styles, abilities, and backgrounds.
6. **Ongoing:** Curriculum and instruction should be ongoing and responsive to ELs' changing needs. Teachers should regularly assess students' progress and adjust instruction accordingly.



In summary, quality, standards-based, rigorous curriculum and instruction for ELs should be culturally responsive, linguistically accessible, standards-based, rigorous, differentiated, and ongoing to ensure that ELs have equitable access to a high-quality education.

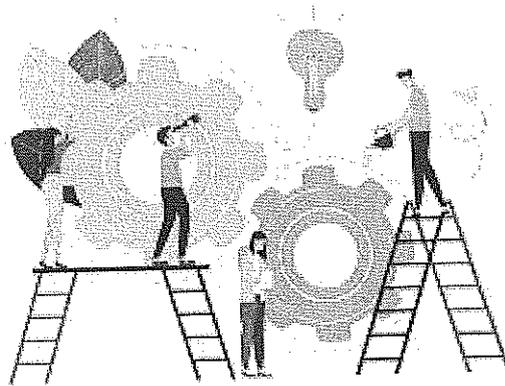
INTEGRATED ELD'S ROLE IN ACCESSING THE CORE CURRICULUM

Integrated English Language Development (ELD) is a requirement for English Learners (ELs) to access the core curriculum. It is an instructional approach that integrates language development instruction with the content of the core curriculum.

In an Integrated ELD program, teachers explicitly teach the language skills necessary for ELs to understand and engage with the content being taught in the core curriculum. The language instruction is tailored to the language proficiency level of the ELs, so that they can access and understand the content being taught.

Integrated ELD is not a separate language class; instead, it is embedded within the content instruction of the core curriculum. This means that ELs receive language instruction while also learning the academic content of the subject matter. For example, in a social studies class, the teacher might explicitly teach academic vocabulary and language structures related to the topic being studied, such as "government" or "cause and effect" while teaching about the Constitution or the Civil War.

The goal of Integrated ELD is to provide ELs with the language skills they need to fully participate in the core curriculum and develop the academic language proficiency necessary for academic success. By integrating language instruction with the core curriculum, ELs have access to both language development and academic content at the same time, which can help accelerate their language acquisition and academic progress.



Integrated English Language Development (ELD) instructional strategies can vary depending on grade levels, from Transitional Kindergarten (TK) to grade 12, and the English Language Proficiency (ELP) levels of the students. Here are some examples of Integrated ELD instructional strategies for all grade levels:

1. **Visuals and Graphic Organizers:** Teachers can use visuals and graphic organizers to support understanding and help students make connections between new concepts and prior knowledge. This strategy is particularly useful for TK-2 students and students at lower ELP levels.

2. Sentence Frames and Starters: Teachers can provide sentence frames and starters to support student participation and provide language models for students to use. This strategy is helpful for students at lower ELP levels in all grade levels.
3. Think-Pair-Share: Teachers can use think-pair-share activities to promote student discussion and collaboration, allowing students to practice their language skills in a supportive environment. This strategy is helpful for all grade levels and ELP levels.
4. Peer Interaction: Teachers can encourage peer interaction to provide opportunities for students to practice their language skills in a supportive setting. This strategy is helpful for all grade levels and ELP levels.
5. Scaffolding: Teachers can scaffold instruction by breaking down complex concepts and providing students with the necessary language and content support to access the curriculum. This strategy is helpful for all grade levels and ELP levels.
6. Differentiated Instruction: Teachers can differentiate instruction based on students' language and academic needs, using a variety of instructional strategies to support student learning. This strategy is helpful for all grade levels and ELP levels.
7. Content and Language Objectives: Teachers can provide clear content and language objectives for each lesson, ensuring that students know what they are expected to learn and the language skills they will need to accomplish the learning objectives. This strategy is helpful for all grade levels and ELP levels.
8. Academic Vocabulary Instruction: Teachers can provide explicit instruction on academic vocabulary and language structures, ensuring that students have the necessary language skills to access and engage with the curriculum. This strategy is helpful for all grade levels and ELP levels.

Overall, Integrated ELD instructional strategies aim to support ELs in accessing and engaging with the core curriculum, while also developing their language proficiency. By providing explicit language instruction within the context of the core curriculum, teachers can help ELs accelerate their language acquisition and academic progress.

Our school provides annual professional development, ongoing instructional coaching, and research-based best practice resources for all Integrated ELD teachers on staff.



→ For more information on Integrated ELD, please visit:

<https://www.cde.ca.gov/sp/el/er/eldstandards.asp>

→ See Appendix B for any documents referenced above: APPENDIX B

ROLE OF PRIMARY LANGUAGE



California has entered a new era of ELD instruction that embraces linguistic diversity as an asset while providing the support necessary to allow English learners access to an intellectually rich and engaging curriculum (SBE, EL Roadmap 2017). Primary language support for ELs is the use of students' home language to facilitate understanding of core content that is taught in English for ELs in the Newcomer program, and when needed in the Structured English Immersion program. Students with low levels of English proficiency can benefit from the use of their home language to support their English Language Development towards fluency.

The following options are available for primary language support:

- Onboarding support for the students and Learning Coaches (LCs) in the family's primary language
- Instruction and support in online translation tools and resources
- Instruction and support in online school components with translation features
- Bilingual dictionaries and other support materials can be provided for students with literacy skills in their home language
- Use of bilingual support staff for language and literacy support
- Translation and interpretation services for family engagement opportunities

COMPONENT 6: ENGLISH LANGUAGE DEVELOPMENT

Rationale: English learners (EL) expand their linguistic repertoires by building on their primary language to learn English as an additional language. The California English Language Arts/English Language Development Framework (California Department of Education, 2015) defines Designated English Language Development (ELD) as a dedicated time during the regular school day when specialized instruction is provided to English learners based on the English Language Development Standards, students’ English language proficiency levels, and their English language learning needs. It includes developing English learners’ oral language proficiency, discourse practices, reading, and writing abilities necessary for successful participation in academic tasks in all content areas. Local education agencies (LEAs) need to provide clear guidelines and expectations for Designated ELD to provide ELs opportunities to learn English, its forms and functions, new vocabulary, idiomatic expressions and other nuances that will ensure language mastery and successful pathways to biliteracy and reclassification.

CONTENT OVERVIEW

- Purpose of ELD
- Expectations for ELD Instruction and Instructional Minutes
- Expected ELD Progress and Monitoring
- Structures and Systems to Intervene Based on Student Progress

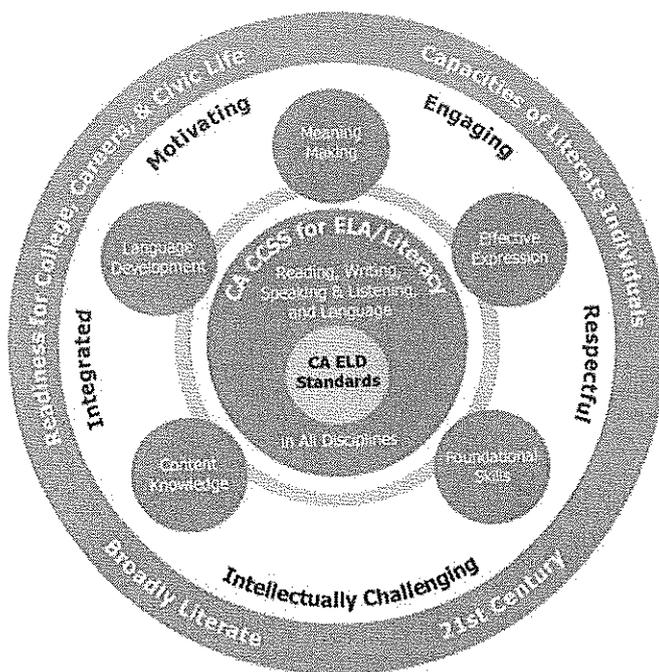
The ELD component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
English Language Development	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 2: Intellectual Quality of Instruction and Meaningful Access ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>1B. English Learner Profiles 1E. English learners with Disabilities 2A. Integrated and Designated English Language Development 4A. Alignment and Articulation 4C. Coherency</p>

PURPOSE OF ELD

English Learners (EL) in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. Because they are learning English as an additional language, ELs require specialized instructional support to ensure that they simultaneously develop academic English and have full access to a rich curriculum across the disciplines. Therefore, ELs at our school are provided support for academic language development in core content courses (Integrated ELD) and specialized support (Designated ELD) for English language development. Integrated ELD is provided throughout the day. Designated ELD is provided during a protected time. Both ensure that ELs' linguistic and academic needs are fully met.

The following graphic from the English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools encompasses the purposes and circles of implementation for our school's English Language Development Program:



The outer ring identifies the overarching goals of ELA/literacy and ELD instruction: By the time California's students complete high school, they have developed the readiness for college, careers, and civic life; attained the capacities of literate individuals; become broadly literate; and acquired the skills for living and learning in the 21st century.

The white field represents the context in which instruction occurs. The context for learning should be integrated, motivating, engaging, respectful, and intellectually challenging for all students.

Circling the standards are the key themes of the standards: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes highlight the interconnections among the strands of CA CCSS for ELA/Literacy (Reading, Writing, Speaking and Listening, and Language) and the parts of the CA ELD Standards (“Interacting in Meaningful Ways,” “Learning About How English Works,” and “Using Foundational Skills”).

In the center of the graphic are the CA CCSS for ELA/Literacy and the CA ELD Standards, which define year-end expectations for student knowledge and abilities and guide instructional planning and observation of student progress. The CA ELD Standards also identify proficiency level expectations (Emerging, Expanding, and Bridging) and ensure that EL students have full access to the CA CCSS for ELA/Literacy and other content standards. These standards are the pathway to achievement of the overarching goals. The California English Language Development (ELD) standards, when used in tandem with state content standards, assist English learner students to build English proficiency, refine the academic use of English, and provide students access to subject area content. These standards were adopted by the State Board of Education in November 2012.

Our school is committed to providing rigorous, standards-based instruction and meaningful access for students as described in Principle #2 of the California EL Roadmap: “English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.”



- To view the complete California ELA/ELD Framework, please visit:
<https://www.cde.ca.gov/ci/rl/cf/>
- For more information on the California English Learner Roadmap, please visit:
<https://www.cde.ca.gov/sp/el/rm/>
- To view the California ELD Standards, please visit:
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- To view California’s Common Core State Standards (CCSS), please visit:
<https://www.cde.ca.gov/be/st/ss/>

EXPECTATIONS FOR ELD INSTRUCTION AND INSTRUCTIONAL MINUTES

English Language Development (ELD) must be a planned, specific, explicit and a designated component of the total education of English Learners. It is mandatory that each EL receives both Designated ELD and Integrated ELD instruction in all content courses throughout the day until s/he meets the criteria to be Reclassified to Fluent English Proficient (RFEP).

Integrated ELD is instruction in which the CA ELD standards are used in tandem with the state-adopted academic content standards.

Designated ELD includes synchronous live class sessions provided during a protected time in the regular school day for focused instruction on the state-adopted ELD standards, as well as asynchronous instruction using a program aligned with the state-adopted ELD standards. During Designated ELD, English learners develop critical English language skills necessary for accessing academic content in English. The Tier 1 Designated ELD curriculum that is aligned with the California English Language Development Standards used by our school is *Connect to Literacy* (published by SummitK12). *Launch and Link to Literacy* (published by DataWorks Educational Research) is the curricular resource used for Tier 2/3 ELD language intervention services.

Our School's Designated ELD Service Plan for ELs in the Structured English Immersion (SEI) program:

Grade Level	Synchronous Instructional Minutes	Asynchronous Instructional Minutes	Tier 1 ELD Curriculum Aligned to CA ELD Standards	Tier 2/3 ELD Curriculum Aligned to CA ELD Standards
Level 1 Language Proficiency	90 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy</i> (DataWorks)
Level 2 Language Proficiency	60 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)
Level 3 Language Proficiency	60 minutes <i>minimum</i> per week	25 minutes per domain per week: Listening, Speaking, Reading, & Writing	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)
Level 4 Language Proficiency	30 minutes <i>minimum</i> per week	25 minutes in focus domain(s) per week: Domains determined by ELD Specialist based on ELPAC Scores	<i>Connect to Literacy</i> (SummitK12)	<i>Launch to Literacy;</i> <i>Link to Literacy</i> (DataWorks)

All English learners shall be placed in a Structured English Immersion (SEI) program and receive services and support until they reach reclassification criteria.

ENGLISH LEARNING PLANS

Instruction of EL students should be specifically geared towards individual students and addressing their individual needs. Students with limited English abilities that demonstrate English Language proficiency of 1, 2, 3 or 4 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) must receive intensive research/evidence-based instruction in addition to the common academic content. English Learning Plans are utilized to identify additional supports and state approved accommodations they need to achieve academic and language growth and success.

English Learning Plans (ELP) Components:

- The ELP is created annually by the student's assigned ELD Specialist.
- All English Learner students enrolled in a Designated ELD class must have an ELP.
- The ELP is shared with the student to ensure the student understands and agrees upon the goal set forth for the current school year.
- Teachers and staff with educational contact are given a copy of the ELP upon student enrollment and are required to implement the ELP within their respective classrooms on a daily basis.
- Parents/Guardians receive a copy of the ELP indicating supports and services the student will be receiving.
- ELPs are recorded and maintained in each student's personal cumulative file annually.



- For more information on Designated and Integrated ELD, please visit: <https://www.cde.ca.gov/sp/el/er/eldstandards.asp>
- For information on the Designated ELD curriculum referenced above, please visit the publisher's websites: www.educeri.com, <https://www.summitk12.com/>
- See Appendix B for any documents referenced above: **APPENDIX B**

EXPECTED ELD PROGRESS AND MONITORING

ELD DEPARTMENT PROGRESS MONITORING

Our school's English Language Development (ELD) Department teams focus on the language and academic achievement of English Learners (EL) during weekly meetings that focus on monitoring students' progress. The teams use data for decision-making, problem solving, identifying student instructional needs, providing appropriate interventions and monitoring student progress. The data used during weekly data conference meetings includes state-wide, local, and classroom level assessments, including but not limited to:

<i>English Language Proficiency (ELP) Assessments</i>	<i>Basic Skills Proficiency Assessments</i>
<ul style="list-style-type: none"> ▪ Initial/Summative English Language Proficiency Assessments for California (ELPAC) ▪ Interim ELPAC ▪ Common Formative and Summative Assessments of ELD Standards in Pear Assessment platform 	<ul style="list-style-type: none"> ▪ California Assessment of Student Performance and Progress (CAASPP) ▪ Star 360 ▪ Common Formative Assessments for Essential English Language Arts and Mathematics Standards

In addition to the English Language Plan (ELP), teachers and staff with educational contact, as well as the student and parent/guardian, are provided with an ELP Progress Report at the end of each instructional cycle. This documents the student's Designated ELD class attendance rate and their progress toward annual language proficiency goals. This allows ELD Specialists as well as General and Special Education teachers to adjust curriculum and interventions to target student learning and ensure student academic growth throughout the school year.

The EL team provides oversight and guidance in the following areas:

- Monitoring and review of ELs language and academic development
- Reviewing EL instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

A culture of continuous collaboration is fostered throughout the academic year between the ELD Department and our general education (GE) staff members. This collaborative relationship enables alignment of instruction with English Language Development (ELD) standards and the seamless integration of effective instructional strategies. These collaborative efforts occur within the structure of our Professional Learning Community collaborative teams and are further reinforced by individual check-ins with staff members throughout the year, ensuring a commitment to instructional excellence.

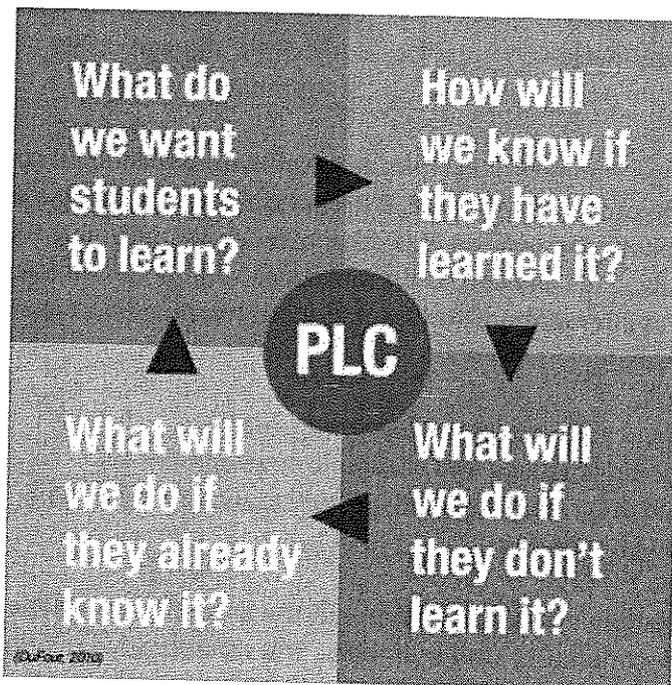


→ See Appendix B for any documents referenced above: APPENDIX B

STRUCTURES AND SYSTEMS TO INTERVENE BASED ON STUDENT PROGRESS

Federal and state laws require each Local Education Agency (LEA) to monitor student academic progress and provide additional and appropriate educational services to ELs in kindergarten through grade twelve to overcome language barriers in each subject matter. Actions to overcome academic content barriers must be taken before the deficits become irreparable. (20 U.S.C. §§ 1703 [f]; EC §§ 305[a][2], 310; 5 CCR § 11302[b]; *Castañeda v. Pickard*, 648 F.2d 989 (5th Cir. 1981).

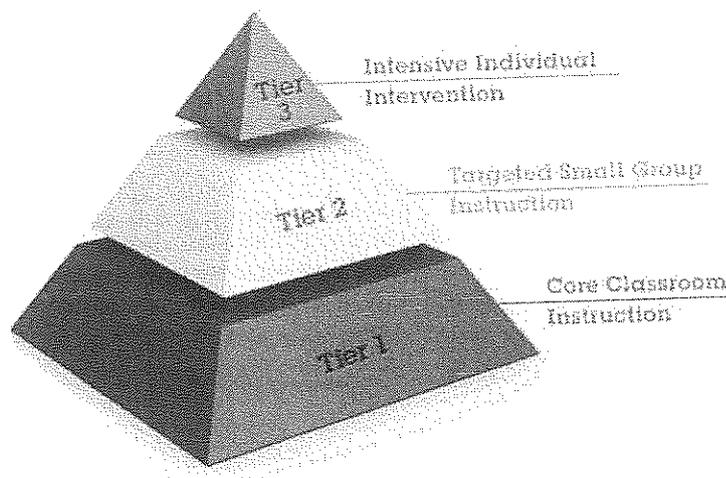
The Tier 1 Designated English Language Development (ELD) curriculum for the school is *Connect to Literacy* (published by *SummitK12*) which is research-based and aligned with the California ELD Standards. The ELD Department utilizes the four essential questions of a *Professional Learning Community (PLC)* and the *Visible Learning* strategies compiled in a global research database with an effect size of 0.4 or greater to ensure effective tier 1 language instruction and to respond appropriately when students have or have not yet mastered the essential ELD standards.



ELD Specialists administer common formative assessments for *essential ELD standards* in the listening, speaking, reading and writing domains. In addition, all EL students take a benchmark assessment in *SummitK12* to serve as a common summative assessment and progress monitoring tool at the middle and end of the school year. Any students who do not demonstrate mastery of the essential ELD Standards after first-time best instruction are provided Tier 2 and Tier 3 ELD intervention in small group settings, using *Launch and Link to Literacy* (published by *DataWorks Educational Research*) as the primary curricular resources for the language-focused intervention.

In addition, our EL students are offered Tier 2 interventions for *essential content area standards* when necessary, coordinated by the general education teacher(s), Education Specialist(s), and administrative team. The Tier 2 interventions for our school include:

- Small Group Instruction on Essential ELA and/or Mathematics
- Tutoring Services through Tutor.com (grades 4-12)
- Summer School Courses



For EL students who are two or more years below grade level in their basic skills proficiency, they are provided with Tier 3 intervention to meet the intensive levels of instruction and support that are needed. The Tier 3 interventions for our school are assigned on an individual needs basis and include:

- *Lalilo* (Grades K-2)
- *Skills Arcade* (All Grades)
- Literacy Lab Course using *Read 180* (High School)
- Math Lab Course using *Math 180* (High School)
- Credit Recovery Course (High School)
- Extended School Year (ESY)
- Prescriptive Plans
- Learning Contracts

NEWCOMER STUDENTS

As it pertains to *Education Code (EC)* sections 51225.1, 51225.2, and 60811.8, Assembly Bill 714 defines "newcomer pupil" the same as "immigrant children and youth," as defined in Section 7011(5) of Title 20 of the United States Codes as the following: Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools

in the United States for more than three full academic years. The table below provides general definitions of terms that may also be used to describe newcomer students.

Term	Definition
English Learner	An individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (ii) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency (ELP); or (iii) who is migratory, whose native language is not English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding English may be sufficient to deny the individual (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. ²
Immigrant Children and Youth (for the purpose of Title III, Part A)	Immigrant children and youth are individuals who (a) are aged three through twenty-one; (b) were not born in any state (each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico); and (c) have not been attending one or more schools in the United States for more than three full academic years. ²
Migratory children (for the purpose of Title I, Part C)	A child is considered "migratory" if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three years. A "qualifying" move can range from moving from one residence to another or across school district boundaries due to economic necessity. ²
Refugee	A refugee is a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group. If the person is currently residing in the United States, the person may apply for asylum. If the person is not in the United States, the person may apply to the U.S. Refugee Admissions Program. (U.S. Citizenship and Immigration Services, 2016) ¹
Student who may have experienced Limited/Interrupted Formal Education (SIFE/SLIFE)	SIFE/SLIFE: Students with interrupted formal education/student with limited or interrupted formal education (a newcomer with significant gaps in formal education). (Greenberg Motamedi et al., 2021) ¹
<ol style="list-style-type: none"> 1. Unaccompanied Minors or Youth (federal and state use) 2. Unaccompanied Children (federal and state use) 3. Unaccompanied Alien Children (federal use) 4. Unaccompanied Undocumented Minors (state use) 	<p>A child who has:</p> <ul style="list-style-type: none"> • No lawful immigration status in the United States; • Not attained 18 years of age and • No parent or legal guardian in the United States, or no parent or legal guardian in the United States available to provide care and physical custody.² <p>Children who enter the country without their parent/legal guardian and for other reasons have been separated from their parent/legal guardian also fall under this definition.²</p>
Unaccompanied Refugee Minors (URM)	<p>The URM program is administered both at the federal and state level. At the state level, the California Department of Social Services (CDSS) administers the URM program by providing culturally responsive child welfare, foster care, and independent living services to unaccompanied refugee youth. Youth in the URM program have one of the following immigration statuses:</p> <ul style="list-style-type: none"> • Refugees; • Cuban/Haitian entrants; • Asylees; • Victims of human trafficking who have an Office of Refugee Resettlement (ORR) eligibility letter; • Non-citizen victims of domestic violence and other serious crimes who have been granted a U-Visa from the United States Citizenship and Immigration Services, and meet all other eligibility requirements, or; • Minors who have received Special Immigrant Juvenile Status while in ORR's custody.²

Newcomer students are eligible to receive additional support from the school's Bilingual Engagement Coach. The Bilingual Engagement Coach supports newcomer students and their families to ensure access to the services and resources that foster success and assists them in learning the school's expectations and learning format. Newcomer students' ELD Specialists provide them with academic and social emotional instruction, appropriate interventions, and necessary wraparound support services for the students and their families, in addition to the Designated and Integrated ELD instruction provided to all EL students.

LONG-TERM AND AT-RISK LONG-TERM ENGLISH LEARNERS

<p>Long-Term English Learner (LTEL)</p>	<p>An English Learner (EL) student who meets the following criteria: In grades 6 to 12, has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive prior years or has regressed and has yet to reclassify.</p>
<p>English Learner "At-Risk" of Becoming a Long-Term English Learner (AR-LTEs)</p>	<p>An English Learner (EL) student who meets the following criteria: is enrolled in grades 3 to 12 and has been enrolled in a U.S. school for four or five years and has been at the same English language proficiency level for two or more consecutive prior years or has regressed.</p>

At our school, Long-Term English Learners (LTELs) and At-Risk Long-Term English Learners (AR-LTEs) receive extra language instruction and support, in addition to their regularly-scheduled, required Designated ELD sessions. LTEL and AR-LTEL sessions target the reading and writing domains of the ELD standards and the essential learning behaviors necessary for academic success. *Link to Literacy* (published by *DataWorks Educational Research*) is the curricular resource used to explicitly teach the specific areas of need which are preventing students from meeting the ELD program's Reclassification to Fluent English Proficient (RFEP) criteria



- For more information on Newcomers, please reference the U.S. Department of Education's Newcomer Toolkit:
<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>
- For more information on California's Educational Code, please visit:
<https://leginfo.legislature.ca.gov/faces/codesTOCSelected.xhtml?tocCode=EDC&tocTitle=+Education+Code+-+EDC>
- See Appendix B for any documents referenced above: **APPENDIX B**

COMPONENT 7: PROFESSIONAL LEARNING

Rationale: Doctors, lawyers, engineers, accountants and others in varied professions participate in professional learning to keep abreast of: current research, changes in their field, or updated technology and resources that will support them in meeting the changing needs of their clients. The same is required in the educational field. Professional learning is essential for educators, not only for the reasons other professionals engage in building capabilities, but also because the students and families we serve have needs that are not only diverse, but constantly changing based on their context. Among other researchers, Linda Darling Hammond emphasizes the potential of high-quality professional development to improve student outcomes. An EL Master Plan is an advocacy document intending to bring forth practices that will lead to equity for English learners. Professional learning is key in ensuring that educators and leaders are equipped to improve student outcomes.

CONTENT OVERVIEW

- Rationale for Professional Development to Build and Sustain the Capacity of English Learners
- Foundational Knowledge Expectations for Teachers of ELs
- Clarity Around Responsibilities for Coherent and Aligned Professional Development
- Connectedness Between Professional Development for EL Educators and the LEA Educational Plans

The professional learning component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Professional Learning	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 3A. Leadership 3D. Capacity Building 4A. Alignment and Articulation 4C. Coherency

PROFESSIONAL DEVELOPMENT TO BUILD AND SUSTAIN THE CAPACITY OF ENGLISH LEARNERS

Our school strives to meet the needs of all English learners and to guide students in realizing their full academic potential in addition to being valued members of our society. Data-driven decisions to improve teaching and learning are a strong component of our academic and language programs. The overarching English Learner Roadmap principles guiding this chapter are:

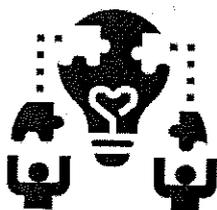
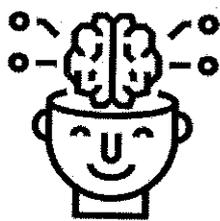
✓ Guiding Principle 1	Pre-schools and schools are responsive to different English learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners.
Assets-Oriented and Needs-Responsive Schools	
✓ Guiding Principle 2	English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
Intellectual Quality of Instruction and Meaningful Access	
✓ Guiding Principle 3	Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement.
Systems Conditions that Support Effectiveness	

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Our school fosters the ongoing professional growth of its classified and certificated staff members through various avenues. With a specific focus on enhancing instructional practices to strengthen competence in supporting English Learners, required and optional professional development sessions are regularly conducted, enabling educators to engage in targeted professional development that equips them with effective strategies tailored for the diverse needs of the English Learners that they serve. These professional development sessions are thoughtfully offered throughout the academic year to ensure a sustained and comprehensive learning experience. In addition, all staff members are provided the opportunity to pursue professional development in their preferred areas beyond the scope of the professional development opportunities provided by our school, with reimbursement for associated costs. The chosen professional development could include fostering growth in English language development and implementing instructional methodologies that cater to the unique requirements of English Learners.

Our school's commitment each year is to provide professional development to improve instruction for English learners and all students. Multiple funds are used to provide ongoing training at all levels. Our school uses the following criteria to ensure that effective professional development and coaching occur for our staff: Does the professional development/coaching opportunity:

- Enhance the ability of staff to understand & implement Integrated & Designated ELD instruction?
- Improve assessment practices that measure language development and academic achievement?
- Model effective instructional strategies that increase engagement & remove instructional barriers for English learners?
- Substantially increase the subject matter knowledge, pedagogy, and skills of teachers?
- Provide sufficient intensity & duration to have a positive and lasting impact on teacher and student performance in the classroom?



All ELD professional development selected and implemented by our ELD Department is aligned with state content standards and supported by sound instructional theory outlined in the following state guidance documents:

- 2012 English Language Development (ELD) standards
- 2014 ELA/ELD Framework
- 2017 California EL Roadmap
- 2019 California Practitioners' Guide for Educating English Learners with Disabilities

Administrators, teachers, coaches, support staff, and other EL educational partners are provided on-going professional learning opportunities to build capacity. Specific topics may vary year by year based on the school's needs and annual program evaluation. Annual topics will include: all staff training on supporting ELL students in a virtual setting, supporting English learners with disabilities, ELPAC administration, and process for providing translated materials or interpreters and identification of ELD students.

	<i>Professional Development Topic</i>	<i>Staff in Attendance</i>
<i>Semester 1</i>	ELD Program Overview: Roster and Roles	All General Education Staff
	English Learners with Disabilities	Special Education Staff
	ELD Curriculum Training	All ELD Department Staff
	ELD Data Analysis, Goal Development, and Instructional Alignment	All ELD Department Staff
	<i>Moodle Initial</i> ELPAC Training	Staff as Assigned
<i>Semester 2</i>	ELD Program Services and Exit Criteria	All Staff
	ELD Progress Monitoring and Documentation	All Staff
	<i>Moodle Summative</i> ELPAC Training	Staff as Assigned
<i>Annual: Ongoing</i>	EL Typologies and Associated Needs for Our Students	All Staff
	School-wide Culturally Responsive Teaching	All Staff
	High-Impact ELD Instructional Strategies	All Staff

 → See Appendix B for any documents referenced above: APPENDIX B

COHERENT AND ALIGNED PROFESSIONAL DEVELOPMENT

To guide our professional development, our school uses the CA EL Roadmap's vision along with our school's mission statement. In addition, the district bases professional development on the research based social-cultural theory of learning. It approaches learning language as a social process that requires varying levels of support during interactions with peers, texts, and academic language in a variety of settings and contexts. Our school believes that focusing professional development on holding high expectations and providing English Learners with the tools to utilize language as a resource for making meaning creates opportunities for ELs ongoing success.

CA EL Roadmap Vision:

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

Our School Mission:

California Virtual Academies are dedicated to achieving academic growth while cultivating social and emotional competence for all students.

Our ELD Department Mission:

Our school's English Language Development (ELD) Department serves our English language learner community through instruction and support in an inclusive environment to develop confident students who are equipped with the skills to have individual success in school and in life.

To realize the full academic and social potential of our English learners our school will engage in the following best practices which are based on the CA EL Roadmap Principles:

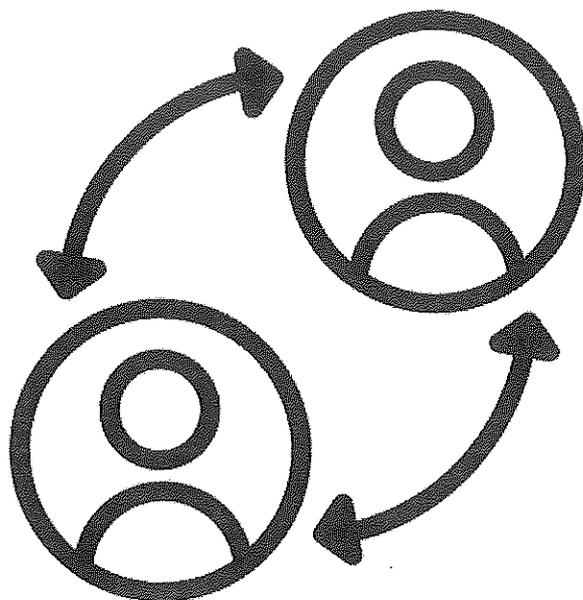
- **Practice # 1 - Asset-Based:** Recognize, value, and respond to the diverse assets and needs of English learners; AND
- **Practice # 2 - Designated ELD:** Develop academic language proficiency in English while simultaneously mastering grade level academic content in order to be active contributors; AND
- **Practice # 3 - Integrated ELD:** Integrate language development in all content areas to provide for equal participation and access to grade level curriculum; AND
- **Practice # 4 - Individualizing for the Whole Child:** Monitor EL language and academic progress frequently to provide feedback and to refine instructional approaches using formative data.



For more information about our school and ELD Department, please visit:

→ Our School Website: <https://cava.k12.com/>

→ Our ELD Department Website: <https://sites.google.com/californiava.org/eld>



CHAPTER 3:
*Family-Community
Engagement*

COMPONENT 8: FAMILY-SCHOOL PARTNERSHIPS

Rationale: The original Elementary and Secondary Act (ESEA 1964) emphasized the essential role families play in the educational success of their children. Since then, substantial research continues to provide evidence that “effective family engagement can contribute to improved student outcomes and to closing persistent achievement gaps among students of different racial and ethnic backgrounds and family income levels.” John Hattie’s meta-analysis study on student learning identified parental engagement as a strategy that can contribute to more than one year’s growth in student learning. Implementing a dual capacity building framework can also support parent leadership development. Engaged EL families and the communities they represent are a local education agency’s (LEA) partner in ensuring equity for their children.

CONTENT OVERVIEW

- Role of Families in the Education of ELs
- Expectations and Systems for EL Students and Families to Engage in LEA Activities/ Education
- Primary Language Communication / Translation
- Role of Advisory Committees

The family-school partnerships component of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Family – School Partnerships	<ul style="list-style-type: none"> ▪ Principle 1: Assets-Oriented and Needs-Responsive Schools ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	1D. Family and School Partnerships 3A. Leadership 4A. Alignment and Articulation 4C. Coherency

ROLE OF FAMILIES IN THE EDUCATION OF ELS

At our school, we recognize and value the crucial role that families play in the education and success of their English learners. We are committed to fostering a strong partnership between families and our institution to ensure the optimal development and support of our students. Our dedication to the role of families as partners and assets in the education of English learners is reflected in the following key initiatives and practices:

Collaborative Communication: We believe in open and frequent communication between educators and families. We establish multiple channels of communication, such as regular parent-teacher meetings, email updates, phone calls, and digital platforms, to keep families informed about their child's progress, classroom activities, and upcoming events. We actively encourage families to reach out to us with any questions or concerns they may have.

Welcoming Environment: We strive to create a welcoming and inclusive environment where families from diverse linguistic and cultural backgrounds feel respected, valued, and involved. We provide translated materials, interpreters, and bilingual staff to facilitate communication with families who may have limited English proficiency.

Family Engagement Programs: We offer a range of family engagement programs specifically tailored to support English learners. These programs provide parents with resources, strategies, and workshops to enhance their understanding of the educational system, language acquisition, and ways to support their child's learning at home. We also involve families in decision-making processes, such as developing school policies and curriculum, through parent advisory committees and regular feedback sessions.

Parent Empowerment: We empower parents to be advocates for their children's education and success. We provide resources and support to help parents navigate educational systems, access community services, and understand their rights. We also facilitate opportunities for parents to connect with each other, forming networks of support and empowerment.

By fostering strong partnerships with families, we believe that we can maximize the potential of our English learners. We recognize that families are not only important educational partners but also valuable assets, as they possess unique insights, cultural knowledge, and a deep understanding of their children. Together, we can create an inclusive and enriching educational experience that enables all English learners to thrive academically, linguistically, and socially.

EXPECTATIONS AND SYSTEMS FOR EL STUDENTS AND FAMILIES TO ENGAGE IN LEA ACTIVITIES/EDUCATION

Parents and families are an essential part of the educational partnership that includes students, staff, and community members. We strive to build strong family, community, and school partnerships.

It is important that parents of English learners stay informed of all school activities, procedures, and policies that directly impact their children. It is the responsibility of the school to educate and help parents clearly understand the educational program options and opportunities for our students. Parents are encouraged to participate in parent committees that advise the school, district, and board on funding and services for English learners.

OUR SCHOOL'S PARENT AND FAMILY ENGAGEMENT POLICY

California Virtual Academy recognizes that, when schools and parents form strong partnerships, students' potential for educational success improves significantly. The Every Student Succeeds Act (ESSA), requires that local educational agencies and schools, conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members.

Parents may visit <https://cava.k12.com/about-our-school/public-notice/> > Policies > Family Engagement Policy to view the Parent and Family Engagement Policy.

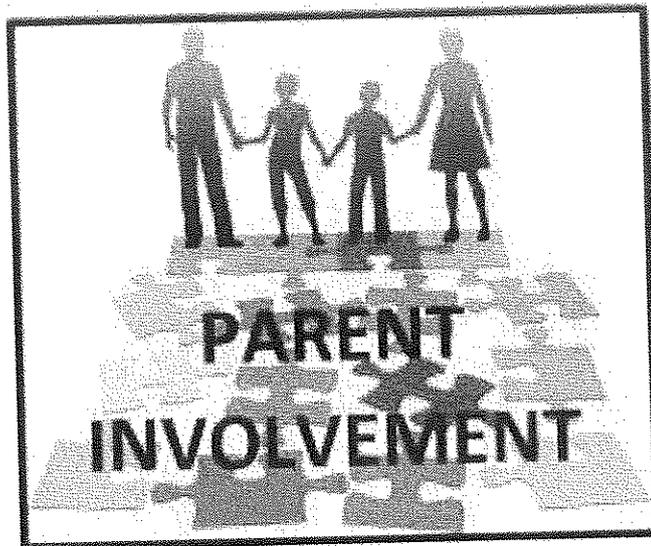
SCHOOL INFORMATION AND UPDATES

There are many ways for families to connect with our school and to receive important news and updates.

- **Parent Square/SMORE**: Our primary means of communicating information to our school community is through the Parent Square platform. Legal Guardians are added to Parent Square upon school enrollment. Communication preferences can be customized by each user by logging in to their account at <https://www.parentsquare.com/>.
- **LC App**: Learning Coaches and legal guardians can receive updates on student enrollment, class progress, and grades by using the K12 App. Within the App, families can also connect with a community of Learning Coaches to receive support and encouragement. App information at <https://www.k12.com/app.html>.
- **Email**: For general questions and concerns, please reach out to your student's teacher or write to info@caliva.org.
- **Social Media**: Community members can receive some school updates and information by visiting the @CaliforniaVirtualAcademies Facebook page or @CAVAk12 Instagram feed.
- **Parent Organization**: At California Virtual Academies, we recognize the importance of a strong partnership with our families. Our goal is to strengthen student support by increasing participation and collaboration between parents and school staff. As a Parent and/or Learning Coach, you can become more involved in your child's education by joining the Family Teacher Organization (FTO).

There are several English Learner family and community engagement opportunities available as well:

- English Learner Advisory Committee (ELAC) / District English Learner Advisory Committee (DELAC): A school/district-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services.
- Local Control Accountability Plan (LCAP) Meetings: The LCAP provides an opportunity for all of our school's educational partners to collectively share our stories of how, what, and why programs and services are selected to meet their local needs.
- English Learner Family Education Meeting: This meeting is held annually to inform parents of English learners about the academic and language acquisition process in our school.
- Learning Coach (LC) Universities: Annual opportunities for Learning Coaches to attend a series of sessions targeting the specific needs for their English learner students.



- To view the complete Parent and Family Engagement Policy for our school, please visit: <https://fw.unitymg.com/rdr/D:2659>
- To view our school's Local Control Accountability Plan (LCAP), please visit: <https://fw.unitymg.com/rdr/D:2247>
- For more information about our school's family engagement opportunities, please visit our school website: <https://cava.k12.com/>
- See Appendix C for any documents referenced above: **APPENDIX C**

PRIMARY LANGUAGE COMMUNICATION / TRANSLATION

According to the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice's Civil Rights Division, Local Education Agencies must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter.

- Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.
- School districts should ensure that interpreters and translators have knowledge in both languages of any specialized terms or concepts to be used in the communication at issue, and are trained on the role of an interpreter and translator, the ethics of interpreting and translating, and the need to maintain confidentiality.
- It is not sufficient for the staff merely to be bilingual. For example, a staff member who is bilingual may be able to communicate directly with limited English proficient parents in a different language but may not be competent to interpret in and out of that language, or to translate documents.

California Education Code 48985(a) states that:

"If 15 percent or more of the pupils enrolled in a public school that provides instruction in kindergarten or any of grades 1 to 12, inclusive, speak a single primary language other than English, as determined from the census data submitted to the department pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school or school district shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language."

Our school serves a diverse population of multilingual learners. Our school reviews demographic data frequently to ensure families are receiving communication in their primary language.

Translation Services

Our school has contracted with an over the phone interpreting service, Certified Languages International (CLI). The service provides interpreters in over 200 languages. This service allows teachers and other staff to communicate with LEP parents.

The Director of Categorical Programs collaborates annually with the department directors as necessary to identify vital written documents that need to be translated into the language of each frequently encountered LEP parent group eligible to be served and/or likely to be affected by the school's program or activities, as well as other languages as necessary.

Notification of Language Assistance Services

Schools must notify LEP parents and all school staff of the availability of free language assistance services with respect to information about school programs and activities (e.g., online/digital and "in person" or telephone-based orientation sessions, parent-teacher conferences, meetings with school staff, special education or other meetings about disability, learning coach activities, etc.). The

notification(s) should include information about how to access the services and will identify a school contact person (e.g., ELD Lead Teacher/Specialist) who can assist LEP parents in accessing interpreter services or translated documents.

The notification of Language Assistance Services will be published in/on:

- the school's website;
- the student and parent handbooks;
- all school newsletters or other general communications;
- general contact information in advertisements or other contacts relating to enrollment/admissions.



→ See Appendix C for any documents referenced above: APPENDIX C

ROLE OF ADVISORY COMMITTEES

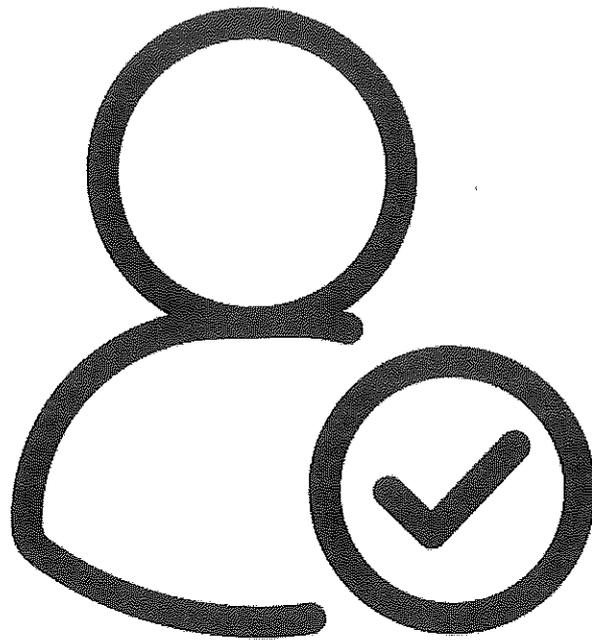
An English Learner Advisory Committee (ELAC) is a school-level committee comprised of parents, staff, and community members designated to advise school officials on English learner programs and services. A school site with 21 or more English learners (ELs) must have a functioning ELAC. The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance. The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan for consideration for inclusion in the Local Control Accountability Plan (LCAP).

A District English Learner Advisory Committee (DELAC) is a district-level English Learner Advisory Committee. Since our charter school is a single school district, therefore the ELAC and DELAC are combined when there are 51 or more ELs in the school. In addition to the ELAC responsibilities above, the DLAC shall be responsibility for the following; the development of a master plan for education programs and services for English learners, the establishment of program, goals, and objectives for programs and services for EL, the development of a plan to ensure compliance with any applicable teacher and/or teacher aide requirements, and review and comment on the reclassification procedures and on the written notifications required to be sent to parents and guardians. The DELAC should share out all gathered information to the school board.

Our school's ELAC/DELAC meets once per quarter on Zoom. A public notice and agenda for each meeting are posted on our school website, our school's communication and social media platforms, and emailed directly to each parent/guardian of an English learner in advance of the meeting. Robert's Rules of Order are followed during all ELAC/DELAC meetings, and meeting recordings and official minutes are posted at the end of each meeting.



- To view our school's Local Control Accountability Plan (LCAP), please visit: <https://fw.unitemg.com/rdr/D:2247>
- See Appendix C for any documents referenced above: APPENDIX C



CHAPTER 4:
Accountability

COMPONENT 9: ASSESSMENT AND STUDENT MONITORING

Rationale: A comprehensive assessment program includes both formative and summative language and content area assessments, as well as a system for educators to monitor individual student progress. Summative English language proficiency and content standards assessments give us a snapshot of how students are performing in relation to the English language development (ELD) and grade-level standards, once a year. Language assessments give us significant data that allows us to evaluate student progress in the development of a second language, given the expectation of a minimum of one level of growth per year.

Content standards summative assessments provide data to compare subgroups, thus analyzing whether gaps among student groups are widening, decreasing or maintaining. However, these summative assessments do not provide the type of information that formative assessments can offer, namely the opportunity to plan, act and intervene in a timely manner to improve student learning. The EL Master Plan is a guiding document that clarifies and systematizes the way EL student learning is monitored and addressed.

CONTENT OVERVIEW

- Comprehensive Assessment Program
- Reclassification Criteria and Processes

The assessment and student monitoring chapter of the EL Master Plan is aligned with the following principles of the California [English Learner Roadmap](#).

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Assessment and Student Monitoring	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<p>3A. Leadership 3C. Assessments 4A. Alignment and Articulation 4C. Coherency</p>

ANNUAL SUMMATIVE ASSESSMENT PROGRAM

This section provides information about state and school assessments used to assess English Learner's academic and linguistic progress.

ACADEMIC ASSESSMENTS USED TO ASSESS STUDENTS' BASIC SKILLS PROFICIENCY

The California Assessment of Student Performance and Progress (CAASPP) is designed to assess English Language Arts (ELA) and Mathematics performance in grades 3-8 and grade 11, using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. The California Alternate Assessments (CAAs) for English Language Arts and Mathematics are available in grades 3-8 and grade 11, to students with disabilities when the need for alternate assessment is indicated in the Individualized Education Program (IEP).

The school-adopted summative assessments are also administered throughout the year to monitor students' academic progress in reading and mathematics using Star 360 Assessments. Core Curriculum assessments are taken in English by English Learners in Structured English Immersion (SEI).

****Special Circumstance:***

Students in grades 3-8 and 11 will take the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics. A student may be exempted from taking the ELA portion of the Smarter Balanced assessment if the student has been designated as an English learner and is within his or her first 12 months of enrollment in a U.S. school as of April 15 of the previous year.

CALIFORNIA'S ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

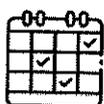
Our school is required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English Language Proficiency for all students who have been previously identified as English Learners. The current English Language Proficiency state-approved assessment is the English Language Proficiency Assessments of California (ELPAC) and is aligned to the CA 2012 English Language Development standards. The ELPAC assesses students' language development in listening, speaking, reading, and writing. This assessment monitors English language proficiency for students participating in English Language Development programs to ensure each student is on target to meet state proficiency-growth expectations. The Alternate English Language Proficiency Assessments for California (ELPAC) is designed for students with the most significant cognitive disabilities who are English learners. This test is administered to students with disabilities when the need for alternate assessment is indicated in the Individualized Education Program (IEP).



→ For more information on the California Assessment of Student Performance and Progress (CAASPP), please visit:
<https://www.caaspp.org/administration/about/smarter-balanced/> OR
<https://www.cde.ca.gov/ta/tg/ca/>

SUMMATIVE ELPAC: **ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA**

Our school must annually assess the English language proficiency (ELP) and academic progress of each identified English learner using assessments such as the Summative ELPAC.



The Summative ELPAC administration window is open from February 1 through May 31. It must be administered to all English learners during this window.

The Summative Assessment is given only to students in grades TK–12 who have been identified as English learners. These students will take the assessment every year until they are reclassified as Fluent English Proficient (RFEP).

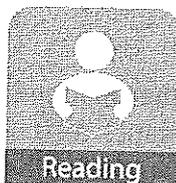
The purpose of the Summative ELPAC is to measure progress toward English proficiency, to help inform proper educational placements, and to help determine if a student is ready to be reclassified. This is important when ensuring that students continue to receive the supports that they need to do well in school. The Summative ELPAC measures how well English learners are progressing with language development in each of the four domains:



Listening



Speaking



Reading



Writing

The Summative ELPAC task types are aligned with the 2012 California English Language Development (ELD) standards.

The Summative ELPAC is a Computer-Based Assessment administered in seven grade spans: K, 1, 2, 3–5, 6–8, and 9–10, 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test can be administered in groups, except for the speaking domain which is assessed one-on-one.

When administering any Summative ELPAC assessment to a student with a disability, the district shall provide designated supports or accommodations, in accordance with the student's individualized education program (IEP) or Section 504 plan. If the IEP or 504 plan specifies that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, or writing), the student must be assessed in the remaining domains in which it is possible to assess the student.



The Summative ELPAC is untimed. Testing times will vary depending upon the grade level, domain, and individual student. Estimated testing times can be found [here](#). The speaking domain of the Summative ELPAC is one-on-one and scored in real time.

While California’s English Language Development Standards (2012) designate three proficiency levels (Emerging, Expanding, and Bridging), the Summative ELPAC Assessment measures the four levels as listed above. Students will receive an overall score identifying their English proficiency level once they take the Summative Assessment. Students will also receive sub-scores listing the proficiency levels for each test component: speaking, listening, reading, writing and listening.

ELPAC Performance Level Descriptors & ELD Standards Proficiency Levels:

Level 1	English learners at this level have minimally developed oral (listening & speaking) and written (reading & writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need <i>substantial-to-moderate</i> linguistic support to communicate in familiar social and academic contexts. They need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.
Level 2	English learners at this level have somewhat developed oral (listening & speaking) and written (reading & writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need <i>moderate-to-light</i> linguistic support to engage in familiar social and academic contexts. They need <i>substantial-to-moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 3	English learners at this level have moderately developed oral (listening & speaking) and written (reading & writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need <i>light to minimal</i> linguistic support to engage in familiar social and academic contexts; they need <i>moderate</i> support to communicate on less familiar tasks and topics. This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.
Level 4	English learners at this level have well developed oral (listening & speaking) and written (reading & writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need <i>occasional linguistic</i> support to engage in familiar social and academic contexts; they may need <i>light</i> support to communicate in less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the 2012 ELD Standards.



For more information about the Summative ELPAC, please visit <https://www.elpac.org/>.
 → Informational videos are available for parents/guardians in English & Spanish.
 → Sample score reports & other parent resources: <https://elpac.startingsmarter.org/>

ALTERNATE ELPAC

The Summative ELPAC has been designed so that students, including many of those with special needs, can successfully participate in the test and demonstrate what they know and can do. As a result, the test includes accessibility resources (referred to as "Matrix 4") that address visual, auditory, and physical access barriers. However, the Summative ELPAC may still not be appropriate for all students with special needs. Students with significant cognitive disabilities whose native language is other than English may be eligible to take the Alternate Initial ELPAC.

The Summative Alternate ELPAC will provide information on student annual progress toward proficiency and support decisions for students to be reclassified fluent English proficient (RFEP).

The Alternate ELPAC is aligned to the ELD Connectors found in the blueprints. The ELD Connectors provide an aligned expectation of student English language proficiency that has been reduced in depth, breadth, and complexity in order to be appropriate for students with the most significant cognitive disabilities.

Alternate ELPAC General Performance Level Descriptors:

Fluent English Proficient	<ul style="list-style-type: none"> • Students at this level have <i>sufficient</i> English language proficiency. • They may need <i>occasional</i> linguistic support to enable them to access adapted grade-level content in English.
Intermediate English Learner	<ul style="list-style-type: none"> • Students at this level have <i>moderate</i> English language proficiency. • They may need <i>frequent</i> linguistic support to enable them to access adapted grade-level content in English.
Novice English Learner	<ul style="list-style-type: none"> • Students at this level have <i>minimal</i> English language proficiency. • They need <i>substantial</i> linguistic support to enable them to access adapted grade-level content in English.

****Special Circumstance:***

EL students newly enrolled in a California school who have a language other than English on the Home Language Survey (HLS) during February 1 to May 31 may need to take BOTH the Initial ELPAC and the Summative ELPAC. If newly enrolled students are designated as English learners after taking the Initial ELPAC, they are required to take the Summative ELPAC as well. After May 31 until June 30, EL students newly enrolled in California school who have a language other than English on the Home Language Survey (HLS) will take ONLY the Initial ELPAC.

Student Assessment Results:

Student assessment results are available in electronic form and can be located on the student's dashboard in our school's Parent Portal. The student data is used for several purposes, including student placement in ELD courses, instructional planning, and monitoring student progress towards reclassification. Teachers use core curriculum assessments to review student progress for planning differentiated instruction and providing linguistic accommodations. Teachers use formative assessments in ELD to identify areas of progress and instructional accommodations to meet individual student needs. CAASPP and Star 360 scores

in ELA, reading and mathematics are used to identify students in need of interventions. General and special education teams and ELD Department teams regularly meet to review student data and plan instruction accordingly.



- For more information and updates or access to the blueprints, please visit the Alternate ELPAC website: <https://www.elpac.org/test-administration/alternate/>
- To view the ELD Connectors in the Alternate ELPAC Test Blueprint, please visit: <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>
- See Appendix C for any documents referenced above: [APPENDIX C](#)

RECLASSIFICATION CRITERIA AND PROCESSES

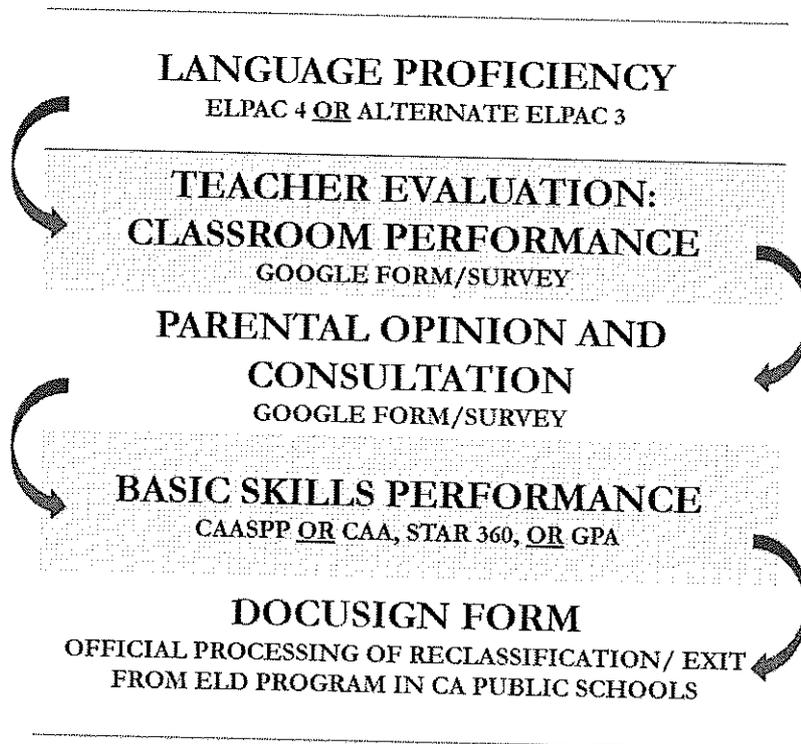
RECLASSIFICATION AND PROGRAM EXIT CRITERIA

The purpose of the reclassification process is to document when an English learner has demonstrated sufficient proficiency to be reclassified as fluent English proficient (RFEP). The ultimate goal of our ELD program is for all English learners to reach or exceed the level of proficiency and basic skills compared to their native English-speaking peers.



Once the Summative ELPAC results are received, the reclassification process can begin for transitional kindergarten through 12th grade students. Teachers, school administrators, support staff, parents, and students all participate in the reclassification process.

In order to change an English learner's classification from English Learner (EL) to Fluent English Proficient (FEP) the school must go through a reclassification process. The factors for reclassification are English language proficiency, performance in basic skills, teacher evaluation, parent opinion and consultation.



Annually, parents will be notified of the board-approved reclassification criteria for EL students. Parents have a legal right to participate in the reclassification process. Reasonable attempts to contact parents regarding their opinion and consultation must be documented on the English Learner Reclassification Form.

RECLASSIFICATION CRITERIA FOR ENGLISH LEARNERS
BOARD APPROVED as of 11/2022

Reclassification Criteria

1. Demonstration of English Language Proficiency
 - o Grades K-12: Summative ELPAC overall score of performance level 4 (well developed)
or
 - o Grades K-12: Summative *Alternate* ELPAC overall score of performance level 3 (fluent English proficient)

2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
 - o Language arts course is at or above grade level, and
 - student is consistently demonstrating proficiency of grade level standards,
OR
 - grade of C or better OR
 - o Special Circumstances:
 - If a student is not enrolled in a language arts course at the time of reclassification consideration, a teacher evaluation will be conducted from a different core content course.
 - A core content course evaluation *alone* will not preclude a student *with unique needs* from demonstrating readiness for reclassification.

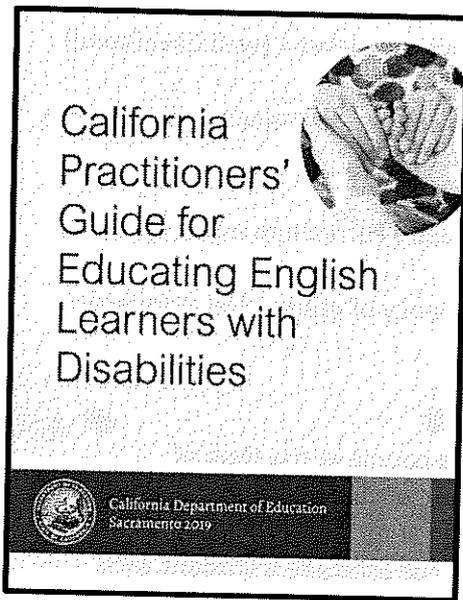
3. Parental opinion and consultation.
 - o Parents will provide input during the reclassification process.

4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
 - o Star 360 Reading Assessment of Above, At, or On Watch; OR
 - o Smarter Balanced Assessment level of 2.5 (scaled score mid-way between standard nearly met and standard met), OR
 - o California Alternate Assessment level of 2.5 (score mid-way between foundational understanding and understanding); OR
 - o High school GPA of 2.0 or above

Once a student is reclassified, they will have full access to the mainstream curriculum with or without the use of universal tools (Assistive technology) available to all students. The student will be monitored for four years to ensure they are keeping up with their mainstream peers through bi-yearly review of classroom, test, and overall academic performance.

RECLASSIFICATION OF ENGLISH LEARNERS WITH DISABILITIES

Under current state law, all English learners must participate in the annual administration of the ELPAC until they are reclassified as Fluent English Proficient (RFEP). This means ALL students, including English learners with disabilities.



The reclassification process is based on guidelines approved by the State Board of Education and recommendations listed in the California Practitioners' Guide for Educating English Learners with Disabilities. Our school and ELD Department will continue to use this guidance document to provide additional professional development for staff members working with English learners and Individualized Education Program (IEP) team members to better support our English learners with disabilities.

Our school is equipped to provide ELs with IEPs with linguistically-appropriate programs and support services to meet their unique needs. English learners with disabilities, including those with severe cognitive disabilities, will be provided the same opportunities to be reclassified as students without disabilities. Our school utilizes multiple measures and criteria in determining whether a student has acquired sufficient English skills to perform successfully in academic subjects and meet IEP goals without ELD support.

Considering all guidelines, criteria, resources, and the individual needs of each English Learner with an IEP, the IEP or 504 team will determine the following:

- Appropriate measures of English language proficiency (ELP).
 - a. The Alternate ELPAC is available to assess ELs with significant cognitive disabilities;
 - b. Appropriate measures of performance in basic skills.
- Appropriate designated supports or accommodations.
- Minimum levels of proficiency that would be equivalent to an English proficient peer with similar disabilities in accordance with district reclassification policies.

In accordance with federal and state law, the IEP team may address the individual needs of each English learner with a disability using multiple measures referenced in the board-approved reclassification criteria.



RECLASSIFIED TO FLUENT ENGLISH PROFICIENT (RFEP) STUDENTS

State and federal laws require LEAs to monitor students who have exited EL status for a period of four years after they have RFEP status (20 United States Code Section 6841[a][4][5]; Title 5 California Code of

Regulations [5 CCR] Section 11304). After students have exited an EL program through the locally-approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their English-only peers.

ELD Department administrators, ELD Specialists, teachers and /or case managers collaborate to complete the RFEP Monitoring Forms and ensure that supports are in place if needed. The RFEP Monitoring forms are stored in the student's cumulative file annually.

During this monitoring time, schools ensure RFEP students have met the same academic achievement goals set for all students. If these students do not yet meet these goals, intervention and support is to be provided. According to the California Department of Education, these services are not dependent on specialized funds.



- Download a copy of the CA Practitioners' Guide to Educating English Learners with Disabilities to explore additional guidance, student scenarios, and Frequently Asked Questions (FAQs): <https://drive.google.com/file/d/1nhDI-EkZn9BBxjVulkDu2aVRGkqWwFuW/view>
- Learn more about the Alternate ELPAC or Accessibility Resources for California state assessments.
- For more information on Non-Regulatory Guidance, please visit: <https://drive.google.com/file/d/1nhDI-EkZn9BBxjVulkDu2aVRGkqWwFuW/view>
- For more information on California's monitoring of reclassified students, please visit: <https://www.cde.ca.gov/sp/el/rd/reclassified122019.asp>
- See Appendix D for any documents referenced above: APPENDIX D

COMPONENT 10: PROGRAM MONITORING AND EVALUATION

Rationale: Local education agencies (LEAs) and school leaders are responsible for evaluating the effectiveness of language acquisition, academic and other programs for ELs. The EL Master Plan provides an opportunity to define and describe the types of programs available, as well as the full range of access. LEAs must also meaningfully engage educational partners in addressing research, federal and state policies to inform the processes for analyzing the effectiveness and improvement of comprehensive programs for ELs, including how to equitably allocate resources as required by the Local Control Funding Formula and the Local Control and Accountability Plans.

CONTENT OVERVIEW

- Plan for English Learner Program Evaluation
- Federal Program Monitoring
- Goal Setting and Accountability
- Funding

The program monitoring and evaluation component of the EL Master Plan is aligned with the following principles of the California English Learner Roadmap.

Component or Chapter	CA English Learner Roadmap Principle	CA English Learner Roadmap Elements
Program Monitoring and Evaluation	<ul style="list-style-type: none"> ▪ Principle 3: System Conditions that Support Effectiveness ▪ Principle 4: Alignment and Articulation within and Across Systems 	<ul style="list-style-type: none"> 3A. Leadership 3B. Adequate Resources 3C. Assessments 4A. Alignment and Articulation 4C. Coherency

PLAN FOR ENGLISH LEARNER PROGRAM EVALUATION

ANNUAL PROGRAM EVALUATION

All Local education agencies (LEAs) shall prepare an annual evaluation of its English learner (EL) program(s). This evaluation may be part of the annual evaluation process.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in statewide English language proficiency assessments, state assessments, and school achievement assessments as well as classroom assessments in English language development, reading, math, science and social studies.

Schools will annually analyze outcomes and program services for English learners. The process will focus on the attainment of linguistic and academic standards for EL students as well as to identify potential issues regarding instructional programs for EL by:

- Assembling Data and program information on EL student performance;
- Presenting assembled data for analysis and providing survey items for the school to rate itself on key dimensions.

This information services as another data source to discern the strengths and weaknesses of the school's English language development program.

1. Assemble the following data for past 3 years.
 - Number & percentage of EL
 - Percentage of EL Students Who Made Progress Towards English Proficiency
 - Percentage of EL Students Who Were Reclassified
 - Percentage of long-term English learners (LTELs)
 - Percentage of students "at-risk" of becoming LTELs
 - SBAC Reading & Math Proficient & Advanced (at/above grade level) Grades 3-8, 11 for English Learners compared to all students
 - Chronic Absenteeism Rate for EL compared to all students
2. Review and reflect on the data with school educational partners.
3. Discuss the trends observed over time.
 - Identify question(s) that need to be investigated further.
 - Identify students' challenges and needs.
 - Identify how the needs can be addressed.
 - The annual program review is part of the Local Control Accountability Plan (LCAP) process.



→ To view our school's Local Control Accountability Plan (LCAP), please visit:

<https://fw.unitymg.com/rdr/D:2247>

→ See Appendix D for any documents referenced above: APPENDIX D

FEDERAL PROGRAM MONITORING

FEDERAL PROGRAM MONITORING (FPM)

Local education agencies (LEAs) that receive federal funding for certain programs, may be selected for a review by the state. The purpose of this Federal Program Monitoring (FPM) process is to ensure that all LEAs are meeting all federal legal requirements. Below is a list of the program components that are reviewed.

I – Involvement

- EL 1: English Learner Advisory Committee (ELAC)
- EL 2: District English Learner Advisory Committee (DELAC)

II – Governance & Administration

- EL 3: English Learner Identification & Assessment
- EL 4: Implement, Monitor, & Revise Title III Plan
- EL 5: EL Program in the SPSA (Schoolwide)
- EL 6: Title III Inventory

III – Funding

- EL 7: Supplement, Not Supplant, with Title III
- EL 8: Time & Effort Requirements (Title I & III)

IV – Standards, Assessment, and Accountability

- EL 9: Evaluation of Title III-Funded Services & Programs
- EL 10: Reclassification

V – Staffing and Professional Development

- EL 11: Teacher EL Authorization
- EL 12: Professional Development Specific to English Learners

VI – Opportunity and Equal Educational Access

- EL 13: Language Acquisition Program Options & Parent Choice

VII – Teaching & Learning

- EL 14: English Language Development (ELD)
- EL 15: Access to Standard Instructional Program



→ For more information on Federal Program Monitoring (FPM), please visit: <https://www.cde.ca.gov/ta/cr/>

GOAL SETTING AND ACCOUNTABILITY

GOAL SETTING & ACCOUNTABILITY

School leaders and the English Language Development Department will use the self-reflection rubrics to evaluate and monitor the implementation and progress toward accomplishing English Learner program goals. The rubrics are aligned with the four principles of the California EL Roadmap:

California Department of Education (2018)

Site/District: (Add site name)

English Learner Roadmap Self-Reflection Rubric

School and district teams can use this self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap Principles, and to identify areas needing improvement.

Principle #1: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different EL strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Element	1 Minimally or Not at All Responsive	2 Somewhat Responsive	3 Responsive	4 Very Responsive	Strengths? Next steps? SPSA/LCAP Planning?
1-A. The languages and cultures English learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.	School is monolingual focused with little visibility of language diversity or cultural diversity. There is little or no evidence of programs or instructional support for developing bilingualism.	School affirms language and cultural diversity as a general concept (for example, in mission statements); some teachers may include culturally responsive approaches in teaching.	School has some programs and aspects of culturally/linguistically responsive instruction in place. Multilingual programs are available for some students.	School is multilingual focused and dedicated to a culturally responsive pedagogy and climate for all students. School has multilingual programs, materials, and celebrations. School engages students in many opportunities to build proficiency in multiple languages.	Notes or reflection:



→ See Appendix D for any documents referenced above: APPENDIX D

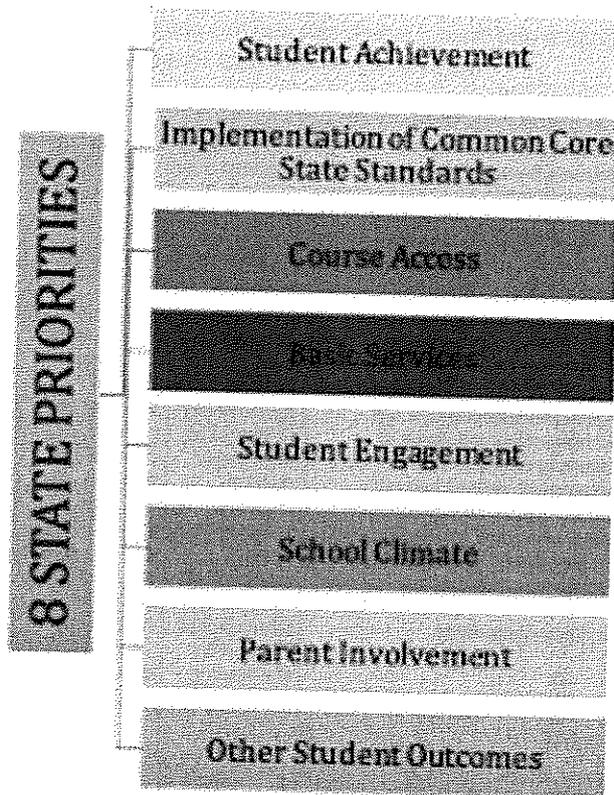
FUNDING

FUNDING

The school provides base general funds that support highly qualified first instruction for all students. For English Learners, additional supplemental funds are used to focus on the school's goals of increasing language acquisition and academic achievement. In addition, resources are available to provide each English learner with learning opportunities in an appropriate program, including English language development and core curriculum.

The additional support will include monies that focus on the English Learner's language acquisition proficiency and academic success equal to an average native English speaker. The school receives Local Control Funding Formula/Supplemental Funds based on the number of ELs from the current year. The funds may be spent for supplemental services and materials including, but not limited to; professional development, supplementary materials, bilingual classified staff, parent engagement programs, and extended learning.

The Local Control Accountability Plan (LCAP) is a critical part of the Local Control Funding Formula (LCFF). Each Local education agency (LEA) must engage parents, educators, employees, and the community to establish these plans. The plan describes the LEA's overall vision for students, annual goals, and specific actions to be taken to achieve the vision and goals. The LCAP must focus on eight areas identified as priorities set by the state of California and the English Learner Roadmap's four interrelated principles.



→ To view our school's Local Control Accountability Plan (LCAP), please visit:
<https://fw.unitymg.com/rdr/D:2247>

APPENDIX

APPENDIX A

CHAPTER 1: EQUITABLE, COHERENT, AND SUSTAINABLE SYSTEMS

- Component #1 – Commitment and Purpose
- Component #2 – Responding to Diverse Learners
- Component #3 – Program Options
- Component #4 – Staffing

APPENDIX B

CHAPTER 2: EQUITY-DRIVEN PROCESSES, EVIDENCE-BASED PROGRAMS AND PRACTICES

- Component #5 – Access to Core Curriculum
- Component #6 – English Language Development
- Component #7 – Professional Learning

APPENDIX C

CHAPTER 3: FAMILY-COMMUNITY ENGAGEMENT

- Component #8 – Family-School Partnerships

APPENDIX D

CHAPTER 4: ACCOUNTABILITY

- Component #9 – Assessment and Student Monitoring
- Component #10 – Program Monitoring and Evaluation



**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT #10

APPROVED

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Reclassification to Fluent English Proficient (RFEP) Criteria

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the school's Reclassification to Fluent English Proficient (RFEP) Criteria.

BACKGROUND: The Reclassification to Fluent English Proficient (RFEP) process in California requires an English Learner (EL) to meet four criteria to exit English Learner status: first, the student must achieve an Overall Performance Level (PL) of 4 on the state-mandated Summative ELPAC assessment; second, the student must demonstrate academic performance comparable to their English-only peers on a locally determined objective measure of basic skills proficiency; third, the student's teacher must provide a positive evaluation and recommendation based on consistent success in the regular classroom curriculum; and finally, the school must conduct a consultation with the parent/guardian to obtain their informed opinion and agreement before finalizing the reclassification. The purpose of this REFP criteria revision is to update the school's basic skills proficiency requirement to ensure academic performance of EL students is comparable to their English-only peers during the RFEP consideration process.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the Reclassification to Fluent English Proficient (RFEP) Criteria.

**RESPECTFULLY
SUBMITTED:**
April Warren
Head of School

PREPARED BY:
Heidi Rochin
Director of Intervention and Special Programs

PRESENTED BY:
Heidi Rochin
Director of Intervention and Special Programs

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Cathy Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X

Changes Made to RFEP Criteria:

CHANGE #1:

Previous Version:

2. Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.
 - Language arts course is at or above grade level, AND
 - Student is consistently demonstrating proficiency of grade level standards, OR
 - Student is earning a grade of C or better

Proposed Revised Version:

2. *Teacher Evaluation, Including, But Not Limited To, A Review of the Pupil's Curriculum Mastery*
 - Language Arts Course
 - Grades K-5: Student is consistently demonstrating proficiency of grade level standards.
 - Grades 6-12: Student is earning a passing grade.

CHANGE #2:

Previous Version:

4. Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age
 - Star 360 Reading Assessment of Above, At, or On Watch; OR
 - Smarter Balanced Assessment level of 2.5 (scaled score mid-way between standard nearly met and standard met); OR
 - California Alternate Assessment level of 2.5 (score mid-way between foundational understanding and understanding); OR
 - High school GPA of 2.0 or above.

Proposed Revised Version:

4. Comparison of Performance in Basic Skills

- Comparison of performance in basic skills will be conducted against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
 - Star 360 Reading Assessment Score of Basic, Proficient, or Advanced; OR
 - California Assessment of Student Performance and Progress (CAASPP) ELA Score of Standard Nearly Met (Level 2), Standard Met (Level 3), or Standard Exceeded (Level 4); OR
 - California Alternate Assessment (CAA) Score of 2; OR
 - High school GPA of 2.0 or above



Reclassification to Fluent English Proficient (RFEP) Criteria for English Learners

CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO Reclassification Criteria for English Learners California EC Section 313 and 5 CCR Section 11303

Board Approved Date: TBD

Information

Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

Reclassification Criteria

1. *Demonstration of English Language Proficiency*
 - Grades K-12: Summative ELPAC overall score of performance level 4 (well developed), OR
 - Grades K-12: Summative *Alternate* ELPAC overall score of performance level 3 (fluent English proficient)
2. *Teacher Evaluation, Including, But Not Limited To, A Review of the Pupil's Curriculum Mastery*
 - Language Arts Course
 - Grades K-5: Student is consistently demonstrating proficiency of grade level standards.
 - Grades 6-12: Student is earning a passing grade.
 - Special Circumstances:
 - If a student is not enrolled in a Language Arts course at the time of reclassification consideration, a teacher evaluation will be conducted from a different core content course.
 - A core content course evaluation *alone* will not prevent a student *with unique needs* from demonstrating readiness for reclassification.
3. *Parental Opinion and Consultation*
 - Parents will provide input during the reclassification process.
4. *Comparison of Performance in Basic Skills*
 - Comparison of performance in basic skills will be conducted against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age.
 - Star 360 Reading Assessment Score of Basic, Proficient, or Advanced; OR
 - California Assessment of Student Performance and Progress (CAASPP) ELA Score of Standard Nearly Met (Level 2), Standard Met (Level 3), or Standard Exceeded (Level 4); OR
 - California Alternate Assessment (CAA) Score of 2; OR
 - High school GPA of 2.0 or above

**TO: CALIFORNIA VIRTUAL ACADEMY AT SAN MATEO
GOVERNING BOARD**

BOARD REPORT #11

VIA: CALIFORNIA VIRTUAL ACADEMY STAFF

December 11, 2025

SUBJECT: Student Behavioral Health Concern Referral Policy

APPROVED

PROPOSAL: It is proposed that the Governing Board of California Virtual Academy at San Mateo approve the Student Behavioral Health Concern Referral Policy.

BACKGROUND: California Education Code Section 49428.2, enacted through Senate Bill 153 (2024), requires all local educational agencies serving grades 7-12 to adopt a policy on referral protocols for addressing pupil behavioral health concerns before January 31, 2026. The proposed policy has been developed based on the California Department of Education model policy and adapted to meet the unique needs of our virtual charter school environment. To ensure ongoing compliance and continuous improvement, the Student Behavioral Health Concern Referral Policy will be reviewed every two years, as required.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended that the Governing Board approve the Student Behavioral Health Concern Referral Policy.

RESPECTFULLY SUBMITTED:

April Warren
Head of School

PREPARED BY:

Victoria Nelson
Director of SEL, Prevention and Intervention

PRESENTED BY:

Victoria Nelson
Director of SEL, Prevention and Intervention

Ayes: 2

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 12/11/2025

Name	Aye	No	Abstain	Absent	Moved	Second
Elena Miles	X				X	
Jennifer Larocque	X					X



Student Behavioral Health Concern Referral Policy

Legal Notification

Pursuant to California Education Code (EC) Section 49428.2(b)(1) and (b)(2)(6), the Governing Board of California Virtual Academies has developed this policy to establish referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy is based on the model policy developed by the California Department of Education in accordance with EC Section 49428.1. It has been adapted to meet the unique needs of our virtual charter school environment.

Governing Board Policy Statement

(EC Section 49428.2(b)(1))

The Governing Board hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school educational partners and behavioral health professionals and establishes the adopted procedures for referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups

(EC Section 49428.2(b)(3))

The Governing Board recognizes the importance of ensuring equitable access to behavioral health support for all students, and hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The Director of SEL, Prevention & Intervention coordinates the implementation of these group-specific referral protocols in collaboration with the Director of Special Education, the Director of Intervention and Special Programs, the Homeless and Foster Youth Liaison, and school site administrators. California Virtual Academies may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

Virtual Learning Environment Considerations

Referral protocols have been adapted to address the unique aspects of online learning, including virtual observation of student behavior, remote communication with families (learning coaches), and referrals to external behavioral health providers.

Student Privacy

California Virtual Academies recognizes and agrees to abide by federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act [FERPA], EC Section 49073, et seq.) with which the school must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols.

Referral Protocols and Procedures

The following referral protocols and procedures relating to referrals to behavioral health professionals and support services will be implemented:

1. Needs Assessment

The Head of Schools or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

The site will review referral volume, response times, and outcomes quarterly for continuous improvement.

2. Capacity Building

California Virtual Academies shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among staff;



- Ensure all staff are trained in identifying behavioral health concerns in a virtual learning environment.
- Partner with school-linked behavioral health professionals and community providers

3. Planning

The Head of Schools or designee shall:

- Define referral pathways for crisis and non-crisis concerns, including protocols specific to virtual crisis identification and response;
- Establish goals and assign responsible roles for each step in the referral process.

4. Implementation

The appropriate MTSS Readiness to Learn Referral, Compass Referral, or Safety Risk Process will be followed to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians (learning coaches) consistent with law via phone, video conference, or secure electronic communication;
- Triage level of need;
- Link pupils to appropriate services, including virtual and in-person options; and
- Schedule follow-up checks via virtual meetings, phone calls, or in-person appointments as appropriate.

5. Evaluation and Continuous Improvement

An annual evaluation of referral protocols will be conducted that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the pupil groups identified in EC Section 49428.2(b)(3).

A summary of results is reported to the Governing Board annually to support transparency and continuous improvement.

Training

(EC Section 49428.2(b)(4), (c)-(e))

California Virtual Academies shall ensure that teachers of students in grades 7–12 receive training on pupil behavioral health. Training materials shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community, and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders;
- Maintaining pupil privacy and confidentiality in a manner consistent with federal and state privacy laws;
- Safe de-escalation of crises involving pupils with a youth behavioral health disorder in virtual settings; and
- Cultural competency and trauma-informed practices.

Subject to EC Section 49428.2(d), California Virtual Academies shall certify, on or before July 1, 2029, to the California Department of Education that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)(1)–(5). California Virtual Academies may meet the requirements of EC Section 49428.2(c) through an alternative approach by adopting a policy that explains how it is consistent with the goals specified in EC Section 49428.2(c) and better meets the needs of pupils.

Authorization and Scope of Practice

(EC Section 49428.2(b)(5))

In order to ensure that all school employees act only within the authorization or scope of their credential or license, California Virtual Academies shall:



- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license;
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified;
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process;
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements; and
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with EC Sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Policy Review

This policy shall be reviewed at least every two years and updated as necessary to reflect changes in law, best practices, and the school's service model. The next scheduled review will occur in 2027.

Adopted by the Governing Board: [DATE]