



## California Online Public Schools

### California Online Public Schools

# California Online Public Schools (CalOPS) Annual Board Meeting

Published on May 31, 2024 at 12:27 PM PDT

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#### **Date and Time**

Tuesday June 4, 2024 at 3:30 PM PDT

#### **Location**

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366  
CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675  
1201 Cara Road, Dinuba, CA 93618  
8422 Madison Avenue, Fair Oaks, CA 95628  
3753 W. Norberry Street, Lancaster, CA 93536  
32946 Calle San Marcos, San Juan Capistrano, 92675  
9423 Reseda Blvd. Apt# 230, Northridge, CA 91324  
150 Brittain Lane, Santa Rosa, CA 95401  
1608 Lake Street, Calistoga, CA 94515

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#### **Join Zoom Meeting**

<https://zoom.us/j/93762840563>

Meeting ID: 937 6284 0563

Dial In: +1 (669) 444-9171 ext. 93762840563# US

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This meeting is open to the public in person and via teleconference. For information about this meeting or for members of the public who require special accommodations to attend, contact the school offices: Bernie Jamero at (209) 253-1208 or Eva McGahey at (714) 248-6179 at least 24 hours prior to the meeting. The Board packet

can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>3:30 PM</b>
<b>A.</b> Call the Meeting to Order		Elaine Pavlich	
<b>B.</b> Roll Call		Elaine Pavlich	
<b>C.</b> Approval of Agenda	Vote	Elaine Pavlich	

**II. Public Comment**

The Board welcomes participation by the members of the public telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Leader at least twenty-four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, or six (6) minutes if the individual requesting to comment is a non English speaker and requires a translator, unless the Board grants additional time. However, in compliance with Board policy and the Brown Act, the Board is not permitted to discuss or take action on non-agenda items.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Leader at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the CalOPS Governance Page at <https://californiaops.org/governance/>

**III. Oral Reports**

<b>A.</b> Superintendent's Report	FYI	Richard Savage
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	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>1. Graduation Plans and End of Year Activities Update</li> <li>2. 2024-25 Enrollment and Staffing Updates</li> <li>3. Curriculum and Training Update</li> <li>4. Sponsoring District(s) Update</li> </ul>			
<b>B. Principals' Report (attached)</b>	FYI		
<ul style="list-style-type: none"> <li>1. Elementary School - Marissa Carter</li> <li>2. Middle School - Heather Tamayo</li> <li>3. High School - Amy Phillips</li> </ul>			
<b>C. Charter Impact Financial Report for CalOPS</b>	FYI	Kate Eng	
<ul style="list-style-type: none"> <li>1. CalOPS Consolidated Financial Report (attached)</li> </ul>			
<b>D. Policy, Compliance, and State Accountability Report</b>	FYI	Dan Hertzler	
<ul style="list-style-type: none"> <li>1. Update on Board Bylaw Review</li> </ul>			
<b>E. Student Achievement Update</b>	FYI	Leslie Dombek	
<ul style="list-style-type: none"> <li>1. CalOPS Local Indicator Reports (attached)</li> </ul>			
<b>F. Financial Update</b>	FYI	LaChelle Carter	
<ul style="list-style-type: none"> <li>1. Funding Determination Update</li> <li>2. May Revised Budget Update</li> </ul>			
<b>IV. Consent Items</b>			
<b>A. Approval of Minutes from the May 07, 2024 Board Meeting (attached)</b>	Vote		
<b>B. Ratification of Special Education Service Contracts (attached)</b>	Vote	LaChelle Carter	
<b>C. Approval of Staffing Report (attached)</b>	Vote	Stephen Ford	

	Purpose	Presenter	Time
<b>D.</b> Approval of Expenditures over \$20k (attached)	Vote	LaChelle Carter	
<b>E.</b> Approval of Check Registry (attached)	Vote	Kate Eng	
<b>F.</b> Approval of Independent Study Policy (attached)	Vote	Dan Hertzler	
<b>G.</b> Approval of 2024-25 Uniform Complaint Procedures (attached)	Vote	Dan Hertzler	
<b>H.</b> Approval of WGU Student Teaching Agreement Renewal (attached)	Vote	Richie Romero	
<b>I.</b> Approval of 2024-25 CalOPS Board Meeting Schedule (attached)	Vote	Dan Hertzler	
<b>J.</b> Approval of Associated Banking Resolutions (attached)	Vote	LaChelle Carter	
<b>K.</b> Approval of Prop 28 Annual Reports (attached)	Vote	Leslie Dombek	
<b>V. Action Items</b>			
<b>A.</b> Approval of Directors to Three Year Terms	Vote	Dan Hertzler	
<ul style="list-style-type: none"> <li>1. Elaine Pavlich</li> <li>2. Diana Rivas</li> <li>3. Michael Henjum</li> </ul>			
<b>B.</b> Approval of Officers for the 2024-25 School Year	Vote	Dan Hertzler	
<ul style="list-style-type: none"> <li>1. President- Elaine Pavlich</li> <li>2. Vice President- Diana Rivas</li> <li>3. Treasurer- Michael K. Henjum</li> <li>4. Secretary- Adam Pulsipher</li> </ul>			
<b>C.</b> Approval of 2024-25 Preliminary Budgets (attached)	Vote	Kate Eng	
<b>D.</b> Approval of Education Protection Account Resolution and Budgets (attached)	Vote	Kate Eng	
<b>E.</b> Approval of 2024-25 Consolidated Applications (attached)	Vote	Kate Eng	

	Purpose	Presenter	Time
	<ol style="list-style-type: none"> <li>1. 2024-25 Consolidated Application – CalOPS Central Coast</li> <li>2. 2024-25 Consolidated Application – CalOPS Central Valley</li> <li>3. 2024-25 Consolidated Application – CalOPS Monterey Bay</li> <li>4. 2024-25 Consolidated Application – CalOPS North Bay</li> <li>5. 2024-25 Consolidated Application – CalOPS Northern California</li> <li>6. 2024-25 Consolidated Application – CalOPS Southern California</li> </ol>		
<b>F.</b>	Approval of CalOPS Local Control and Accountability Plan (LCAP) Annual Updates (attached)	Vote	Leslie Dombek
	<ol style="list-style-type: none"> <li>1. CalOPS Central Coast LCAP Annual Update</li> <li>2. CalOPS Central Valley LCAP Annual Update</li> <li>3. CalOPS Monterey Bay LCAP Annual Update</li> <li>4. CalOPS North Bay LCAP Annual Update</li> <li>5. CalOPS Northern California LCAP Annual Update</li> <li>6. CalOPS Southern California LCAP Annual Update</li> </ol>		
<b>G.</b>	Approval of CalOPS Local Control and Accountability Plans (LCAPs) (attached)	Vote	Leslie Dombek
	<ol style="list-style-type: none"> <li>1. CalOPS Central Coast LCAP</li> <li>2. CalOPS Central Valley LCAP</li> <li>3. CalOPS Monterey Bay LCAP</li> <li>4. CalOPS North Bay LCAP with CSI</li> <li>5. CalOPS Northern California LCAP with CSI</li> <li>6. CalOPS Southern California LCAP with CSI</li> </ol>		
<b>H.</b>	Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2024-2025 School Year (attached)	Vote	Phil Wenker
<b>I.</b>	Approval of CalOPS Employee Handbook 24-25 (attached)	Vote	Stephen Ford
<b>J.</b>	Approval of Declaration of Need 24-25 School Year (attached)	Vote	Stephen Ford
<b>K.</b>	Approval of Marketing Summer 2024 Spending	Vote	Julie Colombero

Purpose                      Presenter                      Time

**VI. CLOSED SESSION**

Brown Act; California Gov't Code §54957  
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

**VII. Information Items**

A. Notice of Board Member Resignation                      FYI

**VIII. Closing Items**

A. Adjourn Meeting                      Vote                      Elaine Pavlich  
Adjournment and Confirmation of the Next Meeting - September 10, 2024 at 4 pm PT

# Coversheet

## Principals' Report (attached)

**Section:** III. Oral Reports  
**Item:** B. Principals' Report (attached)  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CalOPS Principals' Report 06.04.24.pdf



## **Principals' Report California Online Public Schools 2023-24**

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### SITE REPORTS

#### **Northern Region: Amy Philips, High School Assistant Principal Site Administrator for Monterey Bay, North Bay, and Northern California**

State testing is done! Our amazing staff knocked it out of the park staying in touch with their homeroom kids and ensuring their needs were met. They are now focused on the home stretch and working closely with students to ensure they finish their courses on time. The Senior deadline is June 11 and we hope to have the best grad rate yet! We continue to sing our staff's praises as we head into June and acknowledge their dedication and hard work during a very busy time. MAP testing, festivals and graduation - here we come!

#### **Central Region: Marcus White, Elementary Principal Site Administrator for Central Valley and Central Coast**

Greetings From Elementary, state testing season is completed. It is now a full sprint to the finish line. Our teachers are busy encouraging our children to finish their courses strong. Additionally, we are working on end of the year calls. In these calls we are able to thank Caretakers for their support and let them know what still needs to be completed before the school year ends. This is such an exciting time of the year. It is so encouraging to see and hear about the amazing growth our children have made. I could not be more proud of our team.

#### **Southern Region: Heather Tamayo, Middle School Principal Site Administrator of Southern California**

And just like that, state testing is done and we turn our full attention to wrapping up the school year and finally starting our new chapter as California Online Public Schools. In wrapping up the year, we continue to do the work with our families and instill in them a sense of trust, as the best possible educational option for their students. Students will soon take their final iReady diagnostic, the data from which will give us valuable insight as to the growth of our students, areas of need and how we prepare for the upcoming year. Our staff understands that the authentic, consistent offers of support and desire to serve, is what keeps our students coming back year after year. We continue our efforts with assisting households with registering for CalOPS and have recently started distributing chromebooks to families. We have had some shifts in administration within Middle School, which have us wishing Ally Ireland well in her new role with Family Outreach and welcoming Lauren Weed to our administrative team. I say it often, but the future truly looks bright for the entire CalOPS family.



## Enrollment Update Month for Report: June

DATA as of May 28 , 2024				
	Elementary	Middle School	High School	Total
<b>23-24 Enrolled</b>	2530	1976	4123	8629
<b>24-25 New Student Applications</b>	273	153	360	786
<b>24-25 ITR Applications Started</b>	1231	1031	2285	4547
<b>24-25 ITR Yes Responses</b>	1582	1267	2114	4963

## Outreach Update

We are thrilled to share that our very own school social worker, Shannon Doss, has been featured on People.com! The article discusses the importance of mental health support at CalOPS and Shannon’s approach to help not only students but parents as well. She also shares insights regarding social and emotional learning training for teachers. [How One Determined Social Worker Is Providing Mental Health Help to Virtual Students](#)

CalOPS social media platforms have been showcasing student successes such as Meghan Linnington and Amelie Bott-Suzuki, who have been named Grand Prize Finalists in the Classical Arts and Ballet categories at [The Music Center: Performing Arts Center of Los Angeles's](#) Spotlight arts contest! Elle Gianelli, an amazing high school student at our school, recently won the Presidential Volunteer Service Award for her phenomenal work in the community! Elle started Socks4Seniors, sending silly socks to the elderly all across the country. The difference she is making has been recognized in magazines, [on the news](#), and more.

Twenty CalOPS high school students earned the [President’s Volunteer Service Award](#) for their outstanding efforts to help others in their communities. Led by the [AmeriCorps](#) and managed in partnership with [Points of Light](#), this program allows Certifying Organizations such as CalOPS to recognize exceptional volunteers.



## Engagement Activities

### Total Attendance\* for Recent Activities: 0

\*Includes students, staff, adults, and non-CalOPS students

### Recent Field Trips

#### Northern Region - Monterey Bay, North Bay and NorCal

- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

#### Central Region - Central Valley and Central Coast

- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

#### Southern Region - SoCal

- Our new field trip procedures were recently launched. Several more trips are in the works, and we hope to have more to share in next month's report. Our new student activities site is also live, which will showcase upcoming field trips and more.

### Upcoming Field Trips

#### Northern Region - Monterey Bay, North Bay and NorCal

- **NorCal End of Year Festival** - Wednesday, May 29th (10:00am - 1:00pm)  
Alameda County Fairgrounds: 4501 Pleasanton Ave., Pleasanton, CA 94566

#### Central Region - Central Valley and Central Coast

- **Central End of Year Festival** - Friday, June 7th (10:00am - 1:00pm)  
Dinosaur Caves Park: 2701 Price St., Pismo Beach, CA 93449

#### Southern Region - SoCal

- **8th Grade Celebration: Knott's Berry Farm** - Thursday, May 30th (10:00am - 4:00pm)  
8039 Beach Blvd., Buena Park, CA 90620
- **SoCal End of Year Festival** - Wednesday, June 5th (10:00am - 1:30pm)  
OC Fairgrounds: 88 Fair Dr., Costa Mesa, CA 92626

# Coversheet

## Charter Impact Financial Report for CalOPS

**Section:** III. Oral Reports  
**Item:** C. Charter Impact Financial Report for CalOPS  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CalOps\_FY24\_04\_Monthly Financial Update.pdf



# California Online Public Schools

Monthly Financial Presentation – April 2024

# Summary



## Highlights

- **Attendance:** flat to prior forecast (locked at P2)
- **Revenue:** **-\$760K**, driven by PY Lottery
- **Expenses:** **+\$4.0M**, driven by PVS expenses trended out through year-end
- **Surplus:** **\$4.7M total (-\$3.3M)**
- **Ending Fund balance:** **\$31.0M**
- **Cash:** **\$42.4M** as of 4/30, **-\$5.2M** to prior month



		TOTAL		
	<b>Enrollment</b>	8,451	8,456	4.91
	<b>ADA</b>	8,285	8,285	0.00
<b>Revenue</b>		<b>Mar</b>	<b>Apr</b>	<b>Variance</b>
	State Aid-Rev Limit	\$ 104,755,470	\$ 104,858,802	\$ 103,332
	Federal Revenue	6,049,072	6,058,658	9,586
	Other State Revenue	10,422,729	11,040,024	617,295
	Other Local Revenue	127,743	160,897	33,154
	<b>Total Revenue</b>	<b>\$ 121,355,014</b>	<b>\$ 122,118,381</b>	<b>\$ 763,367</b>
<b>Expenses</b>	Certificated Salaries	\$ 41,129,307	\$ 41,126,035	(\$3,272)
	Classified Salaries	1,190,602	1,492,777	302,175
	Benefits	17,892,071	18,231,027	338,956
	Books and Supplies	27,015,105	27,011,318	(3,787)
	Subagreement Services	10,207,520	10,898,577	691,056
	Operations	1,244,671	1,297,724	53,053
	Facilities	927,778	981,389	53,611
	Professional Services	13,764,410	16,366,816	2,602,405
	Depreciation	44,410	49,012	4,602
	Interest	0	0	0
	<b>Total Expenses</b>	<b>\$ 113,415,874</b>	<b>\$ 117,454,674</b>	<b>\$4,038,799</b>
<b>Full-Year</b>	<b>Total Surplus(Deficit)</b>	<b>\$ 7,939,140</b>	<b>\$ 4,663,708</b>	<b>(\$3,275,432)</b>
	Beginning Fund Balance	\$23,321,711	\$23,321,711	\$0
	<b>Ending Fund Balance</b>	<b>\$31,260,852</b>	<b>\$30,996,436</b>	<b>(\$264,416)</b>
	As a % of Annual Expenses	28%	26%	

# Attendance Data and Metrics



- No major changes to prior forecast; enrollment and ADA locked at P2
- Total Enrollment: **8,456** students
- Total attendance: **8,285**

## SoCal

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	4,995	4,995	5,149
ADA	4,896	4,896	5,046
Attendance Rate	98.0%	98.0%	98.0%
Unduplicated %	52.4%	52.4%	51.0%
Revenue per ADA		\$14,772	\$14,707
Expenses per ADA		\$14,541	\$13,426

## Central Valley

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	825	825	657
ADA	801	801	644
Attendance Rate	97.1%	97.1%	98.0%
Unduplicated %	65.1%	65.1%	64.0%
Revenue per ADA		\$15,763	\$15,662
Expenses per ADA		\$14,298	\$14,517

## NorCal

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	1,763	1,763	1,788
ADA	1,729	1,729	1,766
Attendance Rate	98.1%	98.0%	98.0%
Unduplicated %	50.8%	50.8%	49.1%
Revenue per ADA		\$14,471	\$13,944
Expenses per ADA		\$13,661	\$13,517

## North Bay

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	166	166	141
ADA	163	163	139
Attendance Rate	98.5%	98.0%	98.0%
Unduplicated %	57.0%	57.0%	56.8%
Revenue per ADA		\$15,172	\$14,978
Expenses per ADA		\$14,530	\$13,809

## Monterey Bay

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	571	571	471
ADA	560	560	462
Attendance Rate	98.1%	98.1%	98.0%
Unduplicated %	39.0%	39.0%	37.1%
Revenue per ADA		\$13,834	\$13,576
Expenses per ADA		\$12,654	\$12,971

## Central Coast

<i>Enrollment &amp; Per Pupil Data</i>			
	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	137	137	112
ADA	135	135	110
Attendance Rate	98.5%	98.5%	98.0%
Unduplicated %	48.0%	48.0%	45.3%
Revenue per ADA		\$14,179	\$13,699
Expenses per ADA		\$12,778	\$12,580

# Revenue

- FY24 annual revenues forecasted at \$122M; +\$760K to prior forecast driven by PY Lottery

## SoCal

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 46,907,102	\$ 47,797,155	\$ (890,053)	\$ 61,678,764	\$ 63,140,460	\$ (1,461,695)
Federal Revenue	2,869,006	3,783,936	(914,930)	4,264,637	4,877,546	(612,909)
Other State Revenue	5,024,932	4,201,725	823,208	6,310,602	6,187,889	122,713
Other Local Revenue	72,007	-	72,007	72,007	-	72,007
<b>Total Revenue</b>	<b>\$54,873,047</b>	<b>\$55,782,816</b>	<b>\$ (909,769)</b>	<b>\$ 72,326,010</b>	<b>\$ 74,205,895</b>	<b>\$ (1,879,884)</b>

- SoCal: +\$175K to prior forecast, driven by PY adjustments. (State Aid: +\$130K and Lottery: +\$40K)

## Central Valley

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 6,299,871	\$ 6,431,851	\$ (131,980)	\$ 10,840,174	\$ 8,640,774	\$ 2,199,401
Federal Revenue	424,962	528,345	(103,383)	673,925	662,318	11,607
Other State Revenue	799,909	547,196	252,713	1,109,854	779,179	330,675
Other Local Revenue	7,128	-	7,128	7,128	-	7,128
<b>Total Revenue</b>	<b>\$ 7,531,869</b>	<b>\$ 7,507,392</b>	<b>\$ 24,478</b>	<b>\$ 12,631,081</b>	<b>\$ 10,082,271</b>	<b>\$ 2,548,811</b>

- Central Valley: +\$130K (PY Lottery Adj.)

## NorCal

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 13,887,970	\$ 15,919,330	\$ (2,031,360)	\$ 21,708,426	\$ 21,974,932	\$ (266,507)
Federal Revenue	524,091	440,409	83,682	767,164	522,118	245,047
Other State Revenue	2,044,463	1,421,219	623,245	2,487,993	2,132,029	355,964
Other Local Revenue	52,960	-	52,960	52,960	-	52,960
<b>Total Revenue</b>	<b>\$16,509,484</b>	<b>\$17,780,958</b>	<b>\$ (1,271,474)</b>	<b>\$ 25,016,542</b>	<b>\$ 24,629,078</b>	<b>\$ 387,464</b>

- NorCal: +\$395K (PY Lottery Adj.)

# Revenue

## North Bay

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 1,248,548	\$ 1,329,969	\$ (81,421)	\$ 2,083,736	\$ 1,759,868	\$ 323,868
Federal Revenue	96,606	115,524	(18,918)	177,690	152,953	24,737
Other State Revenue	161,750	117,667	44,082	216,103	168,350	47,752
Other Local Revenue	2,090	-	2,090	2,090	-	2,090
<b>Total Revenue</b>	<b>\$ 1,508,993</b>	<b>\$ 1,563,160</b>	<b>\$ (54,167)</b>	<b>\$ 2,479,618</b>	<b>\$ 2,081,172</b>	<b>\$ 398,447</b>

- **North Bay: minimal variance to prior forecast**

## Monterey Bay

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 3,890,630	\$ 4,276,242	\$ (385,612)	\$ 6,863,815	\$ 5,652,685	\$ 1,211,130
Federal Revenue	5,816	41,992	(36,176)	134,350	57,727	76,623
Other State Revenue	565,076	385,996	179,079	741,315	559,089	182,226
Other Local Revenue	12,565	-	12,565	12,565	-	12,565
<b>Total Revenue</b>	<b>\$ 4,474,087</b>	<b>\$ 4,704,230</b>	<b>\$ (230,143)</b>	<b>\$ 7,752,046</b>	<b>\$ 6,269,501</b>	<b>\$ 1,482,545</b>

- **Monterey Bay: minimal variance to prior forecast**

## Central Coast

### Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	\$ 1,288,015	\$ 1,033,064	\$ 254,951	\$ 1,683,887	\$ 1,359,590	\$ 324,297
Federal Revenue	1,052	10,037	(8,985)	40,892	13,745	27,147
Other State Revenue	134,326	92,176	42,150	174,157	133,005	41,152
Other Local Revenue	14,148	-	14,148	14,148	-	14,148
<b>Total Revenue</b>	<b>\$ 1,437,541</b>	<b>\$ 1,135,276</b>	<b>\$ 302,264</b>	<b>\$ 1,913,084</b>	<b>\$ 1,506,339</b>	<b>\$ 406,744</b>

- **Central Coast: minimal variance to prior forecast**

# Expenses



## SoCal

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 19,261,542	\$ 15,886,600	\$(3,374,942)	\$ 25,317,755	\$ 22,876,704	\$(2,441,051)
Classified Salaries	664,252	373,052	(291,200)	920,067	537,195	(382,872)
Benefits	4,942,336	7,181,036	2,238,701	10,233,661	8,599,883	(1,633,778)
Books and Supplies	10,908,258	14,005,780	3,097,523	16,673,440	16,806,936	133,496
Subagreement Services	4,496,582	8,377,086	3,880,504	6,531,755	10,052,503	3,520,748
Operations	653,448	955,177	301,729	791,181	1,146,212	355,031
Facilities	630,779	261,674	(369,105)	711,963	314,009	(397,954)
Professional Services	9,933,373	6,152,576	(3,780,797)	10,010,920	7,406,486	(2,604,434)
Depreciation	1,807	2,583	776	2,307	3,100	793
<b>Total Expenses</b>	<b>\$51,492,377</b>	<b>\$53,195,565</b>	<b>\$1,703,188</b>	<b>\$ 71,193,049</b>	<b>\$ 67,743,028</b>	<b>\$(3,450,021)</b>

- **FY24 annual expenses forecasted at \$117M; +3% to prior projection**

- **SoCal: +\$3.2M, PVS expenses trended out through year end (+\$1.8M), balance sheet clean up (+\$800K), SPED (+\$300K)**

## Central Valley

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 2,462,236	\$ 2,030,811	\$(431,425)	\$ 3,314,303	\$ 2,924,368	\$(389,935)
Classified Salaries	84,912	47,688	(37,224)	115,236	68,671	(46,566)
Benefits	956,571	1,061,241	104,670	2,030,723	1,260,007	(770,716)
Books and Supplies	1,606,273	2,132,734	526,461	3,180,977	2,559,281	(621,697)
Subagreement Services	759,022	1,044,905	285,882	1,124,127	1,253,886	129,758
Operations	89,428	123,288	33,860	101,535	147,945	46,410
Facilities	29,460	35,833	6,373	30,162	43,000	12,838
Professional Services	1,543,863	900,072	(643,791)	1,559,512	1,088,250	(471,262)
<b>Total Expenses</b>	<b>\$ 7,531,765</b>	<b>\$ 7,376,571</b>	<b>\$(155,194)</b>	<b>\$ 11,456,576</b>	<b>\$ 9,345,407</b>	<b>\$(2,111,170)</b>

- **Central Valley: -\$105K, driven by reduced professional services**

## NorCal

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 6,732,190	\$ 5,552,598	\$(1,179,592)	\$ 8,858,505	\$ 7,995,741	\$(862,764)
Classified Salaries	232,165	130,387	(101,778)	332,355	187,758	(144,598)
Benefits	2,094,117	2,573,074	478,957	3,933,437	3,070,351	(863,087)
Books and Supplies	3,545,644	4,992,111	1,446,467	4,627,095	5,990,534	1,363,439
Subagreement Services	1,485,783	2,916,279	1,430,495	2,135,967	3,499,534	1,363,567
Operations	219,268	330,333	111,066	283,934	396,400	112,466
Facilities	178,966	128,379	(50,587)	204,192	154,055	(50,137)
Professional Services	3,085,704	2,128,906	(956,799)	3,193,225	2,580,445	(612,780)
Depreciation	46,705	-	(46,705)	46,705	-	(46,705)
<b>Total Expenses</b>	<b>\$17,620,542</b>	<b>\$18,752,067</b>	<b>\$1,131,525</b>	<b>\$ 23,615,415</b>	<b>\$ 23,874,817</b>	<b>\$ 259,402</b>

- **NorCal: +\$650K, PVS expense trend (+\$400K) and rent correction (+\$70K)**



# Expenses

## North Bay

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 529,849	\$ 437,010	\$ (92,838)	\$ 708,915	\$ 629,294	\$ (79,621)
Classified Salaries	18,272	10,262	(8,010)	26,397	14,777	(11,620)
Benefits	185,699	246,019	60,320	414,419	292,217	(122,202)
Books and Supplies	344,140	370,561	26,421	557,325	444,673	(112,651)
Subagreement Services	143,156	203,383	60,227	269,117	244,059	(25,057)
Operations	18,886	35,127	16,240	21,050	42,152	21,102
Facilities	8,664	12,250	3,586	11,547	14,700	3,153
Professional Services	354,209	196,203	(158,005)	365,922	236,850	(129,072)
<b>Total Expenses</b>	<b>\$ 1,602,874</b>	<b>\$ 1,510,815</b>	<b>\$ (92,059)</b>	<b>\$ 2,374,693</b>	<b>\$ 1,918,724</b>	<b>\$ (455,969)</b>

- North Bay: +\$75K, trending out PVS expenses

## Monterey Bay

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,776,550	\$ 1,465,269	\$ (311,281)	\$ 2,379,493	\$ 2,109,987	\$ (269,506)
Classified Salaries	61,266	34,408	(26,859)	81,016	49,547	(31,469)
Benefits	652,264	802,473	150,210	1,280,156	953,016	(327,139)
Books and Supplies	1,093,707	1,069,181	(24,526)	1,568,822	1,283,017	(285,805)
Subagreement Services	527,190	715,724	188,534	711,496	858,869	147,373
Operations	60,586	80,083	19,497	82,287	96,100	13,813
Facilities	7,969	29,917	21,948	15,236	35,900	20,664
Professional Services	1,006,012	499,292	(506,720)	972,410	603,580	(368,830)
<b>Total Expenses</b>	<b>\$ 5,185,543</b>	<b>\$ 4,696,347</b>	<b>\$ (489,196)</b>	<b>\$ 7,090,915</b>	<b>\$ 5,990,017</b>	<b>\$ (1,100,899)</b>

- Monterey Bay: +\$200K, trending out PVS expenses

## Central Coast

### Expenses

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 405,178	\$ 334,184	\$ (70,994)	\$ 547,065	\$ 481,225	\$ (65,840)
Classified Salaries	13,973	7,847	(6,126)	17,705	11,300	(6,405)
Benefits	155,813	168,979	13,166	338,631	200,476	(138,154)
Books and Supplies	270,680	253,915	(16,766)	403,658	304,698	(98,960)
Subagreement Services	97,174	173,435	76,261	126,114	208,122	82,008
Operations	16,390	26,583	10,193	17,736	31,900	14,164
Facilities	6,832	6,040	(792)	8,290	7,248	(1,042)
Professional Services	270,901	114,412	(156,489)	264,826	138,310	(126,516)
<b>Total Expenses</b>	<b>\$ 1,236,941</b>	<b>\$ 1,085,396</b>	<b>\$ (151,545)</b>	<b>\$ 1,724,025</b>	<b>\$ 1,383,280</b>	<b>\$ (340,745)</b>

- Central Coast: +\$30K, based on PVS expense trend

# Fund Balance

## TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 1,664,979	\$ 1,857,071	\$ (192,092)	\$ 4,663,708	\$ 8,518,984	\$ (3,855,276)
Beginning Fund Balance	23,321,711	23,321,711		23,321,711	23,321,711	
Ending Fund Balance	<u>\$ 24,986,691</u>	<u>\$ 25,178,783</u>		<u>\$ 30,996,436</u>	<u>\$ 31,840,693</u>	
	21.3%	22.8%		26.4%	28.9%	

## SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 3,380,671	\$ 2,587,251	\$ 793,419	\$ 1,132,961	\$ 6,462,867	\$ (5,329,906)
Beginning Fund Balance	16,289,570	16,289,570		16,289,570	16,289,570	
Ending Fund Balance	<u>\$ 19,670,241</u>	<u>\$ 18,876,821</u>		<u>\$ 20,433,548</u>	<u>\$ 22,752,437</u>	
<i>As a % of Annual Expenses</i>	27.6%	27.9%		28.7%	33.6%	

## Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 104	\$ 130,821	\$ (130,717)	\$ 1,174,505	\$ 736,864	\$ 437,641
Beginning Fund Balance	2,585,612	2,585,612		2,585,612	2,585,612	
Ending Fund Balance	<u>\$ 2,585,716</u>	<u>\$ 2,716,433</u>		<u>\$ 3,760,117</u>	<u>\$ 3,322,476</u>	
<i>As a % of Annual Expenses</i>	22.6%	29.1%		32.8%	35.6%	

## NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (1,111,058)	\$ (971,109)	\$ (139,949)	\$ 1,401,127	\$ 754,261	\$ 646,866
Beginning Fund Balance	3,157,326	3,157,326		3,157,326	3,157,326	
Ending Fund Balance	<u>\$ 2,046,268</u>	<u>\$ 2,186,217</u>		<u>\$ 4,558,453</u>	<u>\$ 3,911,587</u>	
<i>As a % of Annual Expenses</i>	8.7%	9.2%		19.3%	16.4%	

# Fund Balance

## North Bay

Total Surplus(Deficit)

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ (93,881)	\$ 52,345	\$ (146,226)
<u>792,412</u>	<u>792,412</u>	
<b>\$ 698,531</b>	<b>\$ 844,757</b>	
<i>29.4%</i>	<i>44.0%</i>	

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

## Annual/Full Year

Forecast	Budget	Fav/(Unf)
\$ 104,925	\$ 162,448	\$ (57,523)
<u>792,412</u>	<u>792,412</u>	
<b>\$ 897,337</b>	<b>\$ 954,859</b>	
<i>37.8%</i>	<i>49.8%</i>	

## Monterey Bay

Total Surplus(Deficit)

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ (711,456)	\$ 7,883	\$ (719,339)
<u>298,587</u>	<u>298,587</u>	
<b>\$ (412,869)</b>	<b>\$ 306,470</b>	
<i>-5.8%</i>	<i>5.1%</i>	

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

## Annual/Full Year

Forecast	Budget	Fav/(Unf)
\$ 661,131	\$ 279,484	\$ 381,646
<u>298,587</u>	<u>298,587</u>	
<b>\$ 959,718</b>	<b>\$ 578,071</b>	
<i>13.5%</i>	<i>9.7%</i>	

## Central Coast

Total Surplus(Deficit)

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 200,600	\$ 49,881	\$ 150,719
<u>198,205</u>	<u>198,205</u>	
<b>\$ 398,804</b>	<b>\$ 248,085</b>	
<i>23.1%</i>	<i>17.9%</i>	

Beginning Fund Balance

Ending Fund Balance

*As a % of Annual Expenses*

## Annual/Full Year

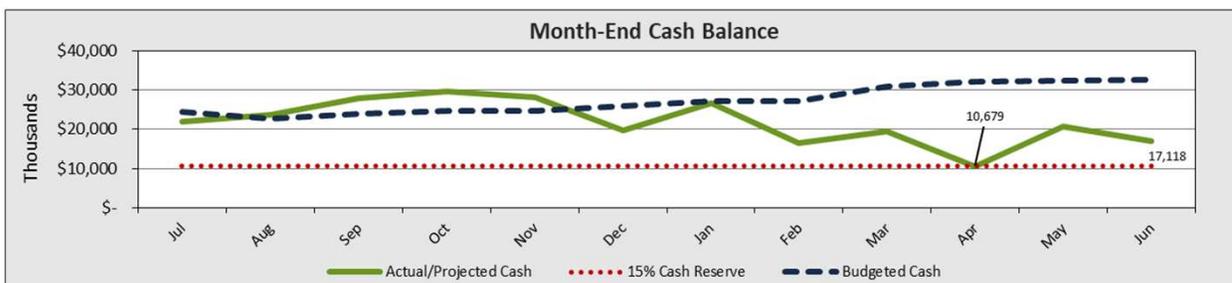
Forecast	Budget	Fav/(Unf)
\$ 189,059	\$ 123,060	\$ 65,999
<u>198,205</u>	<u>198,205</u>	
<b>\$ 387,263</b>	<b>\$ 321,264</b>	
<i>22.5%</i>	<i>23.2%</i>	

# Cash Balance

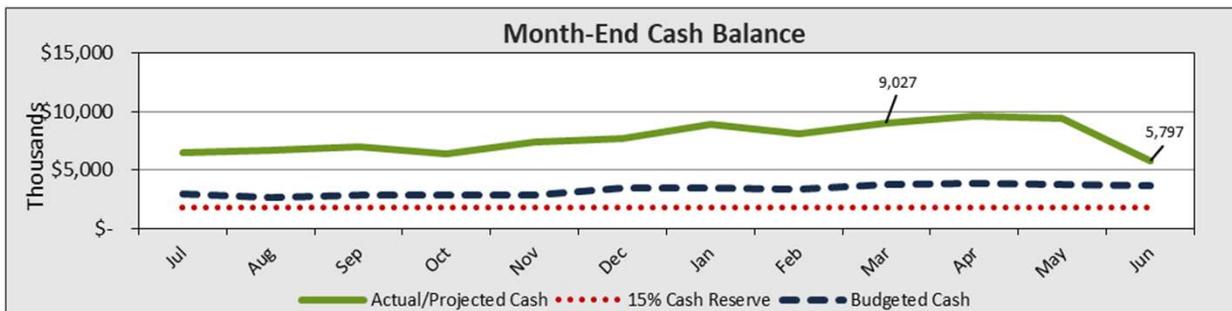


- Current total cash balance of \$42.4M; down from \$47.6M

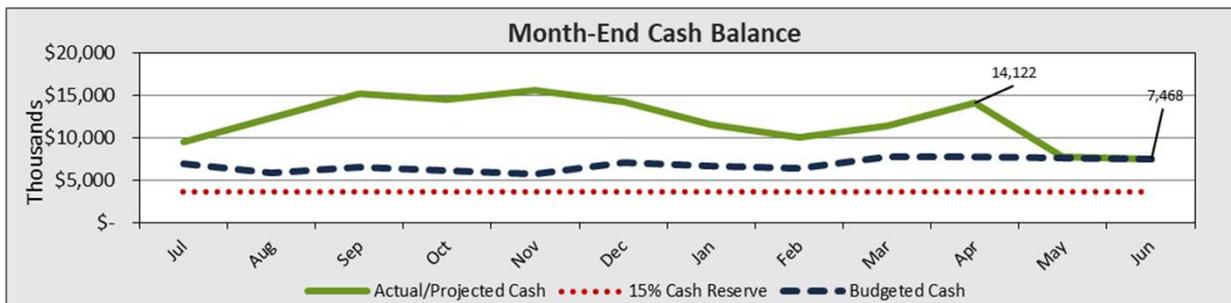
## SoCal



## Central Valley



## NorCal

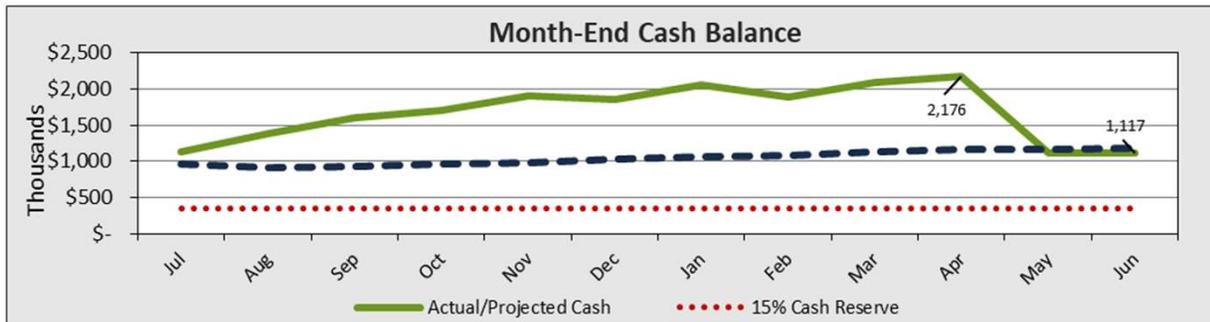




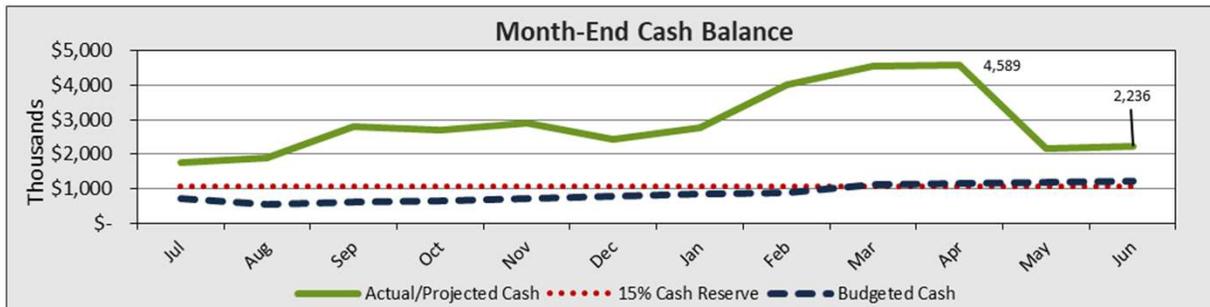
# Cash Balance

- Current total cash balance of \$42.4M; down from \$47.6M

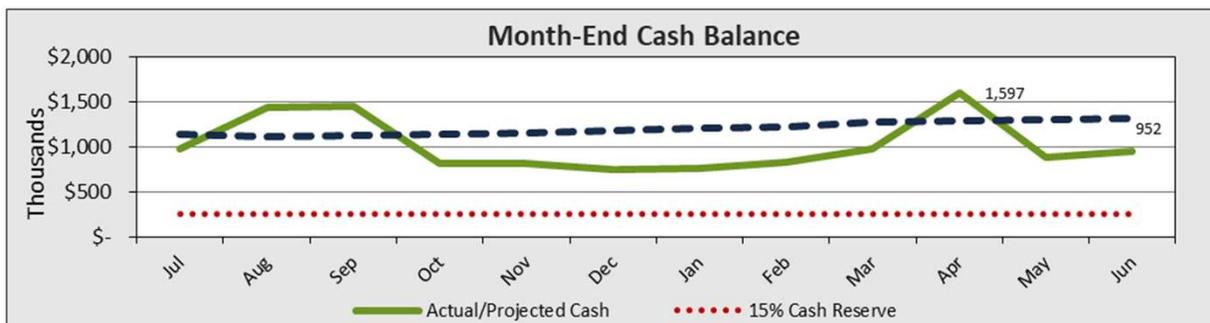
## North Bay



## Monterey Bay



## Central Coast



# Appendix

- Monthly Cash Flow / Forecast 23/24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Monthly Check Register
- AP Aging



**FY23-24 CalOps Southern California**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 5045.66</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	961,502	-	2,692,205	1,730,703	1,730,703	1,730,703	1,730,703	1,235,145	1,235,145	1,235,145	1,235,145	988,300	145,545	16,650,944	20,625,581	(3,974,637)
8012 Education Protection Account	-	-	241,493	-	-	241,493	-	-	255,129	-	-	-	241,101	979,216	1,009,132	(29,916)
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	127,486	63,747	63,747	-	-	254,980	-	254,980
8096 In Lieu of Property Taxes	-	2,543,036	-	-	3,390,714	11,867,499	3,390,714	-	3,390,714	7,113,123	3,805,003	3,805,003	4,487,818	43,793,624	41,505,746	2,287,878
	961,502	2,543,036	2,933,698	1,730,703	5,121,417	13,839,695	5,121,417	1,235,145	5,008,474	8,412,015	5,103,895	4,793,303	4,874,465	61,678,764	63,140,460	(1,461,695)
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	120,399	120,399	395,691	636,489	630,707	5,782
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	793,988	-	-	-	-	-	793,988	795,633	(1,645)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	60,732	77,509	-	-	143	138,384	130,167	8,217
8181 Title IV - Part A	-	-	-	-	-	-	-	-	-	-	-	-	61,655	61,655	56,105	5,550
8296 Other Federal Revenue	-	-	-	-	-	1,796,540	61,655	-	-	-	-	-	697,344	2,555,539	3,264,934	(709,395)
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	78,582	-	-	-	-	78,582	-	78,582
	-	-	-	-	-	1,796,540	855,643	139,314	77,509	-	120,399	120,399	1,154,833	4,264,637	4,877,546	(612,909)
<b>Other State Revenue</b>																
8311 State Special Education	206,870	206,870	372,367	372,367	372,367	-	744,734	381,551	774,426	-	329,857	329,857	192,805	4,284,070	4,477,518	(193,448)
8550 Mandated Cost	-	-	-	-	173,027	-	-	-	-	-	-	-	-	173,027	172,508	519
8560 State Lottery	-	-	-	-	-	-	-	432,464	386,252	-	-	-	400,408	1,219,124	1,195,821	23,303
8598 Prior Year Revenue	-	-	-	-	-	-	246,548	-	12,513	40,758	-	-	-	299,819	-	299,819
8599 Other State Revenue	-	-	54,714	-	70,346	35,173	-	70,644	35,471	35,471	22,032	22,032	(11,322)	334,562	342,041	(7,479)
	206,870	206,870	427,081	372,367	615,740	35,173	991,282	884,659	1,208,661	76,229	351,889	351,889	581,891	6,310,602	6,187,889	122,713
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	-	10,686	-	15,830	6,799	-	8,656	22,424	7,612	-	-	-	72,007	-	72,007
	-	-	10,686	-	169,642	6,799	-	8,656	(131,387)	7,612	-	-	-	72,007	-	72,007
<b>Total Revenue</b>	<b>1,168,372</b>	<b>2,749,906</b>	<b>3,371,465</b>	<b>2,103,070</b>	<b>5,906,799</b>	<b>13,881,667</b>	<b>7,909,239</b>	<b>2,984,103</b>	<b>6,225,062</b>	<b>8,573,365</b>	<b>5,576,183</b>	<b>5,265,591</b>	<b>6,611,189</b>	<b>72,326,010</b>	<b>74,205,895</b>	<b>(1,885,434)</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	1,336,153	2,116,459	1,438,756	1,438,756	1,688,398	1,468,195	1,625,376	1,606,182	1,591,803	1,595,053	1,615,000	1,615,000	1,703,031	20,838,161	18,991,275	(1,846,887)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	492	492	591	1,576	7,416	5,840
1200 Pupil Support Salaries	145,224	119,000	122,644	122,644	172,609	112,759	177,851	185,529	178,234	176,713	182,000	182,000	176,379	2,053,584	1,462,827	(590,757)
1300 Administrators' Salaries	262,048	170,018	165,924	165,924	201,225	161,548	188,909	163,075	166,633	197,902	171,000	171,000	239,227	2,424,433	2,415,186	(9,247)
	1,743,425	2,405,476	1,727,324	1,727,324	2,062,232	1,742,502	1,992,136	1,954,786	1,936,670	1,969,668	1,968,492	1,968,492	2,119,228	25,317,755	22,876,704	(2,441,051)
<b>Classified Salaries</b>																
2100 Instructional Salaries	3,082	4,996	3,484	3,484	4,215	3,681	3,905	-	-	-	3,428	3,428	4,114	37,817	46,934	9,116
2200 Support Salaries	8,439	5,251	5,251	5,251	6,855	5,251	6,578	6,036	6,036	6,037	5,492	5,492	6,590	78,561	75,184	(3,377)
2300 Classified Administrators' Salaries	40,063	25,534	26,242	26,242	41,855	25,411	38,932	70,747	74,101	96,005	74,101	74,101	30,145	643,477	351,828	(291,649)
2400 Clerical and Office Staff Salaries	7,214	4,551	7,075	7,075	12,246	8,378	14,417	15,425	15,415	19,494	19,494	19,494	9,935	160,212	63,250	(96,962)
	58,798	40,333	42,051	42,051	65,170	42,721	63,832	92,208	95,552	121,536	102,515	102,515	50,784	920,067	537,195	(382,872)
<b>Benefits</b>																
3101 STRS	-	-	-	-	-	-	-	-	(90,877)	-	314,717	314,717	3,509,169	4,047,725	3,034,341	(1,013,384)
3301 OASDI	11,997	7,990	8,447	8,447	11,254	8,130	12,672	12,311	12,311	12,474	3,508	3,508	-	113,048	23,129	(89,919)
3311 Medicare	24,620	34,209	24,118	24,118	29,709	24,574	28,067	28,257	28,110	28,934	24,836	24,836	-	324,388	235,765	(88,623)
3401 Health and Welfare	-	-	-	-	36,396	1,860,785	449,909	1,993,003	(384,162)	506,330	512,600	512,600	-	5,487,460	4,862,000	(625,460)
3501 State Unemployment	1,478	1,893	2,002	2,002	201	1,521	52,195	9,101	3,229	2,610	11,438	11,438	-	99,109	217,013	117,904
3601 Workers' Compensation	-	-	46,676	34,235	-	221	-	-	32,839	-	23,980	23,980	-	161,930	227,635	65,705
	38,096	44,092	81,243	68,801	77,560	1,895,232	542,842	2,042,671	(398,549)	550,348	891,078	891,078	3,509,169	10,233,661	8,599,883	(1,633,778)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	-	2,966	-	465,074	49,796	-	22,812	7,875	7,375	7,375	27,858	-	591,131	344,500	(246,631)
4200 Books and Reference Materials	-	-	-	-	-	-	3,102	1,121,410	620,797	626,722	626,722	474,000	-	5,667,011	6,914,823	1,247,812
4302 School Supplies	-	21,692	34,530	4,108	13,696	-	-	42,478	5,762	153,759	153,759	3,260,789	-	3,690,574	3,804,737	114,163
4305 Software	-	127,690	210,366	424,997	473,361	1,261,387	14,771	1,058,873	315,906	354,839	354,839	262,407	-	4,859,436	3,148,884	(1,710,552)
4310 Office Expense	4,917	402	9,441	1,060	1,694	5,209	186	64,058	30,108	1,654	11,323	11,323	-	141,376	135,877	(5,499)
4311 Business Meals	-	-	-	-	-	-	162	3,306	1,761	7,810	12,919	12,919	-	38,876	155,022	116,146
4400 Noncapitalized Equipment	-	771,325	299,618	16,833	3,648	32,076	10,101	(98)	522	2,061	274,475	274,475	-	1,685,037	2,303,093	618,056
	4,917	921,108	556,922	446,999	957,473	3,542,726	28,322	2,312,840	982,730	1,154,220	1,441,412	4,323,771	-	16,673,440	16,806,936	133,496



**FY23-24 CalOps Southern California**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																	
5102	Special Education	-	23,552	105,734	137,125	239,755	457,172	508,685	767,929	489,160	794,304	492,230	492,230	750,000	5,257,877	5,072,600	(185,277)
5103	Substitute Teacher	-	-	-	-	-	44,443	-	54,549	10,343	12,943	-	-	-	122,278	-	(122,278)
5106	Other Educational Consultants	-	18,908	-	270	881	296,775	87,270	129,706	72,985	64,946	76,000	76,000	-	823,741	4,236,338	3,412,597
5107	Instructional Services	-	-	-	-	-	86,347	-	43,953	24,213	24,633	74,357	74,357	-	327,859	743,565	415,706
		-	42,460	105,734	137,395	240,636	884,737	595,955	996,138	596,701	896,826	642,587	642,587	750,000	6,531,755	10,052,503	3,520,748
<b>Operations and Housekeeping</b>																	
5201	Auto and Travel	20,998	1,559	5,123	440	680	795	1,703	120,587	6,868	48,433	24,801	24,801	-	256,789	297,612	40,823
5300	Dues & Memberships	-	23,739	-	894	-	76,082	-	9,556	-	265	6,533	6,533	-	123,603	80,800	(42,803)
5400	Insurance	-	-	7,019	12,392	-	46,087	9,692	9,706	9,692	-	9,692	9,692	-	113,971	7,000	(106,971)
5501	Utilities	-	106	217	12,696	221	1,324	2,393	2,320	165	250	2,116	2,116	-	23,922	25,392	1,470
5502	Janitorial Services	-	4,960	2,640	1,382	1,296	1,296	1,296	1,296	1,338	1,296	1,501	1,501	-	19,801	19,308	(493)
5900	Communications	-	2,136	3,979	2,689	4,457	2,576	4,713	17,339	2,934	1,826	4,700	4,700	-	52,047	692,688	640,641
5901	Postage and Shipping	-	29	-	-	139	73,641	1,532	42,460	24,675	19,524	19,524	19,524	-	201,048	23,412	(177,636)
		20,998	32,529	18,977	30,493	6,792	201,800	21,329	203,264	45,671	71,594	68,867	68,867	-	791,181	1,146,212	355,031
<b>Facilities, Repairs and Other Leases</b>																	
5601	Rent	36,975	-	4,160	109,322	37,827	55,367	37,827	37,827	31,086	(51,990)	37,827	37,827	-	374,056	280,832	(93,224)
5602	Additional Rent	-	-	-	10,981	122,035	24,208	(153,303)	64,949	1,525	72,410	1,320	1,320	-	145,445	15,842	(129,603)
5603	Equipment Leases	-	-	2,077	-	4,180	841	1,051	4,502	-	2,623	1,445	1,445	-	18,163	17,335	(828)
5604	Other Leases	-	-	-	-	-	-	161,427	-	-	-	-	-	-	161,427	-	(161,427)
5610	Repairs and Maintenance	-	-	2,397	563	1,650	100	858	3,375	2,440	1,489	-	-	-	12,872	-	(12,872)
		36,975	-	8,634	120,865	165,692	80,517	47,859	110,654	35,051	24,532	40,592	40,592	-	711,963	314,009	(397,954)
<b>Professional/Consulting Services</b>																	
5801	IT	-	43,543	13,000	6,160	1,863	1,056,149	2,948	682,762	313,679	360,302	360,302	360,302	-	3,201,011	953,879	(2,247,132)
5802	Audit & Taxes	-	-	292	17,650	3,846	136,711	-	-	19,188	56,636	-	-	-	234,323	172,221	(62,102)
5803	Legal	-	9,960	2,988	5,647	2,141	15,066	6,722	21,264	2,401	13,306	19,906	19,906	119,563	238,869	238,869	-
5804	Professional Development	-	-	26,172	8,710	19,444	125,000	61	453,087	27,405	44,427	55,228	55,228	-	814,762	662,735	(152,027)
5805	General Consulting	-	48	17,845	23,793	17,053	1,840,309	13,194	951,116	124,508	241,111	124,508	124,508	(2,068,400)	1,409,593	3,578,469	2,168,876
5807	Bank Charges	135	155	226	318	190	175	223	351	(308)	145	917	917	-	3,444	11,000	7,556
5808	Printing	-	-	-	-	-	-	-	1,761	-	-	-	-	-	1,761	-	(1,761)
5809	Other taxes and fees	85	3,260	376	6	1,270	292	103	37,038	1,194	(33,702)	10,852	10,852	-	31,625	130,221	98,596
5810	Payroll Service Fee	-	-	-	-	-	530,961	-	380,863	153,942	175,187	175,187	175,187	-	1,591,327	-	(1,591,327)
5811	Management Fee	-	56,650	28,325	28,414	28,228	28,552	62,617	64,446	62,432	62,109	27,086	27,086	-	475,945	339,900	(136,045)
5812	District Oversight Fee	-	-	-	-	-	-	47,071	94,142	-	170,632	51,039	47,933	205,971	616,788	631,405	14,617
5814	SPED Encroachment	3,019	3,019	5,434	-	10,868	-	10,868	-	11,324	-	13,508	13,508	76,069	147,617	-	(147,617)
5815	Public Relations/Recruitment	-	37,549	30,591	-	10,733	425,240	24,822	209,173	120,063	128,562	128,562	128,562	-	1,243,857	687,787	(556,070)
		68,240	154,184	125,749	93,198	111,134	4,158,801	168,629	2,994,825	835,828	1,222,785	873,725	870,619	(1,666,797)	10,010,920	7,406,486	(2,604,434)
<b>Depreciation</b>																	
6900	Depreciation Expense	-	-	542	18,140	(17,778)	181	181	181	181	181	250	250	-	2,307	3,100	793
		-	-	542	18,140	(17,778)	181	181	181	181	181	250	250	-	2,307	3,100	793
<b>Interest</b>																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>		<b>1,971,448</b>	<b>3,640,183</b>	<b>2,667,176</b>	<b>2,685,266</b>	<b>3,668,912</b>	<b>12,549,216</b>	<b>3,461,085</b>	<b>10,707,566</b>	<b>4,129,835</b>	<b>6,011,690</b>	<b>6,029,518</b>	<b>8,908,771</b>	<b>4,762,383</b>	<b>71,193,049</b>	<b>67,743,028</b>	<b>(3,450,021)</b>
<b>Monthly Surplus (Deficit)</b>		<b>(803,076)</b>	<b>(890,277)</b>	<b>704,289</b>	<b>(582,196)</b>	<b>2,237,887</b>	<b>1,332,451</b>	<b>4,448,154</b>	<b>(7,723,463)</b>	<b>2,095,227</b>	<b>2,561,675</b>	<b>(453,335)</b>	<b>(3,643,180)</b>	<b>1,848,806</b>	<b>1,132,961</b>	<b>6,462,867</b>	<b>(5,335,456)</b>
														1.6%			



### FY23-24 CalOps Southern California

#### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 4896.08

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(803,076)	(890,277)	704,289	(582,196)	2,237,887	1,332,451	4,448,154	(7,723,463)	2,095,227	2,561,675	(453,335)	(3,643,180)	1,848,806	1,132,961		
Cash flows from operating activities																
Depreciation/Amortization	-	-	542	181	-	181	181	181	181	181	250	250	-	2,126		
Public Funding Receivables	265,964	5,101,936	-	(1,730,703)	1,730,703	-	(1,796,540)	(2,125,393)	2,578,552	381,551	-	-	(6,611,189)	(2,205,119)		
Grants and Contributions Rec.	-	-	5,658,756	-	2,164,597	(5,075,819)	-	(1,392,104)	(91,091)	2,002,878	-	-	-	3,267,217		
Due To/From Related Parties	(211,896)	(1,963,032)	(2,283,052)	3,811,740	(2,149,438)	(3,241,052)	4,307,739	(3,218,707)	(2,055,587)	(1,276,989)	10,596,540	-	-	2,316,267		
Prepaid Expenses	127,890	(27,548)	-	(209,168)	(8,723)	223,887	(32,839)	-	(37,820)	(73,540)	-	-	-	(37,861)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	(111,991)	(2,391,184)	-	-	1,107	(1,107)	117,720	2,765,923	(2,874,680)	-	-	4,762,383	2,268,171		
Accrued Expenses	(478,501)	(370,442)	2,510,256	532,985	(4,727,549)	(1,709,724)	1,681,667	430,302	(1,757,844)	(9,846,968)	-	-	-	(13,735,817)		
Deferred Revenue	-	-	-	-	(735,439)	-	(1,730,703)	3,899,008	(524,890)	154,910	-	-	-	1,062,886		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities				17,959												
Purchases of Prop. And Equip.	-	-	-	-	(17,778)	-	-	-	-	-	-	-	-	(17,778)		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(1,099,618)</b>	<b>1,738,647</b>	<b>4,199,606</b>	<b>1,840,798</b>	<b>(1,505,741)</b>	<b>(8,468,969)</b>	<b>6,876,551</b>	<b>(10,012,455)</b>	<b>2,972,651</b>	<b>(8,970,982)</b>	<b>10,143,455</b>	<b>(3,642,930)</b>				
Cash, Beginning of Month	23,046,829	21,947,211	23,685,858	27,885,464	29,726,262	28,220,521	19,751,553	26,628,103	16,615,648	19,588,299	10,617,317	20,760,772				
<b>Cash, End of Month</b>	<b>21,947,211</b>	<b>23,685,858</b>	<b>27,885,464</b>	<b>29,726,262</b>	<b>28,220,521</b>	<b>19,751,553</b>	<b>26,628,103</b>	<b>16,615,648</b>	<b>19,588,299</b>	<b>10,617,317</b>	<b>20,760,772</b>	<b>17,117,842</b>				

**FY23-24 CalOps Central Valley**

**Monthly Cash Flow/Forecast FY23-24**

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																<b>ADA = 643.74</b>
8011 LCFF State Aid	-	298,722	301,344	542,418	543,157	524,903	537,700	537,700	842,809	842,809	872,386	872,386	927,404	7,643,739	6,119,923	1,523,816
8012 Education Protection Account	-	-	-	-	-	543,157	543,156	-	-	-	669,407	-	958,036	2,713,756	2,134,271	579,485
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(45)	(45)	-	-	-	(90)	-	(90)
8096 In Lieu of Property Taxes	-	-	-	75,130	33,391	66,782	33,391	-	33,391	-	45,681	45,681	149,322	482,769	386,580	96,189
	-	298,722	301,344	617,548	576,548	1,134,842	1,114,247	537,700	876,155	842,764	1,587,474	918,067	2,034,762	10,840,174	8,640,774	2,199,401
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	20,834	20,834	62,500	104,168	80,468	23,700
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	135,177	-	-	-	8,062	143,239	140,532	2,707
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	9,028	-	-	-	22,752	22,324	428
8290 Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	11,187	11,187	10,964	223
8296 Other Federal Revenue	-	-	-	-	-	-	260,511	-	11,187	-	-	-	111,822	383,520	408,030	(24,510)
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	9,059	-	-	-	-	9,059	-	9,059
	-	-	-	-	-	-	260,511	-	155,423	9,028	20,834	20,834	207,295	673,925	662,318	11,607
<b>Other State Revenue</b>																
8311 State Special Education	27,750	27,750	49,950	49,950	49,950	-	99,900	76,466	155,196	-	63,886	63,886	36,445	701,129	571,257	129,872
8550 Mandated Cost	-	-	-	-	-	22,682	-	-	-	-	-	-	-	22,682	23,168	(486)
8560 State Lottery	-	-	-	-	-	-	-	57,843	-	-	-	-	-	199,521	152,567	46,954
8598 Prior Year Revenue	-	-	-	-	-	-	14,654	1,892	2,032	127,880	-	-	-	146,458	-	146,458
8599 Other State Revenue	-	2,621	-	-	-	16,777	-	4,718	11,897	-	3,606	3,606	(3,161)	40,065	32,187	7,877
	27,750	30,371	49,950	49,950	49,950	39,459	114,554	140,920	169,125	127,880	67,492	67,492	174,962	1,109,854	779,179	330,675
<b>Other Local Revenue</b>																
8660 Interest Revenue	83	98	93	102	103	1,035	136	134	5,217	126	-	-	-	7,128	-	7,128
	83	98	93	102	103	1,035	136	134	5,217	126	-	-	-	7,128	-	7,128
<b>Total Revenue</b>	<b>27,833</b>	<b>329,192</b>	<b>351,387</b>	<b>667,600</b>	<b>626,602</b>	<b>1,175,336</b>	<b>1,489,448</b>	<b>678,754</b>	<b>1,205,920</b>	<b>979,798</b>	<b>1,675,800</b>	<b>1,006,393</b>	<b>2,417,019</b>	<b>12,631,081</b>	<b>10,082,271</b>	<b>2,548,811</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	170,803	270,551	183,919	183,919	215,831	187,682	207,775	205,321	203,483	203,898	206,600	206,600	278,717	2,725,097	2,427,687	(297,410)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	81	81	97	258	948	690
1200 Pupil Support Salaries	18,564	15,212	15,678	15,678	22,065	14,414	22,735	23,716	22,784	22,590	24,055	24,055	28,866	270,412	186,996	(83,417)
1300 Administrators' Salaries	33,498	21,734	21,210	21,210	25,723	20,651	24,149	20,846	21,301	25,298	21,882	21,882	39,152	318,536	308,737	(9,798)
	222,865	307,496	220,807	220,807	263,619	222,747	254,658	249,884	247,568	251,786	252,618	252,618	346,832	3,314,303	2,924,368	(389,935)
<b>Classified Salaries</b>																
2100 Instructional Salaries	394	639	445	445	539	471	499	-	-	-	561	561	673	5,227	6,000	772
2200 Support Salaries	1,079	671	671	671	876	671	841	772	772	772	899	899	1,079	10,672	9,611	(1,062)
2300 Classified Administrators' Salaries	5,121	3,264	3,355	3,355	5,350	3,248	4,977	9,044	9,472	12,272	12,272	4,111	4,933	80,775	44,975	(35,800)
2400 Clerical and Office Staff Salaries	922	582	904	904	1,565	1,071	1,843	1,972	1,971	2,492	1,355	1,355	1,626	18,562	8,085	(10,477)
	7,516	5,156	5,375	5,375	8,331	5,461	8,160	11,787	12,215	15,536	15,087	6,926	8,311	115,236	68,671	(46,566)
<b>Benefits</b>																
3101 STRS	-	-	970	-	-	-	-	-	(15,132)	-	50,492	50,492	575,626	662,449	387,885	(274,564)
3202 PERS	-	-	-	-	-	-	-	-	-	-	2,938	1,349	-	4,287	12,876	8,589
3301 OASDI	1,534	1,021	1,080	1,080	1,439	1,039	1,620	1,574	1,574	1,595	675	310	-	14,539	2,957	(11,582)
3311 Medicare	3,147	4,373	3,083	3,083	3,798	3,141	3,588	3,612	3,593	3,698	4,020	3,897	-	43,034	30,138	(12,895)
3401 Health and Welfare	-	-	-	-	5,768	308,824	231,160	330,481	(63,702)	83,960	81,127	81,127	-	1,058,745	628,524	(430,221)
3501 State Unemployment	189	242	256	256	26	194	6,672	1,163	413	334	11,210	11,210	192,036	224,201	168,528	(55,673)
3601 Workers' Compensation	-	-	5,967	4,376	-	37	-	5,445	-	-	3,881	3,763	-	23,469	29,099	5,630
	4,870	5,636	11,355	8,795	11,030	313,236	243,040	342,276	(73,254)	89,587	154,343	152,148	767,662	2,030,723	1,260,007	(770,716)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	-	379	-	59,451	6,460	-	2,843	4,250	1,083	5,260	5,260	-	84,986	42,300	(42,686)
4200 Books and Reference Materials	-	-	-	-	-	359,494	514	201,053	121,505	97,281	88,652	88,652	-	957,153	886,520	(70,633)
4302 School Supplies	-	2,773	548	525	1,751	-	-	1,141	995	25,606	58,456	58,456	-	150,252	33,932	(116,320)
4305 Software	-	2,959	30,640	55,071	60,461	204,756	4,326	178,886	56,448	56,446	42,060	42,060	-	734,113	420,600	(313,513)
4310 Office Expense	-	36	1,079	42	70	733	23	9,242	4,993	138	1,427	1,427	-	19,209	14,268	(4,941)
4311 Business Meals	-	-	-	-	-	-	27	548	263	1,635	1,639	1,639	-	5,750	19,666	13,916
4400 Noncapitalized Equipment	-	3,455	37,409	2,152	466	4,230	1,675	(16)	87	341	589,858	589,858	-	1,229,515	1,141,995	(87,520)
	-	9,223	70,055	57,790	122,199	575,674	6,565	393,697	188,541	182,530	787,352	787,352	-	3,180,977	2,559,281	(621,697)



**FY23-24 CalOps Central Valley**

**Monthly Cash Flow/Forecast FY23-24**

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	-	3,575	30,049	15,431	37,922	38,657	105,794	130,139	84,131	136,405	136,405	66,233	132,467	917,208	638,500	(278,708)
5103 Substitute Teacher	-	-	-	-	-	7,370	-	9,045	1,715	2,147	-	-	-	20,277	-	(20,277)
5106 Other Educational Consultants	-	180	-	35	143	65,845	14,471	23,246	11,925	10,105	15,000	15,000	-	155,949	615,386	459,436
5107 Instructional Services	-	-	-	-	-	14,187	-	7,913	4,757	3,837	-	-	-	30,694	-	(30,694)
	-	3,755	30,049	15,466	38,065	126,058	120,265	170,343	102,528	152,494	151,405	81,233	132,467	1,124,127	1,253,886	129,758
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	63	221	16,623	1,048	8,689	3,146	3,146	-	32,937	37,754	4,817
5300 Dues & Memberships	-	2,934	159	63	-	12,276	-	1,585	-	44	1,225	1,225	-	19,510	11,800	(7,710)
5400 Insurance	-	-	897	1,584	-	7,375	1,607	1,610	1,607	-	92	92	-	14,863	900	(13,963)
5501 Utilities	-	-	-	-	-	-	-	23	-	-	268	268	-	560	3,221	2,661
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	575	575	-	1,150	5,600	4,450
5900 Communications	-	-	156	178	194	339	515	2,534	399	215	500	500	-	5,530	85,700	80,170
5901 Postage and Shipping	-	-	-	-	18	11,857	1	7,373	4,076	3,165	248	248	-	26,985	2,970	(24,015)
	-	2,934	1,212	1,826	212	31,910	2,344	29,747	7,130	12,113	6,054	6,054	-	101,535	147,945	46,410
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	-	-	-	-	-	-	-	-	-	38,791	38,791
5602 Additional Rent	-	-	532	4,140	8,811	1,086	(13,482)	1,561	200	7,977	168	168	-	11,159	2,010	(9,149)
5603 Equipment Leases	-	-	-	-	-	-	-	2,176	-	-	183	183	-	2,543	2,199	(344)
5604 Other Leases	-	-	-	-	-	-	16,046	-	-	-	-	-	-	16,046	-	(16,046)
5610 Repairs and Maintenance	-	-	-	-	-	-	-	414	-	-	-	-	-	414	-	(414)
	-	-	532	4,140	8,811	1,086	2,564	4,151	200	7,977	351	351	-	30,162	43,000	12,838
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	185,099	(533)	109,921	63,476	64,640	65,020	65,020	-	552,643	522,400	(30,243)
5802 Audit & Taxes	-	-	37	411	290	23,660	-	-	3,182	34,805	-	-	-	62,385	5,308	(57,077)
5803 Legal	-	-	382	664	54	1,278	159	3,608	236	1,457	-	-	-	7,839	-	(7,839)
5804 Professional Development	-	-	3,346	1,113	2,506	15,833	10	53,350	12,602	7,433	7,006	7,006	-	110,206	84,073	(26,133)
5805 General Consulting	-	6	2,781	3,042	2,292	318,673	2,188	172,219	17,947	17,509	26,052	26,052	(338,513)	250,248	206,823	(43,425)
5806 Special Activities/Field Trips	-	-	-	-	1,876	-	-	14,474	-	4,608	-	-	-	20,958	-	(20,958)
5807 Bank Charges	116	113	107	78	95	100	77	108	93	-	83	83	-	1,053	1,000	(53)
5808 Printing	-	-	-	-	-	-	-	292	-	-	-	-	-	292	-	(292)
5809 Other taxes and fees	-	21	47	1	38	47	(41)	17,698	7,377	(24,648)	3,800	3,800	-	8,141	45,604	37,463
5810 Payroll Service Fee	-	-	-	-	-	88,044	-	63,155	25,527	29,050	-	-	-	205,776	-	(205,776)
5811 Management Fee	-	7,242	3,621	3,624	3,600	3,643	11,008	8,698	10,983	10,298	4,433	4,433	-	71,582	43,540	(28,132)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	15,875	9,181	83,346	108,402	86,408	(21,994)
5814 SPED Encroachment	405	405	729	-	1,458	-	1,458	-	2,264	-	2,542	2,542	12,357	24,159	-	(24,159)
5815 Public Relations/Recruitment	-	4,385	3,911	-	2,749	49,990	4,116	25,534	14,041	15,572	7,765	7,765	-	135,828	93,184	(42,644)
	521	12,171	14,960	8,932	14,959	686,367	18,443	469,056	157,730	160,724	132,577	125,883	(242,810)	1,559,512	1,088,250	(471,262)
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>235,772</b>	<b>346,371</b>	<b>354,344</b>	<b>323,130</b>	<b>467,225</b>	<b>1,962,539</b>	<b>656,040</b>	<b>1,670,941</b>	<b>642,657</b>	<b>872,747</b>	<b>1,499,786</b>	<b>1,412,564</b>	<b>1,012,461</b>	<b>11,456,576</b>	<b>9,345,407</b>	<b>(2,111,170)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(207,939)</b>	<b>(17,179)</b>	<b>(2,957)</b>	<b>344,470</b>	<b>159,377</b>	<b>(787,204)</b>	<b>833,408</b>	<b>(992,187)</b>	<b>563,263</b>	<b>107,051</b>	<b>176,014</b>	<b>(406,171)</b>	<b>1,404,557</b>	<b>1,174,505</b>	<b>736,864</b>	<b>437,641</b>
														10.3%		



### FY23-24 CalOps Central Valley

#### Monthly Cash Flow/Forecast FY23-24

Revised: 5/28/24

Actuals Through: 4/30/2024

ADA = 801.29

#### Cash Flow Adjustments

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(207,939)	(17,179)	(2,957)	344,470	159,377	(787,204)	833,408	(992,187)	563,263	107,051	176,014	(406,171)	1,404,557	1,174,505		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	2,337,530	1,215	-	(542,418)	542,418	581,281	(260,511)	(418,968)	(256,322)	76,466	-	-	(2,417,019)	(356,328)		
Grants and Contributions Rec.	-	-	61,552	(278,832)	(259,466)	722,373	-	(451,986)	(6,045)	(90,446)	-	-	-	(302,850)		
Due To/From Related Parties	(68,744)	416,368	322,754	(88,952)	449,005	-	364,395	719,592	446,391	541,124	(3,420,695)	-	-	(318,762)		
Prepaid Expenses	-	(159)	159	(27,038)	-	-	(5,445)	5,445	-	(18,854)	-	-	-	(45,892)		
Other Assets	-	-	-	-	-	(131,297)	-	323,632	-	-	-	-	-	192,335		
Accounts Payable	-	(21,805)	(381,802)	-	-	-	-	(1,075,221)	388,392	(387,025)	-	-	1,012,461	(465,000)		
Accrued Expenses	(1,075,623)	(112,159)	301,472	-	40,626	-	231,160	1,115,508	(239,486)	19	-	-	-	261,518		
Other Liabilities	-	-	-	-	-	-	-	-	-	22,487	-	-	-	22,487		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>985,225</b>	<b>266,281</b>	<b>301,178</b>	<b>(592,771)</b>	<b>931,960</b>	<b>385,153</b>	<b>1,163,007</b>	<b>(774,186)</b>	<b>896,195</b>	<b>250,822</b>	<b>(3,244,681)</b>	<b>(406,171)</b>				
Cash, Beginning of Month	5,465,365	6,450,589	6,716,870	7,018,048	6,425,277	7,357,237	7,742,389	8,905,397	8,131,211	9,027,406	9,278,228	6,033,547				
<b>Cash, End of Month</b>	<b>6,450,589</b>	<b>6,716,870</b>	<b>7,018,048</b>	<b>6,425,277</b>	<b>7,357,237</b>	<b>7,742,389</b>	<b>8,905,397</b>	<b>8,131,211</b>	<b>9,027,406</b>	<b>9,278,228</b>	<b>6,033,547</b>	<b>5,627,376</b>				

**FY23-24 CalOps NorCal**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																
															<b>ADA = 1766.29</b>	
<b>State Aid - Revenue Limit</b>																
8011	-	629,013	629,013	1,120,107	1,120,107	1,106,643	1,120,107	1,120,107	1,149,392	1,149,391	1,149,391	1,308,640	1,416,897	13,018,809	13,673,696	(654,887)
8012	-	-	1,385,789	-	-	-	1,385,789	-	-	1,977,831	-	-	1,042,210	5,791,619	5,572,843	218,776
8019	-	-	-	-	-	-	-	-	(8,511)	3,192	-	-	-	(5,319)	-	(5,319)
8096	-	-	-	-	-	-	-	-	-	-	486,626	486,626	1,930,064	2,903,317	2,728,393	174,923
	-	629,013	2,014,802	1,120,107	1,120,107	1,106,643	2,505,896	1,120,107	1,140,881	3,130,414	1,636,017	1,795,267	4,389,171	21,708,426	21,974,932	(266,507)
<b>Federal Revenue</b>																
8181	-	-	-	-	-	-	-	-	-	-	45,201	45,201	134,330	224,732	220,787	3,946
8290	-	-	-	-	-	-	243,404	-	-	-	-	-	(6,488)	236,916	243,957	(7,041)
8291	-	-	-	-	-	-	-	-	20,459	-	-	-	24,830	45,289	40,739	4,550
8290	-	-	-	-	-	-	-	-	1	-	-	-	18,900	18,901	16,635	2,266
8296	-	-	-	-	-	-	239,462	-	-	-	-	-	(18,901)	220,561	-	220,561
8299	-	-	-	-	-	-	-	-	20,765	-	-	-	-	20,765	-	20,765
	-	-	-	-	-	-	482,866	-	41,225	-	45,201	45,201	152,671	767,164	522,118	245,047
<b>Other State Revenue</b>																
8311	71,268	71,268	128,283	128,283	128,283	-	256,566	138,742	281,600	-	119,699	119,699	68,930	1,512,621	1,567,409	(54,787)
8550	-	-	-	-	-	59,096	-	-	-	-	-	-	-	59,096	57,694	1,402
8560	-	-	-	-	-	-	135,211	13,654	-	132,958	-	-	148,626	430,449	418,611	11,837
8598	-	-	-	-	-	-	-	-	3,957	395,434	-	-	-	399,391	-	399,391
8599	-	-	-	12,117	12,117	25,581	12,117	12,117	12,905	12,906	7,779	7,779	(28,983)	86,436	88,315	(1,879)
	71,268	71,268	128,283	140,400	140,400	84,677	403,894	164,513	298,462	541,298	127,478	127,478	188,573	2,487,993	2,132,029	355,964
<b>Other Local Revenue</b>																
8660	-	-	-	-	-	20,349	-	-	11,811	17,542	-	-	-	49,702	-	49,702
8699	-	-	-	-	3,258	-	-	-	-	-	-	-	-	3,258	-	3,258
	-	-	-	-	3,258	20,349	-	-	11,811	17,542	-	-	-	52,960	-	52,960
<b>Total Revenue</b>	<b>71,268</b>	<b>700,281</b>	<b>2,143,085</b>	<b>1,260,507</b>	<b>1,263,765</b>	<b>1,211,669</b>	<b>3,392,656</b>	<b>1,284,620</b>	<b>1,492,379</b>	<b>3,689,254</b>	<b>1,808,697</b>	<b>1,967,946</b>	<b>4,730,416</b>	<b>25,016,542</b>	<b>24,629,078</b>	<b>387,464</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100	467,005	739,733	502,866	502,866	590,120	513,155	568,093	561,384	556,358	557,494	564,000	564,000	604,216	7,291,291	6,637,727	(653,564)
1175	-	-	-	-	-	-	-	-	-	-	174	174	209	556	2,592	2,036
1200	50,758	41,592	42,866	42,866	60,329	39,411	62,162	64,845	62,296	61,764	63,500	63,500	62,276	718,163	511,279	(206,884)
1300	91,590	59,424	57,993	57,993	70,331	56,463	66,026	56,997	58,241	69,170	59,900	59,900	84,466	848,494	844,143	(4,351)
	609,352	840,749	603,725	603,725	720,780	609,030	696,280	683,226	676,894	688,428	687,574	687,574	751,167	8,858,505	7,995,741	(862,764)
<b>Classified Salaries</b>																
2100	1,077	1,746	1,218	1,218	1,473	1,287	1,365	-	-	-	1,211	1,211	1,453	13,257	16,404	3,147
2200	2,949	1,835	1,835	1,835	2,396	1,835	2,299	2,110	2,110	2,110	1,939	1,939	2,327	27,521	26,278	(1,243)
2300	14,003	8,924	9,172	9,172	14,629	8,881	13,607	24,727	25,899	33,555	33,555	33,555	10,643	240,323	122,969	(117,354)
2400	2,521	1,591	2,473	2,473	4,280	2,928	5,039	5,391	5,388	6,813	5,200	5,200	1,958	51,254	22,107	(29,148)
	20,551	14,097	14,698	14,698	22,778	14,932	22,310	32,228	33,397	42,478	41,905	41,905	16,381	332,355	187,758	(144,598)
<b>Benefits</b>																
3101	-	-	2,651	-	-	-	-	-	(32,096)	-	111,360	111,360	1,241,454	1,434,729	1,060,546	(374,183)
3301	4,193	2,793	2,952	2,952	3,933	2,842	4,429	4,303	4,360	4,360	1,281	1,281	-	39,621	8,084	(31,537)
3311	8,605	11,957	8,429	8,429	10,384	8,589	9,810	9,876	9,825	10,113	8,833	8,833	-	113,684	82,403	(31,281)
3401	-	-	-	-	15,770	655,146	492,985	704,801	(135,854)	179,057	166,010	166,010	-	2,243,924	1,623,024	(620,900)
3501	517	662	700	700	70	532	18,243	3,181	1,129	913	11,449	11,449	-	49,543	216,731	167,188
3601	-	-	16,314	11,966	-	78	-	-	-	23,578	-	-	-	51,936	79,562	27,626
	13,315	15,411	31,046	24,047	30,157	667,186	525,466	722,161	(152,694)	218,021	298,933	298,933	1,241,454	3,933,437	3,070,351	(863,087)
<b>Books and Supplies</b>																
4100	-	-	1,037	-	162,550	17,570	-	7,959	3,208	2,375	2,375	2,375	-	199,449	122,500	(76,949)
4200	-	-	-	-	-	780,175	1,097	388,483	235,790	212,554	212,554	212,554	-	2,043,206	2,618,300	575,094
4302	-	7,802	2,423	1,436	4,842	-	(7,830)	7,849	2,139	55,718	2,000	2,000	-	78,379	1,237,836	1,159,457
4305	-	8,090	83,774	150,573	165,311	440,873	9,226	373,647	116,397	122,514	111,341	111,341	-	1,693,086	1,113,408	(579,678)
4310	-	886	3,075	214	338	1,143	728	20,045	17,830	7,686	3,405	3,405	-	58,754	40,855	(17,899)
4311	-	-	-	-	-	(794)	57	1,169	563	2,762	4,568	4,568	-	12,893	54,814	41,921
4400	-	9,446	102,284	5,883	1,275	9,021	3,572	(35)	184	729	163,586	245,380	-	541,327	802,821	261,493
	-	26,225	192,592	158,106	334,316	1,247,988	6,851	799,117	376,112	404,338	499,829	581,622	-	4,627,095	5,990,534	1,363,439



**FY23-24 CalOps NorCal**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	-	10,419	42,795	29,572	82,875	166,008	184,710	190,788	160,890	292,052	172,030	172,030	225,831	1,730,000	1,757,700	27,700
5103 Substitute Teacher	-	-	-	-	-	15,717	-	19,291	3,658	4,577	-	-	-	43,242	-	(43,242)
5105 Security	-	-	-	-	-	-	-	103	-	206	-	-	-	309	-	(309)
5106 Other Educational Consultants	-	492	-	95	708	92,986	30,862	46,679	25,545	21,237	22,000	22,000	-	262,603	1,524,074	1,261,471
5107 Instructional Services	-	-	-	-	-	30,693	-	15,267	9,200	8,360	18,147	18,147	-	99,813	217,760	117,947
	-	10,911	42,795	29,667	83,583	305,404	215,572	272,127	199,292	326,432	212,177	212,177	225,831	2,135,967	3,499,534	1,363,567
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	5,652	(5,012)	35,451	2,235	16,295	7,442	7,442	-	69,505	91,200	21,695
5300 Dues & Memberships	-	5,104	1,654	173	-	26,180	-	3,379	-	94	2,975	2,975	-	42,535	36,500	(6,035)
5400 Insurance	-	-	2,453	4,331	-	19,197	3,427	3,433	3,427	-	208	208	-	36,685	2,600	(34,085)
5501 Utilities	-	482	295	404	523	236	184	286	224	52	-	-	-	2,686	-	(2,686)
5502 Janitorial Services	-	850	-	850	-	1,700	2,256	1,189	1,250	943	1,342	1,342	-	11,720	16,400	4,680
5900 Communications	-	-	626	1,562	1,613	1,997	1,099	6,478	2,085	1,732	19,677	19,677	-	56,546	241,422	184,876
5901 Postage and Shipping	-	-	-	-	2,572	25,638	2	16,573	7,931	10,162	690	690	-	64,257	8,278	(55,979)
	-	6,436	5,028	7,320	4,708	80,601	1,955	66,789	17,153	29,278	32,333	32,333	-	283,934	396,400	112,466
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	-	-	-	-	50,568	10,317	10,317	-	71,201	126,500	55,299
5602 Additional Rent	-	-	1,454	-	51,516	7,621	(57,880)	2,276	825	29,912	467	467	-	36,657	5,602	(31,055)
5603 Equipment Leases	-	-	-	-	275	-	284	998	284	-	511	511	-	2,862	6,130	3,268
5604 Other Leases	-	-	-	-	-	-	78,993	-	-	3,915	-	-	-	82,908	-	(82,908)
5610 Repairs and Maintenance	-	3,400	-	60	-	2,337	-	1,637	313	179	1,319	1,319	-	10,563	15,823	5,260
	-	3,400	1,454	60	51,791	9,959	21,396	4,910	1,421	84,574	12,613	12,613	-	204,192	154,055	(50,137)
<b>Professional/Consulting Services</b>																
5801 IT	-	1,547	-	-	-	361,541	(1,136)	189,236	116,760	120,148	120,148	120,148	-	1,028,392	337,280	(691,112)
5802 Audit & Taxes	-	-	102	1,123	794	48,901	-	-	6,786	66,023	-	-	-	123,729	14,795	(108,934)
5803 Legal	-	1,098	13,055	3,810	2,322	2,726	632	7,568	1,289	3,968	7,038	7,038	-	50,545	84,461	33,916
5804 Professional Development	-	-	9,148	3,044	6,798	44,167	21	119,603	10,288	15,076	19,528	19,528	-	247,201	234,335	(12,866)
5805 General Consulting	-	17	6,737	8,316	5,973	611,884	6,956	317,193	47,484	28,620	118,057	118,057	(730,312)	538,982	1,230,905	691,922
5807 Bank Charges	210	192	28	-	-	98	-	139	107	-	417	417	-	1,608	5,000	3,392
5808 Printing	-	-	-	-	-	-	-	623	-	-	-	-	-	623	-	(623)
5809 Other taxes and fees	-	58	129	2	104	139	5	33,894	12,644	(45,692)	8,943	8,943	-	19,170	107,319	88,149
5810 Payroll Service Fee	-	-	-	-	-	187,768	-	134,688	54,440	61,954	-	-	-	438,849	-	(438,849)
5811 Management Fee	-	19,800	9,900	9,944	9,880	9,992	21,358	22,215	21,295	21,963	9,564	9,564	-	165,475	118,800	(46,675)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	16,360	17,953	182,771	217,084	219,749	2,665
5814 SPED Encroachment	1,040	1,040	1,872	-	3,744	-	3,744	-	4,116	-	4,947	4,947	26,671	52,121	-	(52,121)
5815 Public Relations/Recruitment	-	11,988	10,692	-	7,517	97,052	8,778	47,341	30,852	31,743	31,743	31,743	-	309,449	227,801	(81,648)
	1,250	35,740	71,501	26,239	42,261	1,362,819	40,359	894,609	306,061	304,866	313,399	314,992	(520,870)	3,193,225	2,580,445	(612,780)
<b>Depreciation</b>																
6900 Depreciation Expense	-	-	-	-	23,352	4,670	4,670	4,670	4,670	4,671	-	-	-	46,705	-	(46,705)
	-	-	-	-	23,352	4,670	4,670	4,670	4,670	4,671	-	-	-	46,705	-	(46,705)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>644,468</b>	<b>952,968</b>	<b>962,839</b>	<b>863,861</b>	<b>1,313,726</b>	<b>4,302,588</b>	<b>1,534,860</b>	<b>3,479,838</b>	<b>1,462,307</b>	<b>2,103,086</b>	<b>2,098,762</b>	<b>2,182,148</b>	<b>1,713,963</b>	<b>23,615,415</b>	<b>23,874,817</b>	<b>259,402</b>
<b>Monthly Surplus (Deficit)</b>	<b>(573,200)</b>	<b>(252,687)</b>	<b>1,180,246</b>	<b>396,646</b>	<b>(49,961)</b>	<b>(3,090,919)</b>	<b>1,857,796</b>	<b>(2,195,218)</b>	<b>30,072</b>	<b>1,586,168</b>	<b>(290,066)</b>	<b>(214,202)</b>	<b>3,016,452</b>	<b>1,401,127</b>	<b>754,261</b>	<b>646,866</b>
														6%		



**FY23-24 CalOps NorCal**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 1728.71

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(573,200)	(252,687)	1,180,246	396,646	(49,961)	(3,090,919)	1,857,796	(2,195,218)	30,072	1,586,168	(290,066)	(214,202)	3,016,452	1,401,127		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	23,352	4,670	4,670	4,670	4,670	4,671	-	-	-	46,705		
Public Funding Receivables	-	(629,013)	629,013	-	-	-	(220,561)	(1,270,966)	(21,563)	1,292,529	-	-	(4,730,416)	(4,950,977)		
Grants and Contributions Rec.	-	3,221,974	274,440	2,329,972	125,134	3,706	133,078	(13,654)	1,850,225	75,890	-	-	-	8,000,764		
Due To/From Related Parties	1,034,982	1,103,337	882,645	(3,132,613)	1,195,965	1,737,279	(5,071,580)	1,687,343	1,124,131	508,478	(6,150,000)	-	-	(5,080,035)		
Prepaid Expenses	-	(464)	464	(56,370)	-	-	(11,613)	-	-	(11,332)	-	-	-	(79,315)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	14,967	(1,060,623)	-	-	200	(200)	(3,008,379)	758,643	(757,030)	-	-	1,713,963	(2,338,460)		
Accrued Expenses	-	(681,258)	1,045,077	(200,050)	-	-	492,985	3,371,476	(3,166,488)	(39,611)	-	-	-	822,131		
Deferred Revenue	-	-	-	-	(235,026)	-	-	-	785,104	91,534	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>461,782</b>	<b>2,776,856</b>	<b>2,951,261</b>	<b>(662,416)</b>	<b>1,059,464</b>	<b>(1,345,065)</b>	<b>(2,815,426)</b>	<b>(1,424,728)</b>	<b>1,364,794</b>	<b>2,751,297</b>	<b>(6,440,066)</b>	<b>(214,202)</b>				
Cash, Beginning of Month	9,004,649	9,466,431	12,243,287	15,194,548	14,532,132	15,591,596	14,246,531	11,431,105	10,006,377	11,371,171	14,122,468	7,682,403				
<b>Cash, End of Month</b>	<b>9,466,431</b>	<b>12,243,287</b>	<b>15,194,548</b>	<b>14,532,132</b>	<b>15,591,596</b>	<b>14,246,531</b>	<b>11,431,105</b>	<b>10,006,377</b>	<b>11,371,171</b>	<b>14,122,468</b>	<b>7,682,403</b>	<b>7,468,201</b>				



### FY23-24 CalOps North Bay

#### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>															<b>ADA = 138.94</b>	
8011 LCF State Aid	-	58,041	56,897	103,445	103,445	103,445	103,445	103,445	125,539	125,539	125,190	125,190	170,578	1,304,200	1,138,416	165,784
8012 Education Protection Account	-	-	-	7,063	-	-	7,062	-	-	-	7,897	-	10,665	32,686	27,789	4,897
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	279	279	-	-	-	558	-	558
8096 In Lieu of Property Taxes	-	-	36,271	72,543	48,362	48,362	48,362	-	48,362	48,362	77,879	77,879	239,909	746,292	593,664	152,628
	-	58,041	93,168	183,051	151,807	151,807	158,869	103,445	174,180	174,180	210,966	203,070	421,152	2,083,736	1,759,868	323,868
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	4,106	4,106	13,034	21,246	17,368	3,878
8290 Title I, Part A - Basic Low Income	-	-	-	-	53	-	-	-	33,456	1,906	-	-	(2,813)	32,602	34,245	(1,643)
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	4,749	4,749	-	4,749
8290 Title IV, Part A	-	-	-	-	-	-	-	-	-	-	-	-	10,000	10,000	10,000	-
8296 Other Federal Revenue	-	-	-	-	-	-	53,189	-	5,284	-	-	-	47,902	106,375	91,340	15,035
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	2,718	-	-	-	2,718	-	2,718
	-	-	-	-	53	-	53,189	-	38,740	4,624	4,106	4,106	72,872	177,690	152,953	24,737
<b>Other State Revenue</b>																
8311 State Special Education	7,776	7,776	13,996	13,996	13,996	-	27,992	10,074	20,550	-	8,517	8,517	9,812	143,001	123,299	19,702
8550 Mandated Cost	-	-	-	-	-	5,177	-	-	-	-	-	-	-	5,177	5,174	3
8560 State Lottery	-	-	-	-	6,725	-	-	-	5,827	-	-	-	28,142	40,694	32,930	7,764
8598 Prior Year Revenue	-	-	-	-	-	-	9,334	-	6,725	3,000	-	-	-	19,059	-	19,059
8599 Other State Revenue	-	-	1,144	1,028	50,502	1,028	1,028	1,028	(48,213)	1,261	735	735	(2,105)	8,172	6,947	1,224
	7,776	7,776	15,140	15,024	71,223	6,205	38,354	11,102	(15,111)	4,261	9,252	9,252	35,849	216,103	168,350	47,752
<b>Other Local Revenue</b>																
8660 Interest Revenue	4	6	7	12	15	15	19	20	22	1,968	-	-	-	2,090	-	2,090
	4	6	7	12	15	15	19	20	22	1,968	-	-	-	2,090	-	2,090
<b>Total Revenue</b>	<b>7,780</b>	<b>65,823</b>	<b>108,315</b>	<b>198,087</b>	<b>223,098</b>	<b>158,027</b>	<b>250,431</b>	<b>114,567</b>	<b>197,831</b>	<b>185,033</b>	<b>224,324</b>	<b>216,428</b>	<b>529,873</b>	<b>2,479,618</b>	<b>2,081,172</b>	<b>398,447</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	36,755	58,220	39,577	39,577	46,445	40,387	44,711	44,183	43,787	43,877	44,400	44,400	56,847	583,167	522,414	(60,753)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	16	16	20	53	204	151
1200 Pupil Support Salaries	3,995	3,273	3,374	3,374	4,748	3,102	4,892	5,104	4,903	4,861	4,906	4,906	5,887	57,325	40,240	(17,086)
1300 Administrators' Salaries	7,208	4,677	4,564	4,564	5,535	4,444	5,197	4,486	4,584	5,444	4,841	4,841	7,985	68,371	66,437	(1,933)
	47,958	66,170	47,515	47,515	56,728	47,933	54,800	53,772	53,274	54,182	54,164	54,164	70,739	708,915	629,294	(79,621)
<b>Classified Salaries</b>																
2100 Instructional Salaries	85	137	96	96	116	101	107	-	-	-	114	114	137	1,105	1,291	186
2200 Support Salaries	232	144	144	144	189	144	181	166	166	166	183	183	220	2,264	2,068	(196)
2300 Classified Administrators' Salaries	1,102	702	722	722	1,151	699	1,071	1,946	2,038	2,641	2,641	2,641	1,006	19,083	9,678	(9,405)
2400 Clerical and Office Staff Salaries	198	125	195	195	337	230	397	424	424	536	276	276	332	3,945	1,740	(2,206)
	1,617	1,109	1,157	1,157	1,793	1,175	1,756	2,536	2,628	3,343	3,215	3,215	1,695	26,397	14,777	(11,620)
<b>Benefits</b>																
3101 STRS	-	-	-	-	-	209	-	(209)	(2,915)	-	10,323	10,323	117,381	135,112	83,469	(51,643)
3301 OASDI	330	220	232	232	310	224	349	339	339	343	128	128	-	3,173	636	(2,536)
3311 Medicare	677	941	663	663	817	676	772	777	773	796	820	820	-	9,196	6,485	(2,711)
3401 Health and Welfare	-	-	-	-	1,241	59,751	44,817	64,073	(12,350)	16,279	19,304	19,304	-	212,419	157,794	(54,625)
3501 State Unemployment	41	52	55	55	6	42	1,436	250	89	72	2,535	2,535	43,536	50,704	37,571	(13,133)
3601 Workers' Compensation	-	-	1,284	942	-	7	-	-	-	-	791	791	-	3,815	6,262	2,446
3901 Other Benefits	-	-	-	-	-	(0)	-	-	-	-	-	-	-	(0)	-	0
	1,048	1,213	2,235	1,893	2,373	60,908	47,373	65,231	(14,064)	17,490	33,902	33,902	160,917	414,419	292,217	(122,202)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	-	82	-	12,793	1,385	-	617	583	333	908	908	-	17,610	9,300	(8,310)
4200 Books and Reference Materials	-	-	-	-	-	72,331	100	43,902	32,447	21,215	20,533	20,533	-	211,060	205,329	(5,731)
4302 School Supplies	-	597	950	113	377	-	-	190	185	4,964	300	300	84,284	92,260	77,396	(14,864)
4305 Software	-	637	5,751	14,387	13,011	39,714	839	36,886	13,804	11,888	9,241	9,241	-	155,399	92,411	(62,988)
4310 Office Expense	-	8	232	9	15	142	4	1,532	967	26	268	268	-	3,471	3,216	(255)
4311 Business Meals	-	-	-	-	-	-	5	106	51	379	-	-	-	541	-	(541)
4400 Noncapitalized Equipment	-	743	8,050	463	100	820	325	(3)	17	67	33,200	33,200	-	76,982	57,022	(19,961)
	-	1,985	15,065	14,973	26,296	114,393	1,273	83,231	48,055	38,872	64,450	64,450	84,284	557,325	444,673	(112,651)



### FY23-24 CalOps North Bay

#### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	-	-	480	2,905	14,623	13,768	9,175	24,970	16,853	26,370	26,370	26,370	-	161,883	138,300	(23,583)
5103 Substitute Teacher	-	-	-	-	-	1,429	-	1,754	333	416	-	-	-	3,931	-	(3,931)
5105 Security	-	-	-	-	-	-	-	-	-	1,657	-	-	-	1,657	-	(1,657)
5106 Other Educational Consultants	-	39	-	7	24	8,197	3,721	4,922	2,955	1,973	2,200	2,200	62,999	89,237	70,825	(18,411)
5107 Instructional Services	-	-	-	-	-	2,827	-	1,693	1,243	823	2,911	2,911	-	12,409	34,934	22,525
	-	39	480	2,912	14,647	26,221	12,895	33,339	21,384	31,239	31,481	31,481	62,999	269,117	244,059	(25,057)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	12	52	3,223	203	1,481	411	411	-	5,794	15,700	9,906
5300 Dues & Memberships	-	438	1,190	14	-	2,380	-	307	-	9	350	350	-	5,038	3,600	(1,438)
5400 Insurance	-	-	193	341	-	1,553	312	312	312	-	25	25	-	3,072	200	(2,872)
5501 Utilities	-	-	-	-	-	-	-	5	-	-	-	-	-	5	-	(5)
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	142	142	-	283	1,500	1,217
5900 Communications	-	-	34	38	42	66	100	491	77	42	100	100	-	1,090	20,500	19,410
5901 Postage and Shipping	-	-	-	-	4	2,361	0	1,561	1,055	679	54	54	-	5,769	652	(5,117)
	-	438	1,417	393	46	6,372	464	5,899	1,647	2,211	1,082	1,082	-	21,050	42,152	21,102
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	1,292	-	-	-	-	1,365	1,365	-	4,021	13,777	9,756
5602 Additional Rent	-	-	114	-	-	422	(114)	230	75	1,562	37	37	-	2,362	441	(1,921)
5603 Equipment Leases	-	-	-	-	-	-	-	4,746	-	-	40	40	-	4,826	482	(4,344)
5604 Other Leases	-	-	-	-	-	-	114	-	-	-	-	-	-	114	-	(114)
5610 Repairs and Maintenance	-	-	-	-	-	143	-	80	-	-	-	-	-	223	-	(223)
	-	-	114	-	-	1,857	-	5,056	75	1,562	1,442	1,442	-	11,547	14,700	3,153
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	35,857	(103)	21,948	16,221	14,581	14,581	14,581	-	117,666	8,000	(109,666)
5802 Audit & Taxes	-	-	8	88	62	4,659	-	-	617	7,492	-	-	-	12,927	1,165	(11,762)
5803 Legal	-	-	82	391	174	638	31	678	46	835	554	554	-	3,983	6,648	2,665
5804 Professional Development	-	-	720	240	537	3,333	2	10,475	1,683	2,383	1,537	1,537	-	22,448	18,445	(4,003)
5805 General Consulting	-	1	491	655	483	109,803	424	35,973	3,243	3,361	3,361	3,361	(69,043)	92,111	146,296	54,186
5807 Bank Charges	-	-	25	-	-	4	-	-	-	4	83	83	-	200	1,000	800
5808 Printing	-	-	-	-	-	-	-	57	-	-	-	-	-	57	-	(57)
5809 Other taxes and fees	-	5	10	0	8	9	1	3,594	1,803	(5,279)	717	717	-	1,585	8,600	7,015
5810 Payroll Service Fee	-	-	-	-	-	17,070	-	12,244	4,949	5,632	5,632	5,632	-	51,159	-	(51,159)
5811 Management Fee	-	1,558	779	783	777	787	2,044	1,886	2,039	1,996	904	904	-	14,457	9,350	(5,107)
5812 District Oversight Fee	-	-	-	-	-	-	-	-	-	-	2,110	2,031	16,697	20,837	17,599	(3,239)
5814 SPED Encroachment	88	88	159	-	318	-	318	-	402	-	379	379	2,797	4,927	-	(4,927)
5815 Public Relations/Recruitment	-	944	842	-	592	7,808	798	4,435	2,251	2,606	1,646	1,646	-	23,567	19,747	(3,820)
	88	2,596	3,116	2,156	3,356	179,967	3,515	92,846	33,254	33,316	30,671	30,592	(49,549)	365,922	236,850	(129,072)
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>50,712</b>	<b>73,549</b>	<b>71,099</b>	<b>70,998</b>	<b>105,239</b>	<b>438,826</b>	<b>122,076</b>	<b>341,909</b>	<b>146,253</b>	<b>182,214</b>	<b>220,406</b>	<b>220,327</b>	<b>331,086</b>	<b>2,374,693</b>	<b>1,918,724</b>	<b>(455,969)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(42,931)</b>	<b>(7,726)</b>	<b>37,217</b>	<b>127,089</b>	<b>117,859</b>	<b>(280,799)</b>	<b>128,356</b>	<b>(227,342)</b>	<b>51,578</b>	<b>2,819</b>	<b>3,918</b>	<b>(3,899)</b>	<b>198,787</b>	<b>104,925</b>	<b>162,448</b>	<b>(57,523)</b>

4.2%



**FY23-24 CalOps North Bay**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 163.43

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(42,931)	(7,726)	37,217	127,089	117,859	(280,799)	128,356	(227,342)	51,578	2,819	3,918	(3,899)	198,787	104,925		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	-	(58,041)	58,041	-	-	-	(53,189)	(114,547)	(22,606)	10,074	-	-	(529,873)	(710,141)	-	-
Grants and Contributions Rec.	-	255,370	47,925	(52,242)	(39,567)	72,957	840	-	(4,289)	382,309	-	-	-	663,303	-	-
Due To/From Related Parties	(17,716)	81,969	69,453	53,792	99,179	150,245	71,931	142,900	96,180	(235,389)	(1,060,000)	-	-	(547,456)	-	-
Prepaid Expenses	-	-	-	-	-	1,501	(1,056)	-	-	-	(3,655)	-	-	(3,210)	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	-	(170)	(161,639)	-	-	-	-	45	90,683	(90,385)	-	-	331,086	169,619	-	-
Accrued Expenses	-	(18,435)	161,431	(16,348)	-	209	44,817	36,126	(49,368)	4,806	-	-	-	163,237	-	-
Other Liabilities	-	-	-	-	28,740	-	-	-	49,474	4,847	-	-	-	83,061	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(60,647)</b>	<b>252,967</b>	<b>212,427</b>	<b>112,291</b>	<b>206,211</b>	<b>(55,887)</b>	<b>191,698</b>	<b>(162,818)</b>	<b>211,652</b>	<b>75,426</b>	<b>(1,056,082)</b>	<b>(3,899)</b>				
Cash, Beginning of Month	1,193,166	1,132,519	1,385,485	1,597,913	1,710,204	1,916,416	1,860,529	2,052,227	1,889,409	2,101,061	2,176,486	1,120,405				
<b>Cash, End of Month</b>	<b>1,132,519</b>	<b>1,385,485</b>	<b>1,597,913</b>	<b>1,710,204</b>	<b>1,916,416</b>	<b>1,860,529</b>	<b>2,052,227</b>	<b>1,889,409</b>	<b>2,101,061</b>	<b>2,176,486</b>	<b>1,120,405</b>	<b>1,116,506</b>				



# FY23-24 CalOps Monterey Bay

## Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 461.82</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	142,326	142,326	252,849	209,688	292,302	256,186	256,186	337,847	344,521	344,521	343,150	350,477	3,272,380	2,870,004	402,376
8012 Education Protection Account	-	-	-	22,911	-	-	22,910	-	-	38,166	-	-	28,087	112,074	92,363	19,711
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(13,794)	(13,794)	(13,794)	-	-	(41,382)	-	(41,382)
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	1,500,000	100,000	-	336,414	336,414	1,247,916	3,520,743	2,690,318	830,425
	-	142,326	142,326	275,760	209,688	292,302	279,096	1,756,186	424,053	368,893	667,141	679,564	1,626,480	6,863,815	5,652,685	1,211,130
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	14,560	14,560	43,728	72,848	57,727	15,121
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	45,923	45,923	-	45,923
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	9,763	9,763	-	9,763
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	5,816	-	-	-	5,816	-	5,816
	-	-	-	-	-	-	-	-	-	5,816	14,560	14,560	99,414	134,350	57,727	76,623
<b>Other State Revenue</b>																
8311 State Special Education	19,628	19,628	35,331	35,331	35,331	-	70,662	51,997	105,536	-	44,420	44,420	28,039	490,324	409,815	80,509
8550 Mandated Cost	-	-	-	-	-	16,770	-	-	-	-	-	-	-	16,770	16,733	37
8560 State Lottery	-	-	-	-	-	-	-	41,254	-	36,846	-	-	61,432	139,532	109,450	30,082
8598 Prior Year Revenue	-	-	-	-	-	-	20,952	-	-	45,719	-	-	-	66,671	-	66,671
8599 Other State Revenue	-	-	-	3,337	-	10,382	-	-	11,523	4,849	2,522	2,522	(7,116)	28,019	23,091	4,928
	19,628	19,628	35,331	38,668	35,331	27,152	91,614	93,251	117,059	87,414	46,942	46,942	82,356	741,315	559,089	182,226
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	377	282	296	716	894	809	1,626	5,286	2,279	-	-	-	12,565	-	12,565
	-	377	282	296	716	894	809	1,626	5,286	2,279	-	-	-	12,565	-	12,565
<b>Total Revenue</b>	<b>19,628</b>	<b>162,331</b>	<b>177,939</b>	<b>314,724</b>	<b>245,735</b>	<b>320,348</b>	<b>371,519</b>	<b>1,851,063</b>	<b>546,398</b>	<b>464,402</b>	<b>728,643</b>	<b>741,066</b>	<b>1,808,250</b>	<b>7,752,046</b>	<b>6,269,501</b>	<b>1,482,545</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	123,237	195,207	132,701	132,701	155,726	135,416	149,913	148,143	146,817	147,117	147,117	147,117	194,917	1,956,129	1,751,622	(204,507)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	56	56	68	180	684	504
1200 Pupil Support Salaries	13,394	10,976	11,312	11,312	15,920	10,400	16,404	17,112	16,439	16,298	16,823	16,823	20,187	193,399	134,921	(58,478)
1300 Administrators' Salaries	24,169	15,681	15,304	15,304	18,560	14,900	17,424	15,041	15,369	18,253	16,200	16,200	27,380	229,785	222,760	(7,025)
	160,801	221,864	159,316	159,316	190,206	160,716	183,741	180,296	178,625	181,668	180,196	180,196	242,552	2,379,493	2,109,987	(269,506)
<b>Classified Salaries</b>																
2100 Instructional Salaries	284	461	321	321	389	340	360	-	-	-	392	392	471	3,732	4,329	597
2200 Support Salaries	778	484	484	484	632	484	607	557	557	557	629	629	754	7,637	6,934	(702)
2300 Classified Administrators' Salaries	3,695	2,355	2,420	2,420	3,860	2,344	3,591	6,525	6,835	8,855	5,000	5,000	3,450	56,351	32,450	(23,901)
2400 Clerical and Office Staff Salaries	665	420	653	653	1,130	773	1,330	1,423	1,422	1,798	948	948	1,137	13,297	5,834	(7,463)
	5,423	3,720	3,879	3,879	6,011	3,940	5,887	8,505	8,813	11,210	6,969	6,969	5,812	81,016	49,547	(31,469)
<b>Benefits</b>																
3101 STRS	-	-	-	-	-	-	-	-	(10,280)	-	35,083	35,083	403,387	463,273	279,866	(183,407)
3301 OASDI	1,107	737	779	779	1,038	750	1,169	1,135	1,135	1,151	310	310	-	10,400	2,133	(8,267)
3311 Medicare	2,271	3,155	2,224	2,224	2,740	2,267	2,589	2,606	2,593	2,668	2,739	2,739	-	30,816	21,745	(9,071)
3401 Health and Welfare	-	-	-	-	4,161	210,917	158,038	225,941	(43,551)	57,401	63,039	63,039	-	738,985	503,880	(235,105)
3501 State Unemployment	136	175	185	185	19	140	4,814	839	298	241	8,436	8,436	-	23,904	124,396	100,492
3601 Workers' Compensation	-	-	4,305	3,158	-	25	-	-	-	-	2,645	2,645	-	12,778	20,995	8,218
	3,514	4,067	7,493	6,346	7,958	214,098	166,610	230,522	(49,805)	61,461	112,253	112,253	403,387	1,280,156	953,016	(327,139)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	-	274	-	42,895	4,770	-	2,120	2,167	1,167	2,167	2,167	-	57,727	30,800	(26,927)
4200 Books and Reference Materials	-	-	-	-	-	243,252	352	138,844	70,859	65,366	65,366	65,366	-	649,405	691,678	42,273
4302 School Supplies	-	2,001	3,185	379	1,263	-	-	672	653	17,506	940	940	111,264	138,803	56,881	(81,922)
4305 Software	-	2,135	19,284	39,734	43,624	137,086	2,958	124,077	36,986	41,375	39,181	39,181	-	525,620	310,096	(215,524)
4310 Office Expense	-	26	777	30	50	1,802	15	5,402	3,413	94	901	901	-	13,411	10,807	(2,604)
4311 Business Meals	-	-	-	-	-	-	18	375	180	885	1,208	1,208	-	3,874	14,499	10,625
4400 Noncapitalized Equipment	-	2,493	26,992	1,553	337	2,855	1,145	(11)	59	234	64,145	80,182	-	179,983	168,256	(11,727)
	-	6,654	50,511	41,696	88,169	389,765	4,488	271,479	114,317	126,627	173,907	189,944	111,264	1,568,822	1,283,017	(285,805)



### FY23-24 CalOps Monterey Bay

#### Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	-	690	11,089	7,587	32,787	49,723	73,696	82,116	59,661	102,022	80,841	80,841	-	581,052	403,100	(177,952)
5103 Substitute Teacher	-	-	-	-	-	5,038	-	6,184	1,173	1,467	1,467	-	-	15,329	-	(15,329)
5106 Other Educational Consultants	-	130	-	25	81	30,201	9,894	16,675	8,758	8,034	8,034	8,034	-	89,866	455,769	365,903
5107 Instructional Services	-	-	-	-	-	9,480	-	5,400	2,737	2,544	2,544	2,544	-	25,249	-	(25,249)
	-	820	11,089	7,612	32,868	94,442	83,589	110,375	72,328	114,067	92,886	91,419	-	711,496	858,869	147,373
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	43	185	11,365	717	5,224	2,408	2,408	-	22,350	23,800	1,450
5300 Dues & Memberships	-	2,472	-	162	-	8,393	-	1,083	-	30	758	758	-	13,656	7,500	(6,156)
5400 Insurance	-	-	647	1,143	-	5,260	1,099	1,100	1,099	-	75	75	-	10,498	700	(9,798)
5501 Utilities	-	-	-	-	-	-	-	16	-	-	198	198	-	412	2,375	1,963
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	475	475	-	950	4,700	3,750
5900 Communications	-	-	112	129	140	232	352	1,732	272	147	6,754	6,754	-	16,624	54,835	38,211
5901 Postage and Shipping	-	-	-	-	13	7,925	1	5,032	2,362	2,099	183	183	-	17,796	2,190	(15,606)
	-	2,472	760	1,434	153	21,853	1,636	20,329	4,450	7,500	10,851	10,851	-	82,287	96,100	13,813
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	-	-	-	-	-	3,510	3,510	-	7,020	34,418	27,398
5602 Additional Rent	-	-	384	-	-	796	(384)	581	150	5,395	124	124	-	7,168	1,482	(5,686)
5603 Equipment Leases	-	-	-	-	-	-	-	296	-	-	-	-	-	296	-	(296)
5604 Other Leases	-	-	-	-	-	-	469	-	-	-	-	-	-	469	-	(469)
5610 Repairs and Maintenance	-	-	-	-	-	-	-	283	-	-	-	-	-	283	-	(283)
	-	-	384	-	-	796	85	1,159	150	5,395	3,633	3,633	-	15,236	35,900	20,664
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	105,889	(364)	61,000	36,169	36,552	36,552	36,552	-	312,350	73,627	(238,723)
5802 Audit & Taxes	-	-	27	296	209	19,706	-	-	2,175	21,246	-	-	-	43,660	3,913	(39,747)
5803 Legal	-	-	276	479	162	874	109	2,390	162	996	1,862	1,862	-	9,170	22,341	13,171
5804 Professional Development	-	-	2,414	803	1,805	11,667	7	36,895	7,718	4,870	5,165	5,165	-	76,509	61,984	(14,525)
5805 General Consulting	-	4	1,646	2,195	5,485	187,959	1,496	107,275	10,274	11,063	11,063	11,063	(236,734)	112,788	269,748	156,961
5807 Bank Charges	-	-	-	-	-	-	-	-	-	-	36	36	-	72	430	358
5808 Printing	-	-	-	-	-	-	-	200	-	-	-	-	-	200	-	(200)
5809 Other taxes and fees	-	15	35	1	27	68	3	11,077	4,171	(14,934)	2,139	2,139	-	4,742	25,673	20,931
5810 Payroll Service Fee	-	-	-	-	-	60,194	-	43,177	17,452	19,860	-	-	-	140,683	-	(140,683)
5811 Management Fee	-	5,225	2,612	2,600	2,582	2,613	6,585	6,078	6,568	7,041	3,100	3,100	-	48,104	31,350	(16,754)
5812 District Oversight Fee	-	-	-	-	-	-	57,528	-	-	-	6,671	6,796	55,171	126,166	56,527	(69,640)
5814 SPED Encroachment	286	286	515	-	1,030	-	1,030	-	1,542	-	1,769	1,769	8,667	16,895	-	(16,895)
5815 Public Relations/Recruitment	-	3,164	2,822	-	12,757	19,665	2,814	13,195	7,922	9,069	4,832	4,832	-	81,071	57,987	(23,084)
	286	8,694	10,346	6,373	25,411	408,634	69,207	286,771	94,154	96,135	69,585	69,709	(172,896)	972,410	603,580	(368,830)
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>170,024</b>	<b>248,291</b>	<b>243,777</b>	<b>226,655</b>	<b>350,776</b>	<b>1,294,246</b>	<b>515,244</b>	<b>1,109,436</b>	<b>423,031</b>	<b>604,063</b>	<b>650,280</b>	<b>664,973</b>	<b>590,119</b>	<b>7,090,915</b>	<b>5,990,017</b>	<b>(1,100,899)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(150,396)</b>	<b>(85,960)</b>	<b>(65,838)</b>	<b>88,068</b>	<b>(105,041)</b>	<b>(973,898)</b>	<b>(143,725)</b>	<b>741,627</b>	<b>123,367</b>	<b>(139,661)</b>	<b>78,363</b>	<b>76,093</b>	<b>1,218,130</b>	<b>661,131</b>	<b>279,484</b>	<b>381,646</b>



### FY23-24 CalOps Monterey Bay

#### Monthly Cash Flow/Budget FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 560.37

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(150,396)	(85,960)	(65,838)	88,068	(105,041)	(973,898)	(143,725)	741,627	123,367	(139,661)	78,363	76,093	1,218,130	661,131		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	-	-	-	-	-	-	-	(51,997)	-	51,997	-	-	(1,808,250)	(1,808,250)	-	-
Grants and Contributions Rec.	271,517	23,138	7,617	(133,786)	(44,868)	26,523	49,078	(41,254)	-	(151,453)	-	-	-	6,512	-	6,512
Due To/From Related Parties	(775,338)	304,191	955,089	(43,526)	332,488	513,031	270,811	499,075	312,721	377,069	(2,507,000)	-	-	238,610	-	238,610
Prepaid Expenses	-	(117)	-	(8,389)	-	-	(3,723)	-	-	(12,890)	-	-	-	(25,118)	-	(25,118)
Other Assets	-	(13,970)	-	-	-	-	-	-	-	-	-	-	-	(13,970)	-	(13,970)
Accounts Payable	-	(81,092)	(212,504)	-	-	-	-	58	235,798	(234,048)	-	-	590,119	298,331	-	298,331
Accrued Expenses	-	-	210,614	-	-	-	158,038	110,951	(157,649)	13	-	-	-	321,968	-	321,968
Deferred Revenue	-	-	-	-	30,593	(46,498)	-	-	13,218	148,088	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(654,217)</b>	<b>146,190</b>	<b>894,978</b>	<b>(97,634)</b>	<b>213,173</b>	<b>(480,841)</b>	<b>330,479</b>	<b>1,258,460</b>	<b>527,456</b>	<b>39,116</b>	<b>(2,428,637)</b>	<b>76,093</b>				
Cash, Beginning of Month	2,411,640	1,757,423	1,903,613	2,798,591	2,700,958	2,914,130	2,433,289	2,763,768	4,022,228	4,549,683	4,588,799	2,160,162				
<b>Cash, End of Month</b>	<b>1,757,423</b>	<b>1,903,613</b>	<b>2,798,591</b>	<b>2,700,958</b>	<b>2,914,130</b>	<b>2,433,289</b>	<b>2,763,768</b>	<b>4,022,228</b>	<b>4,549,683</b>	<b>4,588,799</b>	<b>2,160,162</b>	<b>2,236,255</b>				

**FY23-24 CalOps Central Coast**

**Monthly Cash Flow/Forecast FY23-24**

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92



	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 109.96</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	32,202	32,202	115,926	(12,668)	115,926	57,963	101,295	102,013	101,295	80,489	80,489	22,303	829,435	673,514	155,921
8012 Education Protection Account	-	-	-	5,502	-	5,501	-	-	9,612	-	-	-	6,369	26,984	21,991	4,993
8019 State Aid - Prior Year	-	-	-	-	-	-	-	-	(718)	-	-	-	-	(718)	-	(718)
8096 In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	621,964	140,630	140,630	(75,037)	828,186	664,085	164,101
	-	32,202	32,202	121,428	(12,668)	121,427	57,963	101,295	110,907	723,259	221,119	221,119	(46,365)	1,683,887	1,359,590	324,297
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	3,574	3,574	10,392	17,540	13,745	3,795
8290 Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	14,751	14,751	-	14,751
8291 Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	2,946	2,946	-	2,946
8296 Other Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	4,603	4,603	-	4,603
8299 Prior Year Federal Revenue	-	-	-	-	-	-	-	-	-	1,052	-	-	-	1,052	-	1,052
	-	-	-	-	-	-	-	-	-	1,052	3,574	3,574	32,692	40,892	13,745	27,147
<b>Other State Revenue</b>																
8311 State Special Education	4,713	4,713	8,483	8,483	8,483	-	16,966	12,990	26,364	-	11,089	11,089	4,681	118,055	97,575	20,480
8550 Mandated Cost	-	-	-	-	-	3,885	-	-	-	-	-	-	-	3,885	3,873	12
8560 State Lottery	-	-	-	-	-	14,096	-	(4,265)	8,780	-	-	-	14,984	33,595	26,060	7,536
8598 Prior Year Revenue	-	-	-	-	-	-	7,372	-	-	4,504	-	-	-	11,876	-	11,876
8599 Other State Revenue	-	-	-	1,602	445	2,275	-	2,013	1,212	1,212	607	607	(3,227)	6,746	5,498	1,248
	4,713	4,713	8,483	10,085	8,928	20,256	24,338	10,738	36,356	5,716	11,696	11,696	16,438	174,157	133,005	41,152
<b>Other Local Revenue</b>																
8660 Interest Revenue	-	3,386	-	3,567	-	462	-	3,106	-	3,627	-	-	-	14,148	-	14,148
	-	3,386	-	3,567	-	462	-	3,106	-	3,627	-	-	-	14,148	-	14,148
<b>Total Revenue</b>	<b>4,713</b>	<b>40,301</b>	<b>40,685</b>	<b>135,080</b>	<b>(3,740)</b>	<b>142,145</b>	<b>82,301</b>	<b>115,139</b>	<b>147,263</b>	<b>733,654</b>	<b>236,389</b>	<b>236,389</b>	<b>2,765</b>	<b>1,913,084</b>	<b>1,506,339</b>	<b>406,744</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	28,107	44,521	30,265	30,265	35,516	30,884	34,191	33,787	33,485	33,553	33,980	33,980	46,930	449,464	399,493	(49,971)
1175 Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	-	14	14	16	43	156	113
1200 Pupil Support Salaries	3,055	2,503	2,580	2,580	3,631	2,372	3,741	3,903	3,749	3,717	4,050	4,050	4,860	44,792	30,771	(14,021)
1300 Administrators' Salaries	5,512	3,576	3,490	3,490	4,233	3,398	3,974	3,430	3,505	4,163	3,700	3,700	6,592	52,765	50,805	(1,960)
	36,674	50,601	36,335	36,335	43,380	36,655	41,906	41,120	40,739	41,433	41,744	41,744	58,399	547,065	481,225	(65,840)
<b>Classified Salaries</b>																
2100 Instructional Salaries	65	105	73	73	89	77	82	-	-	-	94	94	113	867	987	120
2200 Support Salaries	178	110	110	110	144	110	138	127	127	127	151	151	182	1,767	1,582	(186)
2300 Classified Administrators' Salaries	843	537	552	552	880	535	819	1,488	1,559	2,020	692	692	831	12,000	7,401	(4,599)
2400 Clerical and Office Staff Salaries	152	96	149	149	258	176	303	324	324	410	228	228	274	3,071	1,330	(1,741)
	1,237	848	885	885	1,371	899	1,343	1,940	2,010	2,557	1,166	1,166	1,399	17,705	11,300	(6,405)
<b>Benefits</b>																
3101 STRS	-	-	-	-	-	160	-	(160)	(2,513)	-	8,511	8,511	97,033	111,542	63,829	(47,713)
3301 OASDI	252	168	178	178	237	171	267	259	259	262	57	57	-	2,344	487	(1,858)
3311 Medicare	518	720	507	507	625	517	590	594	591	609	659	659	-	7,097	4,959	(2,137)
3401 Health and Welfare	-	-	-	-	949	51,053	37,740	53,956	(10,400)	13,708	12,901	12,901	-	172,808	97,682	(75,126)
3501 State Unemployment	31	40	42	42	4	32	1,098	191	68	54	2,093	2,093	36,070	41,859	28,731	(13,128)
3601 Workers' Compensation	-	-	982	720	-	6	-	-	-	-	636	636	-	2,980	4,788	1,808
	801	928	1,709	1,447	1,815	51,938	39,695	54,841	(11,995)	14,633	24,857	24,857	133,103	338,631	200,476	(138,154)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	-	-	62	-	9,783	3,509	-	445	792	(41)	910	910	-	16,371	7,400	(8,971)
4200 Books and Reference Materials	-	-	-	-	-	54,279	84	38,094	23,380	18,159	20,769	20,769	-	175,535	162,500	(13,035)
4302 School Supplies	-	456	726	86	288	-	-	160	156	4,613	300	300	31,392	38,479	18,387	(20,092)
4305 Software	-	487	4,398	11,002	9,949	27,472	706	30,030	10,127	9,296	9,296	9,296	-	122,060	69,067	(52,993)
4310 Office Expense	-	6	177	7	11	1,320	4	1,290	815	23	211	211	-	4,076	2,535	(1,541)
4311 Business Meals	-	-	-	-	-	-	4	90	43	211	284	284	-	915	3,402	2,487
4400 Noncapitalized Equipment	-	569	6,156	354	77	682	273	(3)	14	56	17,293	20,752	-	46,224	41,407	(4,817)
	-	1,518	11,520	11,450	20,109	87,262	1,072	70,107	35,327	32,317	49,063	52,522	31,392	403,658	304,698	(98,960)



### FY23-24 CalOps Central Coast

#### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5101 Nursing	-	-	-	-	-	504	-	-	-	-	-	-	-	504	-	(504)
5102 Special Education	-	320	-	266	4,434	3,302	14,053	21,650	9,633	14,390	12,470	12,470	-	92,988	101,600	8,613
5103 Substitute Teacher	-	-	-	-	-	4,030	-	1,477	280	350	-	-	-	6,137	-	(6,137)
5106 Other Educational Consultants	-	30	-	6	19	7,233	2,363	3,764	2,151	1,749	2,000	2,000	-	21,313	106,522	85,209
5107 Instructional Services	-	-	-	-	-	2,080	-	1,493	890	710	-	-	-	5,173	-	(5,173)
	-	350	-	271	4,452	17,148	16,416	28,384	12,954	17,199	14,470	14,470	-	126,114	208,122	82,008
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	-	-	-	-	-	10	44	2,714	171	1,607	350	350	-	5,247	16,000	10,753
5300 Dues & Memberships	-	1,535	-	10	-	2,004	-	259	-	7	133	133	-	4,082	1,300	(2,782)
5400 Insurance	-	-	148	261	-	1,211	262	263	262	-	17	17	-	2,441	100	(2,341)
5501 Utilities	-	-	-	-	-	-	-	4	-	-	46	46	-	97	557	460
5502 Janitorial Services	-	-	-	-	-	-	-	-	-	-	92	92	-	183	900	717
5900 Communications	-	-	26	29	32	55	84	414	65	35	35	35	-	810	13,043	12,233
5901 Postage and Shipping	-	-	-	-	3	2,159	0	1,370	759	586	-	-	-	4,877	-	(4,877)
	-	1,535	173	300	35	5,440	391	5,023	1,258	2,235	673	673	-	17,736	31,900	14,164
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	-	-	-	-	-	-	-	-	-	-	668	668	-	1,337	6,520	5,183
5602 Additional Rent	-	58	88	-	-	628	(145)	117	25	1,278	29	29	-	2,106	348	(1,758)
5603 Equipment Leases	-	-	-	-	-	-	-	4,571	-	-	32	32	-	4,634	380	(4,254)
5604 Other Leases	-	-	-	-	-	-	145	-	-	-	-	-	-	145	-	(145)
5610 Repairs and Maintenance	-	-	-	-	-	-	-	68	-	-	-	-	-	68	-	(68)
	-	58	88	-	-	628	-	4,755	25	1,278	729	729	-	8,290	7,248	(1,042)
<b>Professional/Consulting Services</b>																
5801 IT	-	-	-	-	-	39,066	(87)	18,385	12,319	9,901	11,110	11,110	-	101,803	62,500	(39,303)
5802 Audit & Taxes	-	-	6	68	48	4,080	-	-	519	6,015	-	-	-	10,736	918	(9,818)
5803 Legal	-	-	63	109	9	209	26	571	39	238	437	437	-	2,137	5,242	3,105
5804 Professional Development	-	-	551	183	412	2,500	2	8,668	2,185	1,349	1,212	1,212	-	18,273	14,543	(3,730)
5805 General Consulting	-	1	375	501	377	49,038	357	27,810	1,135	2,470	2,470	2,470	(56,998)	30,005	12,106	(17,899)
5807 Bank Charges	-	-	25	-	-	-	95	95	95	95	133	133	-	672	1,599	928
5808 Printing	-	-	-	-	-	-	-	48	-	-	-	-	-	48	-	(48)
5809 Other taxes and fees	-	4	8	0	6	16	89	3,064	1,429	(4,378)	492	492	-	1,222	5,903	4,681
5810 Payroll Service Fee	-	-	-	-	-	14,375	-	10,311	4,168	4,743	4,743	4,743	-	43,082	-	(43,082)
5811 Management Fee	-	1,192	596	619	615	622	1,627	1,467	1,623	1,681	746	746	-	11,535	7,150	(4,385)
5812 District Oversight Fee	-	-	-	-	-	-	-	12,529	-	-	2,211	2,211	(113)	16,839	13,596	(3,243)
5814 SPED Encroachment	69	69	124	-	248	-	248	-	384	-	440	440	2,046	4,068	-	(4,068)
5815 Public Relations/Recruitment	-	722	644	-	452	12,192	672	3,417	1,704	2,146	1,229	1,229	-	24,407	14,753	(9,654)
	69	1,987	2,391	1,480	2,476	122,097	3,029	87,674	25,349	24,349	24,495	24,495	(55,065)	264,826	138,310	(126,516)
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>38,781</b>	<b>57,823</b>	<b>53,101</b>	<b>52,168</b>	<b>73,638</b>	<b>322,067</b>	<b>103,852</b>	<b>293,844</b>	<b>105,666</b>	<b>136,001</b>	<b>157,198</b>	<b>160,657</b>	<b>169,229</b>	<b>1,724,025</b>	<b>1,383,280</b>	<b>(340,745)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(34,068)</b>	<b>(17,522)</b>	<b>(12,416)</b>	<b>82,912</b>	<b>(77,378)</b>	<b>(179,923)</b>	<b>(21,551)</b>	<b>(178,705)</b>	<b>41,597</b>	<b>597,653</b>	<b>79,191</b>	<b>75,732</b>	<b>(166,464)</b>	<b>189,059</b>	<b>123,060</b>	<b>65,999</b>
														11.0%		



### FY23-24 CalOps Central Coast

#### Monthly Cash Flow/Forecast FY23-24

Revised 05/28/24

Actuals Through: 4/30/2024

ADA = 134.92

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(34,068)	(17,522)	(12,416)	82,912	(77,378)	(179,923)	(21,551)	(178,705)	41,597	597,653	79,191	75,732	(166,464)	189,059		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	-	-	(32,202)	32,202	-	-	-	(12,990)	-	12,990	-	-	(2,765)	(2,765)	-	(2,765)
Grants and Contributions Rec.	-	420,525	1,829	(151,463)	3,910	(445)	-	4,265	1	(30,853)	-	-	-	247,768	-	247,768
Due To/From Related Parties	38,712	57,168	53,111	(600,440)	72,801	118,123	56,705	169,797	76,164	85,707	(800,000)	-	-	(672,152)	-	(672,152)
Prepaid Expenses	-	-	-	-	-	-	(889)	-	-	(3,078)	-	-	-	(3,967)	-	(3,967)
Other Assets	-	-	-	-	-	-	(57,963)	57,963	-	-	-	-	-	-	-	-
Accounts Payable	-	1,190	(50,030)	-	-	-	-	54	67,282	(67,089)	-	-	169,229	120,635	-	120,635
Accrued Expenses	-	(5,408)	48,681	-	-	160	37,740	30,996	(42,147)	(2,580)	-	-	-	67,441	-	67,441
Other Liabilities	-	-	-	-	-	-	-	-	(1)	28,717	-	-	-	28,716	-	28,716
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	4,644	455,953	8,973	(636,790)	(667)	(62,085)	14,043	71,379	142,895	621,467	(720,809)	75,732				
Cash, Beginning of Month	977,537	982,181	1,438,133	1,447,106	810,317	809,650	747,566	761,608	832,988	975,883	1,597,350	876,541				
<b>Cash, End of Month</b>	<b>982,181</b>	<b>1,438,133</b>	<b>1,447,106</b>	<b>810,317</b>	<b>809,650</b>	<b>747,566</b>	<b>761,608</b>	<b>832,988</b>	<b>975,883</b>	<b>1,597,350</b>	<b>876,541</b>	<b>952,273</b>				

**Southern California  
Budget vs Actual  
For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 1,235,145	\$ 1,953,338	\$( 718,193)	\$ 14,281,954	\$ 14,765,567	\$( 483,613)	\$ 20,625,581
Economic Protection Account Funding	0	252,283	(252,283)	738,115	756,849	(18,734)	1,009,132
State Aid - Prior Year	63,747	0	63,747	191,233	0	191,233	0
In Lieu of Property Taxes	7,113,123	3,077,002	4,036,121	31,695,800	32,274,739	(578,939)	41,505,747
<b>Total State Aid - Revenue Limit</b>	<b>8,412,015</b>	<b>5,282,623</b>	<b>3,129,392</b>	<b>46,907,102</b>	<b>47,797,155</b>	<b>(890,053)</b>	<b>63,140,460</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	59,731	(59,731)	0	451,515	(451,515)	630,707
Title I, Part A - Basic Low Income	0	0	0	793,988	795,633	(1,645)	851,738
Title II, Part A - Teacher Quality	77,509	0	77,509	138,241	130,167	8,074	130,167
Other Federal Revenue	0	802,207	(802,207)	1,858,195	2,406,621	(548,426)	3,264,934
Federal - Prior Year Adjustments	0	0	0	78,582	0	78,582	0
<b>Total Federal Revenue</b>	<b>77,509</b>	<b>861,938</b>	<b>(784,429)</b>	<b>2,869,006</b>	<b>3,783,936</b>	<b>(914,930)</b>	<b>4,877,546</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	424,042	(424,042)	3,431,552	3,205,394	226,158	4,477,518
State - Mandated Cost Reimbursement	0	0	0	173,027	172,508	519	172,508
State - State Lottery	0	286,169	(286,169)	818,716	572,338	246,378	1,195,822
Prior Year Revenues	40,758	0	40,758	299,818	0	299,818	0
State - Other State Revenue	35,471	45,145	(9,674)	301,819	251,485	50,334	342,041
<b>Total Other State Revenue</b>	<b>76,229</b>	<b>755,356</b>	<b>(679,127)</b>	<b>5,024,932</b>	<b>4,201,725</b>	<b>823,207</b>	<b>6,187,889</b>
<b>Other Local Revenue</b>							
Interest Revenue	7,612	0	7,612	72,008	0	72,008	0
<b>Total Other Local Revenue</b>	<b>7,612</b>	<b>0</b>	<b>7,612</b>	<b>72,008</b>	<b>0</b>	<b>72,008</b>	<b>0</b>
<b>Total Revenue</b>	<b>8,573,365</b>	<b>6,899,917</b>	<b>1,673,448</b>	<b>54,873,048</b>	<b>55,782,816</b>	<b>(909,768)</b>	<b>74,205,895</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	1,595,053	1,318,839	276,215	15,905,131	13,188,385	2,716,746	18,991,275
Certificated Teachers' Extra Duties/Stipends	0	515	(515)	0	5,150	(5,150)	7,416
Certificated Pupil Support Salaries	176,713	101,585	75,127	1,513,205	1,015,852	497,353	1,462,826
Certificated Supervisors' and Administrators' Salaries	197,902	167,721	30,181	1,843,207	1,677,213	165,994	2,415,187
<b>Total Certificated Salaries</b>	<b>1,969,668</b>	<b>1,588,660</b>	<b>381,008</b>	<b>19,261,543</b>	<b>15,886,600</b>	<b>3,374,943</b>	<b>22,876,704</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	3,259	(3,259)	26,846	32,593	(5,747)	46,934
Classified Support Salaries	6,037	5,221	815	60,985	52,211	8,775	75,184
Classified Supervisors' and Administrators' Salaries	96,005	24,433	71,573	465,131	244,325	220,806	351,827
Clerical, Technical, and Office Staff Salaries	19,494	4,392	15,102	111,290	43,923	67,366	63,250
<b>Total Classified Salaries</b>	<b>121,536</b>	<b>37,305</b>	<b>84,231</b>	<b>664,252</b>	<b>373,052</b>	<b>291,200</b>	<b>537,195</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	252,862	(252,862)	(90,877)	2,528,617	(2,619,494)	3,034,341
OASDI/Medicare/Alternative, certificated positions	12,474	1,927	10,547	106,032	19,275	86,757	23,129
Medicare certificated positions	28,934	19,647	9,287	274,716	196,470	78,245	235,765
Health and Welfare Benefits, certificated positions	506,330	405,167	101,163	4,462,260	4,051,667	410,594	4,862,000
State Unemployment Insurance, certificated positions	2,610	10,851	(8,241)	76,233	195,311	(119,078)	217,012
Workers' Compensation Insurance, certificated positions	0	18,969	(18,970)	113,971	189,696	(75,725)	227,636
<b>Total Benefits</b>	<b>550,348</b>	<b>709,423</b>	<b>(159,076)</b>	<b>4,942,335</b>	<b>7,181,036</b>	<b>(2,238,701)</b>	<b>8,599,883</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	7,375	28,709	(21,333)	555,898	287,084	268,814	344,499
Books and Other Reference Materials	626,722	576,235	50,487	4,566,289	5,762,352	(1,196,063)	6,914,823
School Supplies	153,759	317,061	(163,302)	276,026	3,170,614	(2,894,588)	3,804,737
Software	354,839	262,407	92,432	4,242,190	2,624,070	1,618,120	3,148,884
Office Expense	1,654	11,323	(9,670)	118,729	113,231	5,498	135,877
Business Meals	7,810	12,919	(5,108)	13,039	129,185	(116,146)	155,022
Noncapitalized Equipment	2,061	191,924	(189,863)	1,136,087	1,919,244	(783,158)	2,303,094
<b>Total Books &amp; Supplies</b>	<b>1,154,220</b>	<b>1,400,578</b>	<b>(246,357)</b>	<b>10,908,258</b>	<b>14,005,780</b>	<b>(3,097,523)</b>	<b>16,806,936</b>
<b>Subagreement Services</b>							
Special Education	794,304	422,717	371,587	3,523,417	4,227,167	(703,749)	5,072,600
Substitute Teacher	12,943	0	12,943	122,278	0	122,278	0
Other Educational Consultants	64,946	353,028	(288,083)	671,740	3,530,282	(2,858,542)	4,236,338
Instructional Services	24,633	61,964	(37,330)	179,147	619,637	(440,491)	743,565
<b>Total Subagreement Services</b>	<b>896,826</b>	<b>837,709</b>	<b>59,117</b>	<b>4,496,582</b>	<b>8,377,086</b>	<b>(3,880,504)</b>	<b>10,052,503</b>
<b>Professional/Consulting Services</b>							
IT	360,302	79,490	280,812	2,480,406	794,899	1,685,508	953,879

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Audit and Tax	56,636	0	56,636	234,324	172,221	62,102	172,221
Legal	13,306	19,906	(6,600)	79,494	199,058	(119,563)	238,869
Professional Development	44,427	55,228	(10,800)	704,307	552,279	152,027	662,735
General Consulting	241,111	298,205	(57,095)	3,228,976	2,982,058	246,919	3,578,469
Special Activities	4,070	0	4,069	186,737	0	186,737	0
Bank Charges	145	917	(771)	1,611	9,167	(7,555)	11,000
Printing	0	0	0	1,761	0	1,761	0
Other Taxes and Fees	(33,702)	10,852	(44,554)	9,922	108,517	(98,597)	130,221
Payroll Service Fee	175,187	0	175,188	1,240,953	0	1,240,954	0
Management Fee	62,109	28,325	33,783	421,772	283,250	138,521	339,900
District Oversight Fee	170,632	50,303	120,328	311,845	477,972	(166,126)	631,405
SELPA Fees	0	0	0	44,532	0	44,532	0
Public Relations	128,562	57,316	71,247	986,733	573,155	413,577	687,787
Total Professional/Consulting Services	1,222,785	600,542	622,243	9,933,373	6,152,576	3,780,797	7,406,486
Facilities, Repairs & Other Leases							
Rent	(51,990)	23,402	(75,392)	298,402	234,027	64,376	280,832
Additional Rent	72,410	1,321	71,089	142,804	13,202	129,602	15,842
Equipment Leases	2,623	1,444	1,178	15,274	14,446	828	17,335
Other Leases	0	0	0	161,427	0	161,427	0
Repairs and Maintenance	1,489	0	1,490	12,872	0	12,872	0
Total Facilities, Repairs & Other Leases	24,532	26,167	(1,635)	630,779	261,675	369,105	314,009
Operations & Housekeeping							
Auto and Travel Expense	48,433	24,801	23,632	207,187	248,010	(40,822)	297,612
Dues & Memberships	265	6,733	(6,468)	110,537	67,333	43,203	80,800
Insurance	0	584	(584)	94,587	5,833	88,754	7,000
Utilities	250	2,116	(1,866)	19,689	21,160	(1,471)	25,392
Janitorial/Trash Removal	1,296	1,609	(313)	16,800	16,090	709	19,308
Communications	1,826	57,724	(55,898)	42,648	577,240	(534,592)	692,688
Postage and Shipping	19,524	1,951	17,573	162,000	19,510	142,490	23,412
Total Operations & Housekeeping	71,594	95,518	(23,924)	653,448	955,176	(301,729)	1,146,212
Depreciation							
Depreciation Expense	181	258	(77)	1,807	2,584	(776)	3,100
Total Depreciation	181	258	(77)	1,807	2,584	(776)	3,100
<b>Total Expenses</b>	<b>6,011,690</b>	<b>5,296,160</b>	<b>715,530</b>	<b>51,492,377</b>	<b>53,195,565</b>	<b>(1,703,188)</b>	<b>67,743,028</b>
<b>Change in Net Assets</b>	<b>2,561,676</b>			<b>3,380,671</b>			
<b>Net Assets, Beginning of Period</b>	<b>17,108,566</b>			<b>16,289,570</b>			
<b>Net Assets, End of Period</b>	<b>\$ 19,670,241</b>			<b>\$ 19,670,241</b>			

**Central Valley**  
**Budget vs Actual**  
**For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 842,809	\$ 532,411	\$ 310,397	\$ 4,971,562	\$ 4,522,688	\$ 448,874	\$ 6,119,923
Economic Protection Account Funding	0	533,568	(533,567)	1,086,313	1,600,703	(514,390)	2,134,270
State Aid - Prior Year	(45)	0	(45)	(89)	0	(89)	0
In Lieu of Property Taxes	0	26,040	(26,040)	242,085	308,460	(66,375)	386,581
<b>Total State Aid - Revenue Limit</b>	<b>842,764</b>	<b>1,092,019</b>	<b>(249,255)</b>	<b>6,299,871</b>	<b>6,431,851</b>	<b>(131,980)</b>	<b>8,640,774</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	7,001	(7,001)	0	59,466	(59,467)	80,467
Title I, Part A - Basic Low Income	0	0	0	135,177	140,532	(5,355)	151,496
Title II, Part A - Teacher Quality	9,028	0	9,028	9,028	22,324	(13,296)	22,324
Other Federal Revenue	0	102,007	(102,007)	271,698	306,023	(34,324)	408,030
Federal - Prior Year Adjustments	0	0	0	9,059	0	9,059	0
<b>Total Federal Revenue</b>	<b>9,028</b>	<b>109,008</b>	<b>(99,980)</b>	<b>424,962</b>	<b>528,345</b>	<b>(103,383)</b>	<b>662,317</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	49,697	(49,698)	536,912	422,165	114,747	571,257
State - Mandated Cost Reimbursement	0	0	0	22,682	23,168	(486)	23,169
State - State Lottery	0	39,184	(39,183)	57,843	78,366	(20,523)	152,567
Prior Year Revenues	127,880	0	127,880	146,458	0	146,458	0
State - Other State Revenue	0	2,896	(2,897)	36,014	23,497	12,517	32,187
<b>Total Other State Revenue</b>	<b>127,880</b>	<b>91,777</b>	<b>36,102</b>	<b>799,909</b>	<b>547,196</b>	<b>252,713</b>	<b>779,180</b>
<b>Other Local Revenue</b>							
Interest Revenue	126	0	126	7,127	0	7,127	0
<b>Total Other Local Revenue</b>	<b>126</b>	<b>0</b>	<b>126</b>	<b>7,127</b>	<b>0</b>	<b>7,127</b>	<b>0</b>
<b>Total Revenue</b>	<b>979,798</b>	<b>1,292,804</b>	<b>(313,007)</b>	<b>7,531,869</b>	<b>7,507,392</b>	<b>24,477</b>	<b>10,082,271</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	203,898	168,589	35,309	2,033,180	1,685,894	347,286	2,427,687
Certificated Teachers' Extra Duties/Stipends	0	66	(66)	0	658	(658)	948
Certificated Pupil Support Salaries	22,590	12,986	9,604	193,436	129,858	63,577	186,996
Certificated Supervisors' and Administrators' Salaries	25,298	21,440	3,858	235,620	214,401	21,220	308,737
<b>Total Certificated Salaries</b>	<b>251,786</b>	<b>203,081</b>	<b>48,705</b>	<b>2,462,236</b>	<b>2,030,811</b>	<b>431,425</b>	<b>2,924,368</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	417	(417)	3,432	4,167	(735)	6,000
Classified Support Salaries	772	667	105	7,796	6,674	1,122	9,611
Classified Supervisors' and Administrators' Salaries	12,272	3,123	9,149	59,458	31,232	28,226	44,974
Clerical, Technical, and Office Staff Salaries	2,492	562	1,930	14,226	5,615	8,611	8,086
<b>Total Classified Salaries</b>	<b>15,536</b>	<b>4,769</b>	<b>10,767</b>	<b>84,912</b>	<b>47,688</b>	<b>37,224</b>	<b>68,671</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	32,324	(32,323)	(14,162)	323,238	(337,399)	387,885
Public Employees' Retirement System, classified positions	0	1,073	(1,073)	0	10,729	(10,730)	12,875
OASDI/Medicare/Alternative, certificated positions	1,595	246	1,348	13,555	2,464	11,090	2,957
Medicare certificated positions	3,698	2,512	1,187	35,117	25,116	10,003	30,138
Health and Welfare Benefits, certificated positions	83,960	52,377	31,583	896,491	523,770	372,720	628,524
State Unemployment Insurance, certificated positions	334	8,426	(8,093)	9,745	151,675	(141,930)	168,528
Workers' Compensation Insurance, certificated positions	0	2,425	(2,425)	15,825	24,249	(8,424)	29,100
<b>Total Benefits</b>	<b>89,587</b>	<b>99,383</b>	<b>(9,796)</b>	<b>956,571</b>	<b>1,061,241</b>	<b>(104,670)</b>	<b>1,260,007</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	1,083	3,525	(2,442)	74,467	35,250	39,217	42,300
Books and Other Reference Materials	97,281	73,877	23,405	779,848	738,767	41,081	886,520
School Supplies	25,606	2,827	22,778	33,339	28,276	5,063	33,931
Software	56,446	35,050	21,396	649,993	350,500	299,493	420,600
Office Expense	138	1,189	(1,051)	16,355	11,890	4,465	14,268
Business Meals	1,635	1,639	(4)	2,472	16,388	(13,917)	19,666
Noncapitalized Equipment	341	95,166	(94,825)	49,799	951,663	(901,863)	1,141,995
<b>Total Books &amp; Supplies</b>	<b>182,530</b>	<b>213,273</b>	<b>(30,743)</b>	<b>1,606,273</b>	<b>2,132,734</b>	<b>(526,461)</b>	<b>2,559,280</b>
<b>Subagreement Services</b>							
Special Education	136,405	53,209	83,197	582,103	532,083	50,020	638,500
Substitute Teacher	2,147	0	2,146	20,276	0	20,276	0
Other Educational Consultants	10,105	51,282	(41,177)	125,950	512,822	(386,872)	615,386
Instructional Services	3,837	0	3,837	30,693	0	30,694	0
<b>Total Subagreement Services</b>	<b>152,494</b>	<b>104,491</b>	<b>48,003</b>	<b>759,022</b>	<b>1,044,905</b>	<b>(285,882)</b>	<b>1,253,886</b>
<b>Professional/Consulting Services</b>							
IT	64,640	43,533	21,107	422,604	435,333	(12,730)	522,400
Audit and Tax	34,805	0	34,805	62,384	5,308	57,077	5,308
Legal	1,457	0	1,457	7,840	0	7,839	0
Professional Development	7,433	7,006	427	96,194	70,061	26,133	84,073
General Consulting	17,509	17,235	273	536,656	172,352	364,304	206,823
Special Activities	4,608	0	4,609	20,959	0	20,959	0
Bank Charges	0	84	(83)	886	834	53	1,000
Printing	0	0	0	292	0	292	0
Other Taxes and Fees	(24,648)	3,800	(28,449)	540	38,003	(37,464)	45,604
Payroll Service Fee	29,050	0	29,050	205,776	0	205,776	0
Management Fee	10,298	3,621	6,677	62,717	36,208	26,508	43,450
District Oversight Fee	0	5,584	(5,584)	0	64,319	(64,318)	86,408
SELPA Fees	0	0	0	6,719	0	6,719	0
Public Relations	15,572	7,766	7,807	120,297	77,653	42,644	93,184
<b>Total Professional/Consulting Services</b>	<b>160,724</b>	<b>88,629</b>	<b>72,096</b>	<b>1,543,864</b>	<b>900,071</b>	<b>643,792</b>	<b>1,088,250</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	0	3,232	(3,233)	0	32,326	(32,326)	38,790
Additional Rent	7,977	168	7,809	10,824	1,675	9,149	2,010
Equipment Leases	0	183	(183)	2,176	1,832	344	2,199
Other Leases	0	0	0	16,046	0	16,046	0
Repairs and Maintenance	0	0	0	414	0	414	0
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>7,977</b>	<b>3,583</b>	<b>4,393</b>	<b>29,460</b>	<b>35,833</b>	<b>(6,373)</b>	<b>42,999</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel Expense	8,689	3,146	5,542	26,644	31,462	(4,818)	37,755
Dues & Memberships	44	984	(939)	17,060	9,833	7,227	11,799
Insurance	0	75	(75)	14,680	750	13,929	900
Utilities	0	268	(268)	23	2,685	(2,660)	3,222
Janitorial/Trash Removal	0	467	(467)	0	4,666	(4,667)	5,600
Communications	215	7,141	(6,927)	4,530	71,417	(66,887)	85,700
Postage and Shipping	3,165	248	2,918	26,490	2,475	24,015	2,970
<b>Total Operations &amp; Housekeeping</b>	<b>12,113</b>	<b>12,329</b>	<b>(216)</b>	<b>89,427</b>	<b>123,288</b>	<b>(33,861)</b>	<b>147,946</b>
<b>Total Expenses</b>	<b>872,747</b>	<b>729,538</b>	<b>143,209</b>	<b>7,531,765</b>	<b>7,376,571</b>	<b>155,194</b>	<b>9,345,407</b>
<b>Change in Net Assets</b>	<b>107,051</b>			<b>104</b>			
<b>Net Assets, Beginning of Period</b>	<b>2,478,665</b>			<b>2,585,612</b>			
<b>Net Assets, End of Period</b>	<b>\$ 2,585,716</b>			<b>\$ 2,585,716</b>			

**Northern California  
Budget vs Actual  
For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 1,149,391	\$ 1,343,373	\$ (193,982)	\$ 9,143,880	\$ 9,643,575	\$ (499,695)	\$ 13,673,696
Economic Protection Account Funding	1,977,831	0	1,977,831	4,749,409	4,179,632	569,777	5,572,843
State Aid - Prior Year	3,192	0	3,192	(5,319)	0	(5,319)	0
In Lieu of Property Taxes	0	210,757	(210,757)	0	2,096,123	(2,096,123)	2,728,393
<b>Total State Aid - Revenue Limit</b>	<b>3,130,414</b>	<b>1,554,130</b>	<b>1,576,284</b>	<b>13,887,970</b>	<b>15,919,330</b>	<b>(2,031,360)</b>	<b>21,974,932</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	21,691	(21,691)	0	155,713	(155,713)	220,787
Title I, Part A - Basic Low Income	0	0	0	243,404	243,957	(553)	260,592
Title II, Part A - Teacher Quality	0	0	0	20,459	40,739	(20,280)	40,739
Other Federal Revenue	0	0	0	239,462	0	239,462	0
Federal - Prior Year Adjustments	0	0	0	20,765	0	20,765	0
<b>Total Federal Revenue</b>	<b>0</b>	<b>21,691</b>	<b>(21,691)</b>	<b>524,090</b>	<b>440,409</b>	<b>83,681</b>	<b>522,118</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	153,990	(153,990)	1,204,293	1,105,438	98,855	1,567,408
State - Mandated Cost Reimbursement	0	0	0	59,096	57,694	1,402	57,694
State - State Lottery	132,958	96,809	36,149	281,823	193,617	88,206	418,612
Prior Year Revenues	395,434	0	395,434	399,391	0	399,391	0
State - Other State Revenue	12,906	7,948	4,958	99,860	64,470	35,391	88,314
<b>Total Other State Revenue</b>	<b>541,298</b>	<b>258,747</b>	<b>282,551</b>	<b>2,044,463</b>	<b>1,421,219</b>	<b>623,245</b>	<b>2,132,028</b>
<b>Other Local Revenue</b>							
Interest Revenue	17,542	0	17,542	49,702	0	49,702	0
School Fundraising	0	0	0	3,258	0	3,258	0
<b>Total Other Local Revenue</b>	<b>17,542</b>	<b>0</b>	<b>17,542</b>	<b>52,960</b>	<b>0</b>	<b>52,960</b>	<b>0</b>
<b>Total Revenue</b>	<b>3,689,254</b>	<b>1,834,568</b>	<b>1,854,686</b>	<b>16,509,483</b>	<b>17,780,958</b>	<b>(1,271,475)</b>	<b>24,629,078</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	557,494	460,953	96,541	5,559,075	4,609,533	949,542	6,637,727
Certificated Teachers' Extra Duties/Stipends	0	180	(180)	0	1,800	(1,800)	2,592
Certificated Pupil Support Salaries	61,764	35,506	26,258	528,887	355,055	173,832	511,279
Certificated Supervisors' and Administrators' Salaries	69,170	58,621	10,549	644,228	586,210	58,018	844,143
<b>Total Certificated Salaries</b>	<b>688,428</b>	<b>555,260</b>	<b>133,168</b>	<b>6,732,190</b>	<b>5,552,598</b>	<b>1,179,592</b>	<b>7,995,741</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	1,139	(1,139)	9,383	11,392	(2,009)	16,404
Classified Support Salaries	2,110	1,825	285	21,315	18,248	3,067	26,278
Classified Supervisors' and Administrators' Salaries	33,555	8,539	25,015	162,570	85,395	77,175	122,969
Clerical, Technical, and Office Staff Salaries	6,813	1,536	5,279	38,897	15,352	23,545	22,107
<b>Total Classified Salaries</b>	<b>42,478</b>	<b>13,039</b>	<b>29,440</b>	<b>232,165</b>	<b>130,387</b>	<b>101,778</b>	<b>187,758</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	88,378	(88,379)	(29,444)	883,789	(913,233)	1,060,546
OASDI/Medicare/Alternative, certificated positions	4,360	674	3,686	37,059	6,737	30,323	8,084
Medicare certificated positions	10,113	6,867	3,246	96,017	68,669	27,348	82,403
Health and Welfare Benefits, certificated positions	179,057	135,252	43,805	1,911,905	1,352,520	559,384	1,623,024
State Unemployment Insurance, certificated positions	913	10,837	(9,924)	26,644	195,058	(168,414)	216,732
Workers' Compensation Insurance, certificated positions	23,578	6,630	16,949	51,936	66,301	(14,365)	79,561
<b>Total Benefits</b>	<b>218,021</b>	<b>248,638</b>	<b>(30,617)</b>	<b>2,094,117</b>	<b>2,573,074</b>	<b>(478,957)</b>	<b>3,070,350</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	2,375	10,208	(7,834)	194,699	102,084	92,616	122,500
Books and Other Reference Materials	212,554	218,192	(5,638)	1,618,098	2,181,916	(563,820)	2,618,300
School Supplies	55,718	103,153	(47,434)	74,380	1,031,530	(957,150)	1,237,836
Software	122,514	92,784	29,729	1,470,404	927,840	542,564	1,113,408
Office Expense	7,685	3,404	4,281	51,944	34,046	17,899	40,855
Business Meals	2,762	4,568	(1,806)	3,758	45,679	(41,921)	54,814
Noncapitalized Equipment	729	66,902	(66,172)	132,361	669,017	(536,656)	802,821
<b>Total Books &amp; Supplies</b>	<b>404,337</b>	<b>499,211</b>	<b>(94,874)</b>	<b>3,545,644</b>	<b>4,992,112</b>	<b>(1,446,468)</b>	<b>5,990,534</b>
<b>Subagreement Services</b>							
Special Education	292,052	146,475	145,577	1,160,109	1,464,750	(304,641)	1,757,700
Substitute Teacher	4,577	0	4,577	43,242	0	43,242	0
Security	206	0	205	309	0	309	0
Other Educational Consultants	21,237	127,006	(105,769)	218,603	1,270,062	(1,051,459)	1,524,074
Instructional Services	8,360	18,147	(9,786)	63,520	181,466	(117,946)	217,760
<b>Total Subagreement Services</b>	<b>326,432</b>	<b>291,628</b>	<b>34,804</b>	<b>1,485,783</b>	<b>2,916,278</b>	<b>(1,430,495)</b>	<b>3,499,534</b>
<b>Professional/Consulting Services</b>							
IT	120,148	28,106	92,041	788,095	281,067	507,028	337,280
Audit and Tax	66,023	0	66,023	123,729	14,795	108,934	14,795
Legal	3,968	7,039	(3,071)	36,467	70,384	(33,917)	84,461
Professional Development	15,076	19,528	(4,451)	208,146	195,279	12,866	234,335
General Consulting	28,620	102,575	(73,956)	1,033,179	1,025,754	7,426	1,230,905
Special Activities	1,063	0	1,063	46,692	0	46,691	0
Bank Charges	0	417	(417)	774	4,167	(3,392)	5,000
Printing	0	0	0	623	0	623	0

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Other Taxes and Fees	(45,692)	8,943	(54,635)	1,284	89,433	(88,149)	107,319
Payroll Service Fee	61,954	0	61,954	438,848	0	438,848	0
Management Fee	21,963	9,900	12,063	146,348	99,000	47,349	118,800
District Oversight Fee	0	15,541	(15,541)	0	159,193	(159,194)	219,749
SELPA Fees	0	0	0	15,556	0	15,557	0
Public Relations	31,743	18,984	12,759	245,963	189,834	56,128	227,801
<b>Total Professional/Consulting Services</b>	<b>304,866</b>	<b>211,033</b>	<b>93,832</b>	<b>3,085,704</b>	<b>2,128,906</b>	<b>956,798</b>	<b>2,580,445</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	50,568	10,541	40,027	50,568	105,417	(54,849)	126,500
Additional Rent	29,912	467	29,445	35,723	4,668	31,055	5,602
Equipment Leases	0	511	(511)	1,841	5,108	(3,267)	6,130
Other Leases	3,915	0	3,915	82,908	0	82,908	0
Repairs and Maintenance	179	1,319	(1,140)	7,925	13,186	(5,261)	15,823
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>84,574</b>	<b>12,838</b>	<b>71,736</b>	<b>178,965</b>	<b>128,379</b>	<b>50,586</b>	<b>154,055</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel Expense	16,295	7,600	8,695	54,623	76,000	(21,377)	91,200
Dues & Memberships	94	3,041	(2,947)	36,584	30,417	6,167	36,500
Insurance	0	217	(217)	36,269	2,167	34,102	2,600
Utilities	52	0	52	2,686	0	2,687	0
Janitorial/Trash Removal	943	1,367	(424)	9,037	13,666	(4,631)	16,400
Communications	1,732	20,118	(18,386)	17,193	201,185	(183,992)	241,422
Postage and Shipping	10,162	690	9,472	62,877	6,899	55,979	8,278
<b>Total Operations &amp; Housekeeping</b>	<b>29,278</b>	<b>33,033</b>	<b>(3,755)</b>	<b>219,269</b>	<b>330,334</b>	<b>(111,065)</b>	<b>396,400</b>
<b>Depreciation</b>							
Depreciation Expense	4,671	0	4,671	46,704	0	46,704	0
<b>Total Depreciation</b>	<b>4,671</b>	<b>0</b>	<b>4,671</b>	<b>46,704</b>	<b>0</b>	<b>46,704</b>	<b>0</b>
<b>Total Expenses</b>	<b>2,103,085</b>	<b>1,864,680</b>	<b>238,405</b>	<b>17,620,541</b>	<b>18,752,068</b>	<b>(1,131,527)</b>	<b>23,874,817</b>
<b>Change in Net Assets</b>	<b>1,586,170</b>			<b>(1,111,057)</b>			
<b>Net Assets, Beginning of Period</b>	<b>460,099</b>			<b>3,157,326</b>			
<b>Net Assets, End of Period</b>	<b>\$ 2,046,268</b>			<b>\$ 2,046,268</b>			

**North Bay**

**Budget vs Actual**

**For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 125,539	\$ 100,379	\$ 25,160	\$ 883,241	\$ 837,277	\$ 45,964	\$ 1,138,416
Economic Protection Account Funding	0	0	0	14,125	20,841	(6,716)	27,789
State Aid - Prior Year	279	0	279	558	0	558	0
In Lieu of Property Taxes	48,362	40,605	7,757	350,624	471,851	(121,227)	593,663
<b>Total State Aid - Revenue Limit</b>	<b>174,180</b>	<b>140,984</b>	<b>33,196</b>	<b>1,248,548</b>	<b>1,329,969</b>	<b>(81,421)</b>	<b>1,759,868</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	1,531	(1,531)	0	12,774	(12,774)	17,368
Title I, Part A - Basic Low Income	1,906	0	1,906	35,415	34,245	1,170	44,245
Other Federal Revenue	0	22,835	(22,835)	58,473	68,505	(10,032)	91,340
Federal - Prior Year Adjustments	2,718	0	2,718	2,718	0	2,718	0
<b>Total Federal Revenue</b>	<b>4,624</b>	<b>24,366</b>	<b>(19,742)</b>	<b>96,606</b>	<b>115,524</b>	<b>(18,918)</b>	<b>152,953</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	10,872	(10,872)	116,156	90,684	25,472	123,299
State - Mandated Cost Reimbursement	0	0	0	5,177	5,174	3	5,174
State - State Lottery	0	8,369	(8,369)	12,552	16,738	(4,186)	32,930
Prior Year Revenues	3,000	0	3,000	19,059	0	19,059	0
State - Other State Revenue	1,261	625	636	8,806	5,071	3,734	6,947
<b>Total Other State Revenue</b>	<b>4,261</b>	<b>19,866</b>	<b>(15,605)</b>	<b>161,750</b>	<b>117,667</b>	<b>44,082</b>	<b>168,350</b>
<b>Other Local Revenue</b>							
Interest Revenue	1,968	0	1,968	2,089	0	2,090	0
Total Other Local Revenue	1,968	0	1,968	2,089	0	2,090	0
<b>Total Revenue</b>	<b>185,033</b>	<b>185,216</b>	<b>(183)</b>	<b>1,508,993</b>	<b>1,563,160</b>	<b>(54,167)</b>	<b>2,081,171</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	43,877	36,279	7,598	437,520	362,787	74,733	522,414
Certificated Teachers' Extra Duties/Stipends	0	14	(14)	0	142	(142)	204
Certificated Pupil Support Salaries	4,861	2,794	2,067	41,625	27,944	13,681	40,239
Certificated Supervisors' and Administrators' Salaries	5,444	4,614	830	50,703	46,137	4,566	66,437
<b>Total Certificated Salaries</b>	<b>54,182</b>	<b>43,701</b>	<b>10,481</b>	<b>529,848</b>	<b>437,010</b>	<b>92,838</b>	<b>629,294</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	90	(90)	739	897	(158)	1,292
Classified Support Salaries	166	143	23	1,677	1,436	242	2,068
Classified Supervisors' and Administrators' Salaries	2,641	672	1,968	12,795	6,721	6,074	9,678
Clerical, Technical, and Office Staff Salaries	536	121	416	3,062	1,208	1,853	1,740
<b>Total Classified Salaries</b>	<b>3,343</b>	<b>1,026</b>	<b>2,317</b>	<b>18,273</b>	<b>10,262</b>	<b>8,011</b>	<b>14,778</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	6,956	(6,956)	(2,915)	69,557	(72,472)	83,468
OASDI/Medicare/Alternative, certificated positions	343	53	290	2,917	531	2,386	637
Medicare certificated positions	796	540	256	7,557	5,404	2,153	6,485
Health and Welfare Benefits, certificated positions	16,278	13,150	3,128	173,809	131,495	42,314	157,794
State Unemployment Insurance, certificated positions	72	1,878	(1,807)	2,097	33,814	(31,717)	37,571
Workers' Compensation Insurance, certificated positions	0	522	(521)	2,233	5,218	(2,985)	6,262
Other Benefits, certificated positions	0	0	0	0	0	0	0
<b>Total Benefits</b>	<b>17,489</b>	<b>23,099</b>	<b>(5,610)</b>	<b>185,698</b>	<b>246,019</b>	<b>(60,321)</b>	<b>292,217</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	333	775	(442)	15,794	7,750	8,044	9,300
Books and Other Reference Materials	21,215	17,111	4,104	169,994	171,107	(1,114)	205,329
School Supplies	4,964	6,450	(1,486)	7,376	64,497	(57,120)	77,396
Software	11,888	7,701	4,187	136,917	77,009	59,908	92,411
Office Expense	26	268	(241)	2,936	2,680	256	3,216
Business Meals	379	0	379	541	0	541	0
Noncapitalized Equipment	67	4,751	(4,686)	10,582	47,518	(36,936)	57,021
<b>Total Books &amp; Supplies</b>	<b>38,872</b>	<b>37,056</b>	<b>1,815</b>	<b>344,140</b>	<b>370,561</b>	<b>(26,421)</b>	<b>444,673</b>
<b>Subagreement Services</b>							
Special Education	26,370	11,525	14,845	109,144	115,250	(6,107)	138,300
Substitute Teacher	416	0	417	3,931	0	3,931	0
Security	1,657	0	1,657	1,657	0	1,658	0
Other Educational Consultants	1,973	5,903	(3,930)	21,837	59,021	(37,184)	70,826
Instructional Services	823	2,911	(2,087)	6,587	29,112	(22,525)	34,934
<b>Total Subagreement Services</b>	<b>31,239</b>	<b>20,339</b>	<b>10,902</b>	<b>143,156</b>	<b>203,383</b>	<b>(60,227)</b>	<b>244,060</b>
<b>Professional/Consulting Services</b>							
IT	14,581	666	13,914	88,504	6,667	81,837	8,000
Audit and Tax	7,492	0	7,491	12,926	1,165	11,761	1,165
Legal	835	554	281	2,874	5,540	(2,665)	6,648
Professional Development	2,383	1,537	847	19,375	15,371	4,004	18,445
General Consulting	3,361	12,192	(8,831)	154,432	121,913	32,518	146,296
Special Activities	(295)	0	(294)	1,665	0	1,665	0
Bank Charges	4	83	(80)	33	833	(800)	1,000
Printing	0	0	0	57	0	56	0
Other Taxes and Fees	(5,279)	717	(5,996)	150	7,167	(7,016)	8,600

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
Payroll Service Fee	5,632	0	5,632	39,895	0	39,895	0
Management Fee	1,996	779	1,217	12,650	7,792	4,858	9,350
District Oversight Fee	0	1,410	(1,409)	0	13,300	(13,299)	17,599
SELPA Fees	0	0	0	1,373	0	1,373	0
Public Relations	2,606	1,645	959	20,275	16,455	3,818	19,747
<b>Total Professional/Consulting Services</b>	<b>33,316</b>	<b>19,583</b>	<b>13,731</b>	<b>354,209</b>	<b>196,203</b>	<b>158,005</b>	<b>236,850</b>
<b>Facilities, Repairs &amp; Other Leases</b>							
Rent	0	1,148	(1,148)	1,291	11,481	(10,189)	13,777
Additional Rent	1,562	37	1,526	2,289	368	1,922	441
Equipment Leases	0	40	(40)	4,746	401	4,344	482
Other Leases	0	0	0	115	0	114	0
Repairs and Maintenance	0	0	0	223	0	224	0
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>1,562</b>	<b>1,225</b>	<b>338</b>	<b>8,664</b>	<b>12,250</b>	<b>(3,585)</b>	<b>14,700</b>
<b>Operations &amp; Housekeeping</b>							
Auto and Travel Expense	1,481	1,309	173	4,972	13,084	(8,112)	15,700
Dues & Memberships	9	300	(292)	4,338	3,000	1,338	3,600
Insurance	0	16	(16)	3,021	166	2,855	200
Utilities	0	0	0	5	0	5	0
Janitorial/Trash Removal	0	125	(125)	0	1,250	(1,250)	1,500
Communications	42	1,709	(1,667)	889	17,084	(16,194)	20,500
Postage and Shipping	679	54	625	5,661	543	5,117	652
<b>Total Operations &amp; Housekeeping</b>	<b>2,211</b>	<b>3,513</b>	<b>(1,302)</b>	<b>18,886</b>	<b>35,127</b>	<b>(16,241)</b>	<b>42,152</b>
<b>Total Expenses</b>	<b>182,214</b>	<b>149,542</b>	<b>32,672</b>	<b>1,602,874</b>	<b>1,510,815</b>	<b>92,059</b>	<b>1,918,724</b>
<b>Change in Net Assets</b>	<b>2,819</b>			<b>(93,880)</b>			
<b>Net Assets, Beginning of Period</b>	<b>695,712</b>			<b>792,412</b>			
<b>Net Assets, End of Period</b>	<b>\$ 698,531</b>			<b>\$ 698,531</b>			

**Monterey Bay**

**Budget vs Actual**

**For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 344,521	\$ 260,765	\$ 83,756	\$ 2,234,231	\$ 2,087,708	\$ 146,523	\$ 2,870,004
Economic Protection Account Funding	38,166	23,091	15,075	83,987	69,273	14,714	92,363
State Aid - Prior Year	(13,794)	0	(13,794)	(27,588)	0	(27,588)	0
In Lieu of Property Taxes	0	190,352	(190,352)	1,600,000	2,119,261	(519,261)	2,690,318
<b>Total State Aid - Revenue Limit</b>	<b>368,893</b>	<b>474,208</b>	<b>(105,315)</b>	<b>3,890,630</b>	<b>4,276,242</b>	<b>(385,612)</b>	<b>5,652,685</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	5,245	(5,245)	0	41,991	(41,991)	57,727
Federal - Prior Year Adjustments	5,816	0	5,816	5,816	0	5,816	0
<b>Total Federal Revenue</b>	<b>5,816</b>	<b>5,245</b>	<b>571</b>	<b>5,816</b>	<b>41,991</b>	<b>(36,175)</b>	<b>57,727</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	37,235	(37,235)	373,444	298,109	75,335	409,815
State - Mandated Cost Reimbursement	0	0	0	16,770	16,734	36	16,733
State - State Lottery	36,846	27,149	9,696	78,100	54,298	23,802	109,450
Prior Year Revenues	45,719	0	45,720	66,671	0	66,672	0
State - Other State Revenue	4,849	2,078	2,771	30,091	16,856	13,234	23,091
<b>Total Other State Revenue</b>	<b>87,414</b>	<b>66,462</b>	<b>20,952</b>	<b>565,076</b>	<b>385,997</b>	<b>179,079</b>	<b>559,089</b>
<b>Other Local Revenue</b>							
Interest Revenue	2,279	0	2,279	12,565	0	12,565	0
<b>Total Other Local Revenue</b>	<b>2,279</b>	<b>0</b>	<b>2,279</b>	<b>12,565</b>	<b>0</b>	<b>12,565</b>	<b>0</b>
<b>Total Revenue</b>	<b>464,402</b>	<b>545,915</b>	<b>(81,513)</b>	<b>4,474,087</b>	<b>4,704,230</b>	<b>(230,143)</b>	<b>6,269,501</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	147,117	121,640	25,476	1,466,978	1,216,405	250,574	1,751,622
Certificated Teachers' Extra Duties/Stipends	0	48	(47)	0	475	(475)	684
Certificated Pupil Support Salaries	16,298	9,369	6,929	139,567	93,695	45,872	134,921
Certificated Supervisors' and Administrators' Salaries	18,253	15,470	2,784	170,005	154,694	15,310	222,760
<b>Total Certificated Salaries</b>	<b>181,668</b>	<b>146,527</b>	<b>35,142</b>	<b>1,776,550</b>	<b>1,465,269</b>	<b>311,281</b>	<b>2,109,987</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	301	(301)	2,476	3,006	(530)	4,329
Classified Support Salaries	557	481	75	5,625	4,816	809	6,935
Classified Supervisors' and Administrators' Salaries	8,855	2,254	6,601	42,900	22,535	20,366	32,450
Clerical, Technical, and Office Staff Salaries	1,798	405	1,393	10,265	4,051	6,213	5,833
<b>Total Classified Salaries</b>	<b>11,210</b>	<b>3,441</b>	<b>7,768</b>	<b>61,266</b>	<b>34,408</b>	<b>26,858</b>	<b>49,547</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	23,322	(23,322)	(10,280)	233,222	(243,501)	279,867
OASDI/Medicare/Alternative, certificated positions	1,151	178	973	9,780	1,777	8,002	2,133
Medicare certificated positions	2,668	1,812	856	25,338	18,122	7,216	21,745
Health and Welfare Benefits, certificated positions	57,401	41,990	15,412	612,907	419,900	193,007	503,880
State Unemployment Insurance, certificated positions	241	6,220	(5,979)	7,031	111,956	(104,925)	124,396
Workers' Compensation Insurance, certificated positions	0	1,749	(1,750)	7,488	17,496	(10,008)	20,996
<b>Total Benefits</b>	<b>61,461</b>	<b>75,271</b>	<b>(13,810)</b>	<b>652,264</b>	<b>802,473</b>	<b>(150,209)</b>	<b>953,017</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	1,167	2,567	(1,400)	53,393	25,667	27,726	30,800
Books and Other Reference Materials	65,366	57,640	7,726	518,673	576,398	(57,725)	691,678
School Supplies	17,506	4,740	12,766	25,658	47,401	(21,743)	56,881
Software	41,375	25,841	15,534	447,259	258,413	188,846	310,096
Office Expense	94	901	(807)	11,610	9,006	2,604	10,807
Business Meals	885	1,208	(322)	1,458	12,082	(10,624)	14,499
Noncapitalized Equipment	234	14,021	(13,788)	35,656	140,214	(104,558)	168,256
<b>Total Books &amp; Supplies</b>	<b>126,627</b>	<b>106,918</b>	<b>19,709</b>	<b>1,093,707</b>	<b>1,069,181</b>	<b>24,526</b>	<b>1,283,017</b>
<b>Subagreement Services</b>							
Special Education	102,022	33,592	68,430	419,369	335,917	83,453	403,100
Substitute Teacher	1,467	0	1,467	13,863	0	13,862	0
Other Educational Consultants	8,034	37,981	(29,946)	73,797	379,807	(306,010)	455,769
Instructional Services	2,544	0	2,544	20,160	0	20,160	0
<b>Total Subagreement Services</b>	<b>114,067</b>	<b>71,573</b>	<b>42,494</b>	<b>527,189</b>	<b>715,724</b>	<b>(188,535)</b>	<b>858,869</b>
<b>Professional/Consulting Services</b>							
IT	36,552	6,135	30,417	239,247	61,356	177,892	73,627
Audit and Tax	21,246	0	21,246	43,660	3,913	39,746	3,913
Legal	996	1,862	(866)	5,447	18,617	(13,171)	22,341
Professional Development	4,870	5,165	(295)	66,178	51,653	14,526	61,983
General Consulting	11,063	22,479	(11,417)	327,396	224,791	102,606	269,749
Special Activities	372	0	373	7,212	0	7,211	0
Bank Charges	0	36	(36)	0	358	(358)	430
Printing	0	0	0	199	0	199	0
Other Taxes and Fees	(14,934)	2,140	(17,074)	463	21,394	(20,931)	25,673
Payroll Service Fee	19,860	0	19,861	140,683	0	140,683	0
Management Fee	7,041	2,612	4,428	41,904	26,125	15,779	31,350
District Oversight Fee	0	4,511	(4,511)	57,528	42,763	14,766	56,526
SELPA Fees	0	0	0	4,689	0	4,689	0
Public Relations	9,069	4,832	4,236	71,407	48,322	23,084	57,987
<b>Total Professional/Consulting Services</b>	<b>96,135</b>	<b>49,772</b>	<b>46,362</b>	<b>1,006,013</b>	<b>499,292</b>	<b>506,721</b>	<b>603,579</b>

Facilities, Repairs & Other Leases							
Rent	0	2,869	(2,868)	0	28,682	(28,682)	34,418
Additional Rent	5,395	123	5,272	6,922	1,235	5,687	1,482
Equipment Leases	0	0	0	296	0	296	0
Other Leases	0	0	0	468	0	469	0
Repairs and Maintenance	0	0	0	283	0	282	0
<b>Total Facilities, Repairs &amp; Other Leases</b>	<b>5,395</b>	<b>2,992</b>	<b>2,404</b>	<b>7,969</b>	<b>29,917</b>	<b>(21,948)</b>	<b>35,900</b>
Operations & Housekeeping							
Auto and Travel Expense	5,224	1,983	3,241	17,534	19,833	(2,299)	23,800
Dues & Memberships	30	625	(595)	12,140	6,250	5,890	7,500
Insurance	0	59	(58)	10,348	583	9,765	700
Utilities	0	198	(198)	16	1,980	(1,964)	2,375
Janitorial/Trash Removal	0	391	(392)	0	3,916	(3,916)	4,700
Communications	147	4,570	(4,423)	3,117	45,696	(42,579)	54,835
Postage and Shipping	2,099	182	1,916	17,430	1,825	15,605	2,190
<b>Total Operations &amp; Housekeeping</b>	<b>7,500</b>	<b>8,008</b>	<b>(509)</b>	<b>60,585</b>	<b>80,083</b>	<b>(19,498)</b>	<b>96,100</b>
<b>Total Expenses</b>	<b>604,063</b>	<b>464,502</b>	<b>139,560</b>	<b>5,185,543</b>	<b>4,696,347</b>	<b>489,196</b>	<b>5,990,016</b>
<b>Change in Net Assets</b>	<b>(139,661)</b>			<b>(711,456)</b>			
<b>Net Assets, Beginning of Period</b>	<b>(273,208)</b>			<b>298,587</b>			
<b>Net Assets, End of Period</b>	<b>\$ (412,869)</b>			<b>\$ (412,869)</b>			

**Central Coast**

**Budget vs Actual**

**For the period ended April 30, 2024**

	Current Period			Current Year			Total Annual
	Actual	Budget	Variance	Actual	Budget	Variance	Budget
<b>Revenue</b>							
State Aid - Revenue Limit							
LCFF Revenue	\$ 101,295	\$ 60,566	\$ 40,729	\$ 646,154	\$ 491,814	\$ 154,340	\$ 673,514
Economic Protection Account Funding	0	5,498	(5,498)	20,615	16,493	4,122	21,991
State Aid - Prior Year	0	0	0	(718)	0	(718)	0
In Lieu of Property Taxes	621,964	46,443	575,521	621,964	524,757	97,207	664,085
<b>Total State Aid - Revenue Limit</b>	<b>723,259</b>	<b>112,507</b>	<b>610,752</b>	<b>1,288,015</b>	<b>1,033,064</b>	<b>254,951</b>	<b>1,359,590</b>
<b>Federal Revenue</b>							
Federal Special Education - IDEA	0	1,236	(1,236)	0	10,037	(10,037)	13,744
Federal - Prior Year Adjustments	1,052	0	1,052	1,052	0	1,052	0
<b>Total Federal Revenue</b>	<b>1,052</b>	<b>1,236</b>	<b>(184)</b>	<b>1,052</b>	<b>10,037</b>	<b>(8,985)</b>	<b>13,744</b>
<b>Other State Revenue</b>							
State Special Education - AB602	0	8,774	(8,774)	91,195	71,251	19,944	97,575
State - Mandated Cost Reimbursement	0	0	0	3,885	3,873	12	3,873
State - State Lottery	0	6,520	(6,520)	18,611	13,038	5,573	26,060
Prior Year Revenues	4,504	0	4,504	11,876	0	11,876	0
State - Other State Revenue	1,212	494	717	8,759	4,013	4,745	5,497
<b>Total Other State Revenue</b>	<b>5,716</b>	<b>15,788</b>	<b>(10,073)</b>	<b>134,326</b>	<b>92,175</b>	<b>42,150</b>	<b>133,005</b>
<b>Other Local Revenue</b>							
Interest Revenue	3,627	0	3,628	14,148	0	14,149	0
<b>Total Other Local Revenue</b>	<b>3,627</b>	<b>0</b>	<b>3,628</b>	<b>14,148</b>	<b>0</b>	<b>14,149</b>	<b>0</b>
<b>Total Revenue</b>	<b>733,654</b>	<b>129,531</b>	<b>604,123</b>	<b>1,437,541</b>	<b>1,135,276</b>	<b>302,265</b>	<b>1,506,339</b>
<b>Expenses</b>							
<b>Certificated Salaries</b>							
Certificated Teachers' Salaries	33,553	27,743	5,810	334,574	277,426	57,148	399,493
Certificated Teachers' Extra Duties/Stipends	0	10	(10)	0	108	(108)	156
Certificated Pupil Support Salaries	3,717	2,137	1,580	31,831	21,369	10,462	30,771
Certificated Supervisors' and Administrators' Salaries	4,163	3,528	635	38,773	35,281	3,492	50,805
<b>Total Certificated Salaries</b>	<b>41,433</b>	<b>33,418</b>	<b>8,015</b>	<b>405,178</b>	<b>334,184</b>	<b>70,994</b>	<b>481,225</b>
<b>Classified Salaries</b>							
Classified Instructional Salaries	0	69	(69)	565	686	(121)	988
Classified Support Salaries	127	110	17	1,283	1,098	185	1,581
Classified Supervisors' and Administrators' Salaries	2,020	514	1,506	9,784	5,140	4,644	7,401
Clerical, Technical, and Office Staff Salaries	410	92	318	2,341	924	1,417	1,330
<b>Total Classified Salaries</b>	<b>2,557</b>	<b>785</b>	<b>1,772</b>	<b>13,973</b>	<b>7,848</b>	<b>6,125</b>	<b>11,300</b>
<b>Benefits</b>							
State Teachers' Retirement System, certificated positions	0	5,319	(5,320)	(2,513)	53,191	(55,704)	63,830
OASDI/Medicare/Alternative, certificated positions	262	41	222	2,230	405	1,825	486
Medicare certificated positions	609	413	196	5,779	4,133	1,646	4,960
Health and Welfare Benefits, certificated positions	13,708	8,140	5,567	147,006	81,402	65,604	97,682
State Unemployment Insurance, certificated positions	54	1,437	(1,381)	1,604	25,857	(24,254)	28,730
Workers' Compensation Insurance, certificated positions	0	399	(399)	1,708	3,991	(2,282)	4,789
<b>Total Benefits</b>	<b>14,633</b>	<b>15,749</b>	<b>(1,115)</b>	<b>155,814</b>	<b>168,979</b>	<b>(13,165)</b>	<b>200,477</b>
<b>Books &amp; Supplies</b>							
Textbooks and Core Curricula Materials	(41)	617	(659)	14,549	6,166	8,383	7,400
Books and Other Reference Materials	18,159	13,541	4,618	133,997	135,417	(1,420)	162,500
School Supplies	4,613	1,532	3,081	6,487	15,322	(8,836)	18,387
Software	9,296	5,756	3,541	103,467	57,556	45,912	69,067
Office Expense	23	211	(189)	3,653	2,113	1,541	2,535
Business Meals	211	284	(72)	348	2,835	(2,487)	3,402
Noncapitalized Equipment	56	3,450	(3,395)	8,179	34,505	(26,328)	41,407
<b>Total Books &amp; Supplies</b>	<b>32,317</b>	<b>25,391</b>	<b>6,925</b>	<b>270,680</b>	<b>253,914</b>	<b>16,765</b>	<b>304,698</b>
<b>Subagreement Services</b>							
Nursing	0	0	0	503	0	504	0
Special Education	14,390	8,467	5,923	68,047	84,667	(16,620)	101,600
Substitute Teacher	350	0	350	6,137	0	6,137	0
Other Educational Consultants	1,749	8,877	(7,128)	17,313	88,769	(71,455)	106,522
Instructional Services	710	0	710	5,174	0	5,173	0
<b>Total Subagreement Services</b>	<b>17,199</b>	<b>17,344</b>	<b>(145)</b>	<b>97,174</b>	<b>173,436</b>	<b>(76,261)</b>	<b>208,122</b>
<b>Professional/Consulting Services</b>							
IT	9,901	5,208	4,693	79,583	52,083	27,500	62,500
Audit and Tax	6,015	0	6,015	10,736	918	9,818	918
Legal	238	437	(199)	1,263	4,368	(3,105)	5,242
Professional Development	1,349	1,212	137	15,850	12,119	3,731	14,543
General Consulting	2,470	1,009	1,461	82,063	10,089	71,974	12,106
Special Activities	89	0	89	1,458	0	1,458	0
Bank Charges	95	133	(38)	405	1,332	(928)	1,599
Printing	0	0	0	47	0	48	0
Other Taxes and Fees	(4,378)	492	(4,870)	238	4,920	(4,681)	5,903
Payroll Service Fee	4,743	0	4,743	33,596	0	33,596	0
Management Fee	1,681	596	1,086	10,043	5,958	4,084	7,150
District Oversight Fee	0	1,070	(1,070)	12,529	10,331	2,198	13,596
SELPA Fees	0	0	0	1,142	0	1,142	0
Public Relations	2,146	1,229	916	21,947	12,294	9,653	14,753

Total Professional/Consulting Services	24,349	11,386	12,963	270,900	114,412	156,488	138,310
Facilities, Repairs & Other Leases							
Rent	0	544	(544)	0	5,433	(5,433)	6,520
Additional Rent	1,278	29	1,249	2,048	290	1,758	348
Equipment Leases	0	31	(32)	4,571	317	4,254	380
Other Leases	0	0	0	145	0	145	0
Repairs and Maintenance	0	0	0	68	0	68	0
Total Facilities, Repairs & Other Leases	1,278	604	673	6,832	6,040	792	7,248
Operations & Housekeeping							
Auto and Travel Expense	1,607	1,334	275	4,547	13,333	(8,786)	16,000
Dues & Memberships	7	108	(102)	3,815	1,083	2,732	1,300
Insurance	0	8	(8)	2,408	84	2,324	100
Utilities	0	47	(46)	4	464	(460)	557
Janitorial/Trash Removal	0	75	(75)	0	750	(750)	900
Communications	35	1,087	(1,052)	740	10,869	(10,129)	13,043
Postage and Shipping	586	0	586	4,877	0	4,877	0
Total Operations & Housekeeping	2,235	2,659	(422)	16,391	26,583	(10,192)	31,900
<b>Total Expenses</b>	<b>136,001</b>	<b>107,336</b>	<b>28,666</b>	<b>1,236,942</b>	<b>1,085,396</b>	<b>151,546</b>	<b>1,383,280</b>
<b>Change in Net Assets</b>	<b>597,653</b>			<b>200,600</b>			
<b>Net Assets, Beginning of Period</b>	<b>(198,849)</b>			<b>198,205</b>			
<b>Net Assets, End of Period</b>	<b>\$ 398,804</b>			<b>\$ 398,804</b>			

**California Online Public Schools**  
**Statement of Financial Position**  
**April 30, 2024**

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
<b>Assets</b>							
Current Assets							
Cash & Cash Equivalents	\$ 10,617,317	\$ 9,278,228	\$ 14,122,468	\$ 2,176,486	\$ 4,588,799	\$ 1,597,350	\$ 42,380,648
Accounts Receivable	(8,485,813)	(15,746)	(143,411)	(137,849)	0	43,940	(8,738,879)
Public Funding Receivables	961,830	859,335	220,561	180,268	0	0	2,221,994
Due To/From Related Parties	17,147,823	(5,103,665)	(6,658,149)	(823,010)	(3,688,371)	(874,628)	0
Prepaid Expenses	410,975	51,882	92,830	4,115	23,248	3,612	586,662
Total Current Assets	20,652,132	5,070,034	7,634,299	1,400,010	923,676	770,274	36,450,425
Long-term Assets							
Property & Equipment, Net	20,236	0	98,078	0	0	0	118,315
Right-of-Use Asset, Net	265,335	34,236	89,870	8,559	25,677	4,279	427,956
Deposits	20,287	100	0	0	0	0	20,387
Total Long-term Assets	305,858	34,336	187,948	8,559	25,677	4,279	566,658
<b>Total Assets</b>	<b>\$ 20,957,990</b>	<b>\$ 5,104,370</b>	<b>\$ 7,822,247</b>	<b>\$ 1,408,569</b>	<b>\$ 949,353</b>	<b>\$ 774,553</b>	<b>\$ 37,017,083</b>
<b>Liabilities</b>							
Current Liabilities							
Accounts Payable	\$ 11,935	\$ 1,787	\$ 3,982	\$ 347	\$ 1,822	\$ 250	\$ 20,123
Accrued Liabilities	(8,037,486)	944,212	2,667,926	305,984	686,731	167,699	(3,264,934)
Deferred Revenue	9,029,616	1,536,051	3,007,985	394,556	646,216	203,224	14,817,648
Operating Lease Liability, Current Portion	248,755	32,097	84,255	8,024	24,074	4,013	401,218
Total Current Liabilities	1,252,820	2,514,147	5,764,148	708,911	1,358,843	375,186	11,974,055
Long-term Liabilities							
Operating Lease Liability, Net of Current Portion	34,929	4,507	11,831	1,127	3,379	563	56,336
Total Long-term Liabilities	34,929	4,507	11,831	1,127	3,379	563	56,336
<b>Total Liabilities</b>	<b>1,287,749</b>	<b>2,518,654</b>	<b>5,775,979</b>	<b>710,038</b>	<b>1,362,222</b>	<b>375,749</b>	<b>12,030,391</b>
<b>Net Assets, End of Period</b>	<b>19,670,241</b>	<b>2,585,716</b>	<b>2,046,268</b>	<b>698,531</b>	<b>(412,869)</b>	<b>398,804</b>	<b>24,986,692</b>
<b>Liabilities &amp; Net Assets</b>	<b>\$ 20,957,990</b>	<b>\$ 5,104,370</b>	<b>\$ 7,822,247</b>	<b>\$ 1,408,569</b>	<b>\$ 949,353</b>	<b>\$ 774,553</b>	<b>\$ 37,017,083</b>

**California Online Public Schools**  
**Statement of Cash Flows**  
**For the period ended April 30, 2024**

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
<b>Cash Flows from Operating Activities</b>							
Change in Net Assets	\$ 2,561,676	\$ 107,051	\$ 1,586,170	\$ 2,819	\$ (139,661)	\$ 597,653	\$ 4,715,708
Adjustments							
Depreciation	180	0	4,670	0	0	0	4,851
Adjustments	180	0	4,670	0	0	0	4,851
(Increase) Decrease in Operating Assets							
Public Funding Receivables	381,551	76,466	1,292,529	10,074	51,997	12,990	1,825,607
Grants, Contributions & Pledges Receivable	2,002,878	(90,446)	75,890	382,309	(151,453)	(30,853)	2,188,323
Due from Related Parties	(1,276,989)	541,124	508,478	(235,389)	377,069	85,707	0
Prepaid Expenses	(73,540)	(18,854)	(11,332)	(3,655)	(12,890)	(3,078)	(123,349)
(Increase) Decrease in Operating Assets	1,033,900	508,290	1,865,565	153,339	264,723	64,766	3,890,581
Increase (Decrease) in Operating Liabilities							
Accounts Payable	(2,874,680)	(387,025)	(757,030)	(90,385)	(234,048)	(67,089)	(4,410,255)
Accrued Expenses	(9,846,968)	19	(39,611)	4,806	13	(2,580)	(9,884,322)
Deferred Revenue	154,910	22,487	91,534	4,847	148,088	28,717	450,583
Increase (Decrease) in Operating Liabilities	(12,566,738)	(364,519)	(705,107)	(80,732)	(85,947)	(40,952)	(13,843,994)
<b>Total Cash Flows from Operating Activities</b>	<b>(8,970,982)</b>	<b>250,822</b>	<b>2,751,298</b>	<b>75,426</b>	<b>39,115</b>	<b>621,467</b>	<b>(5,232,854)</b>
<b>Change in Cash and Cash Equivalents</b>	<b>(8,970,982)</b>	<b>250,822</b>	<b>2,751,298</b>	<b>75,426</b>	<b>39,115</b>	<b>621,467</b>	<b>(5,232,854)</b>
<b>Cash &amp; Cash Equivalents, Beginning of Period</b>	<b>19,588,299</b>	<b>9,027,406</b>	<b>11,371,170</b>	<b>2,101,061</b>	<b>4,549,683</b>	<b>975,883</b>	<b>47,613,501</b>
<b>Cash &amp; Cash Equivalents, End of Period</b>	<b>\$ 10,617,317</b>	<b>\$ 9,278,228</b>	<b>\$ 14,122,468</b>	<b>\$ 2,176,486</b>	<b>\$ 4,588,799</b>	<b>\$ 1,597,350</b>	<b>\$ 42,380,648</b>

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10553	Aalaneja Stelly		04/03/2024	\$ 63.55
10554	Abel Qawasmi		04/03/2024	23.35
10555	Adapted Childs Play LLC		04/03/2024	464.57
10556	Ajay Ghingoor		04/03/2024	71.59
10557	Alexandra Torline		04/03/2024	73.19
10558	Alexis Gilliard		04/03/2024	76.88
10559	Alison Waters		04/03/2024	48.35
10560	Alyson Ben-Joseph		04/03/2024	284.48
10561	Amy Chang		04/03/2024	43.96
10562	Amy Sharp		04/03/2024	37.85
10563	Andrea Story		04/03/2024	176.13
10564	Andrew Rietveld		04/03/2024	172.86
10565	April Yi		04/03/2024	73.38
10566	Ashley Gardea-Molina		04/03/2024	43.83
10567	Ashley Leu		04/03/2024	34.14
10568	AT&T		04/03/2024	530.70
10569	Brittney Kish		04/03/2024	56.95
10570	Cara Deckert		04/03/2024	128.54
10571	Carmen Kwan		04/03/2024	69.55
10572	Cassandra Sharpe		04/03/2024	133.33
10573	Catarina Guido		04/03/2024	75.09
10574	CE Mechanical Inc		04/03/2024	1,971.77
10575	Christine Gelfuso		04/03/2024	61.45
10576	Cynthia Bradford		04/03/2024	44.22
10577	Connie McCorkle		04/03/2024	63.55
10578	Corodata Records Management Inc.		04/03/2024	200.59
10579	Danielle Nazaroff		04/03/2024	36.18
10580	Deiana Jackson		04/03/2024	35.51
10581	Department of Justice		04/03/2024	32.00
10582	Diane Johnson		04/03/2024	41.47
10583	Dominic Resendiz		04/03/2024	500.00
10584	Eden Rincon		04/03/2024	62.98
10585	El Paseo Childrens Center Inc.		04/03/2024	6,360.00
10586	Emilio Rendon-Vargas		04/03/2024	30.05
10587	Emily Helmich		04/03/2024	117.92
10588	Erica Osorio		04/03/2024	17.42
10589	Erin Chung		04/03/2024	79.46
10590	Eva Castaneda		04/03/2024	129.31
10591	Eva McGahey		04/03/2024	46.25
10592	Every Special Child LLC		04/03/2024	16,515.00
10593	FeldCare Connects		04/03/2024	600.00
10594	Felipe Hull		04/03/2024	168.74
10595	Franchesca Lansang		04/03/2024	85.36
10596	Gina Casey		04/03/2024	15.90
10597	Gregory Israel		04/03/2024	71.69
10598	Hai Le		04/03/2024	69.01
10599	Headstand		04/03/2024	18,000.40
10600	Heather Vizzini		04/03/2024	180.24
10601	Hope Rowley		04/03/2024	101.08
10602	Jamia Seifert		04/03/2024	90.98
10603	Jannel Wyant		04/03/2024	62.78
10604	Jennifer Bartlett		04/03/2024	19.43
10605	Jennifer Blake		04/03/2024	18.76
10606	Jennifer Yip		04/03/2024	30.28
10607	Jennifer Stewart-Wilson		04/03/2024	39.53
10608	Jesse Hodge		04/03/2024	20.00
10609	Jessica Baez-Ramirez		04/03/2024	136.01
10610	Jillian Kabel		04/03/2024	110.99
10611	Jordyn Ross		04/03/2024	71.59

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10612	Jorgelina Corral		04/03/2024	30.64
10613	Jose Alameida		04/03/2024	152.39
10614	Julia Davis		04/03/2024	41.94
10615	Juliane Hutchison		04/03/2024	46.13
10616	Kacey Mathieson		04/03/2024	20.77
10617	Katherine Duckworth		04/03/2024	61.51
10618	Kathryn Macias		04/03/2024	18.76
10619	Kelly Harper		04/03/2024	82.98
10620	Kelsey Dickman		04/03/2024	233.83
10621	Kimberly A Zimmerman		04/03/2024	115.24
10622	Kristen Hager		04/03/2024	32.16
10623	Kristin Cable		04/03/2024	121.36
10624	Kristin Luedtke		04/03/2024	20.10
10625	Kristina Craig		04/03/2024	69.27
10626	Lawrence Steinberg		04/03/2024	65.66
10627	Lauren Bradley		04/03/2024	96.38
10628	Lauren Williams-Hackman		04/03/2024	30.05
10629	Law Offices of Young, Minney & Corr LLP		04/03/2024	2,990.00
10630	Lina Arango		04/03/2024	142.58
10631	Lizeth Bautista		04/03/2024	57.62
10632	Logan Mackie		04/03/2024	40.84
10633	Mackenzie Duran		04/03/2024	111.12
10634	Marianne Masino		04/03/2024	102.09
10635	Marissa Mesa		04/03/2024	29.14
10636	Mary N Ehrke		04/03/2024	83.75
10637	Melinda Medina O'Neill		04/03/2024	110.02
10638	Melissa Eisenrod		04/03/2024	39.49
10639	Melissa Kolbeck		04/03/2024	47.47
10640	Michele Rushing		04/03/2024	35.09
10641	Mikhail Afadonis		04/03/2024	54.59
10642	Mildred Toscano		04/03/2024	28.14
10643	Mindy Hall		04/03/2024	103.18
10644	Morrissa Berman		04/03/2024	83.65
10645	Mukul Dwivedi		04/03/2024	65.66
10646	Natalie Ha		04/03/2024	19.43
10647	Neal Mixer		04/03/2024	37.52
10648	Paige Wall		04/03/2024	160.77
10649	Pamela Zakhar		04/03/2024	45.46
10650	PC Connection Sales Corp		04/03/2024	34.50
10651	Pearson Virtual Schools USA		04/03/2024	2,825,792.50
10652	Penelope Knight		04/03/2024	467.54
10653	Phil Wenker		04/03/2024	115.24
10654	Quynh Nguyen-Le		04/03/2024	41.44
10655	Rachel Idiart		04/03/2024	60.30
10656	Rebecca Novalis-Edwards		04/03/2024	175.22
10657	Richard Conway		04/03/2024	71.02
10658	Robert Sima		04/03/2024	48.81
10659	Ryan Counts		04/03/2024	124.64
10660	Santa Margarita Water District		04/03/2024	164.88
10661	Scott Panaro		04/03/2024	17.65
10662	Sean Van Bussel		04/03/2024	73.70
10663	Shannon Doss		04/03/2024	57.78
10664	Shawn Dunkley		04/03/2024	52.26
10665	Shayla Deshay		04/03/2024	35.57
10666	Shayne Hanpanit		04/03/2024	118.12
10667	Sherri Rempe		04/03/2024	154.00
10668	Shideh Nejad		04/03/2024	38.76
10669	Stacy Laredo		04/03/2024	123.28
10670	Stacy Reynolds		04/03/2024	53.15

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10671	Stephanie Parker		04/03/2024	40.02
10672	Stephanie Robinson		04/03/2024	113.88
10673	Steve Lopez		04/03/2024	54.27
10674	Sunny Chavez		04/03/2024	125.86
10675	Yu Kim		04/03/2024	69.58
10676	Susan Axson		04/03/2024	94.42
10677	Sydney Ortiz		04/03/2024	34.66
10678	Tamara Olsen		04/03/2024	38.76
10679	Tate Murphy		04/03/2024	89.01
10680	Taylor Kubel		04/03/2024	113.95
10681	Taylor Whitmer		04/03/2024	54.17
10682	Than Short		04/03/2024	158.12
10683	Thavry Khun		04/03/2024	97.15
10684	Theresa Vergel de Dios		04/03/2024	54.17
10685	Tracy Pinckney		04/03/2024	99.83
10686	Zachary Bennett		04/03/2024	38.25
10687	Abel Qawasmi	Reimb - Mileage - 03/19/24	04/08/2024	68.91
10688	Ajay Ghingoor	Reimb - Mileage - 03/26/24	04/08/2024	26.13
10689	Alexander Smith	Reimb - 03/01/24 - 03/03/24	04/08/2024	378.33
10690	Alexandra Torline	Reimb - Meals - 03/26/24	04/08/2024	40.77
10691	Alison Waters	Reimb - Mileage - 03/19/24	04/08/2024	26.58
10692	Allyson Curtis	Reimb - Mileage - 03/26/24	04/08/2024	56.85
10693	Allyson Rawlins	Reimb - Travel - 03/07/24	04/08/2024	205.70
10694	Amanda Fort-Seamon	Reimb - Mileage - 03/13/24 - 03/19/24	04/08/2024	716.80
10695	Amy Chang	Reimb - Meals - 03/15/24	04/08/2024	98.37
10696	Amy Sharp	Reimb - Mileage - 03/26/24	04/08/2024	49.55
10697	Andrea Story	Reimb - Mileage - 03/19/24	04/08/2024	40.26
10698	Andrew Rietveld	Reimb - Meals - 03/21/24	04/08/2024	315.10
10699	Angela George	Reimb - Mileage - 03/19/24	04/08/2024	72.26
10700	Anna Johnson	Reimb - Mileage - 03/07/24 - 03/26/24	04/08/2024	770.24
10701	April Yi	Reimb - Mileage - 03/21/24	04/08/2024	53.50
10702	Ashley Gardea-Molina	Reimb - Mileage - 03/19/24	04/08/2024	70.25
10703	Bonnie Wheeler	Reimb - Mileage - 03/07/24	04/08/2024	77.34
10704	Brandi Jackson	Reimb - Meals - 03/07/24	04/08/2024	107.32
10705	Brianne Fidalgo	Reimb - Mileage - 03/21/24	04/08/2024	89.01
10706	Brittany West	Reimb - Mileage - 03/06/24 - 03/19/24	04/08/2024	557.63
10707	Bryan Daseler	Reimb - Mileage - 03/06/24 - 03/10/24	04/08/2024	670.11
10708	Caitlyn Shaefer	Reimb - Mileage - 03/13/24	04/08/2024	222.44
10709	Cassie Williams	Reimb - Mileage - 03/19/24	04/08/2024	30.13
10710	Catherine Kang	Reimb - Mileage - 03/07/24	04/08/2024	87.69
10711	Catherine Schwartz	Reimb - Mileage - 03/06/24	04/08/2024	109.88
10712	CE Mechanical Inc	HVAC Svcs - 03/24	04/08/2024	295.00
10713	Charter Impact	Business Mgmt - 04/24	04/08/2024	105,090.00
10714	Chloee Farris	Reimb - Mileage - 03/21/24	04/08/2024	36.18
10715	Christina Banks	Reimb - Mileage - 03/06/24 - 03/21/24	04/08/2024	420.09
10716	Christine Gelfuso	Reimb - Mileage - 03/19/24	04/08/2024	57.43
10717	Christine Quesada	Reimb - Mileage - 03/06/24 - 03/07/24	04/08/2024	264.87
10718	Cynthia Bradford	Reimb - Travel - 03/21/24	04/08/2024	87.97
10719	Connie McCorkle	Reimb - Meals - 03/19/24 - 03/22/24	04/08/2024	259.19
10720	Corodata Records Management Inc.	Document Storage Mgmt - 11/01/23 - 11/30/23	04/08/2024	74.02
10721	Cortnie Higareda	Reimb - Mileage - 03/13/24	04/08/2024	147.74
10722	Dana Putnam	Reimb - Mileage - 03/07/24 - 03/26/24	04/08/2024	47.32
10723	Daniel Bowe	Reimb - Mileage - 03/13/24	04/08/2024	56.28
10724	Daniel Levien	Reimb - Mileage - 03/19/24	04/08/2024	255.09
10725	Danielle Bouillercce	Reimb - Travel - 03/19/24	04/08/2024	162.92
10726	Deiana Jackson	Reimb - Mileage - 03/19/24	04/08/2024	58.25
10727	Diana Kruper	Reimb - Meals - 03/21/24	04/08/2024	37.06
10728	Diane Wilde	Reimb - Travel - 03/05/24 - 03/06/24	04/08/2024	159.15
10729	Dianna Vitale	Reimb - Meals - 03/07/24 - 03/21/24	04/08/2024	90.33

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10730	Doreen Stringer	Reimb - Mileage - 03/06/24	04/08/2024	390.85
10731	Doug Bertran	Reimb - Meals - 03/21/24	04/08/2024	170.71
10732	Dustin Thompson Photography	Photography Graduation	04/08/2024	500.00
10733	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	264,361.93
10734	Emilio Rendon-Vargas	Reimb - Mileage - 03/21/24	04/08/2024	63.55
10735	Emily Helmich	Reimb - Mileage - 03/19/24	04/08/2024	31.21
10736	Erica Osorio	Reimb - Mileage - 03/21/24	04/08/2024	20.14
10737	Erika Philbrick	Reimb - Meals - 03/01/24 - 03/07/24	04/08/2024	98.39
10738	Erin Behrend	Reimb - Meals - 03/07/24	04/08/2024	57.52
10739	Erin Chung	Reimb - Mileage - 03/26/24	04/08/2024	36.08
10740	Erin MacNabb	Reimb - Mileage - 03/05/24 - 03/06/24	04/08/2024	138.02
10741	Erin Wittenberg	Reimb - Meals - 03/07/24	04/08/2024	74.94
10742	Eva Castaneda	Reimb - Mileage - 03/15/24 - 03/18/24	04/08/2024	90.45
10743	Evan Slead	Reimb - Mileage - 03/19/24	04/08/2024	35.69
10744	Every Special Child LLC	SpEd Svcs - 02/24	04/08/2024	5,265.00
10745	Felipe Hull	Reimb - Meals - 03/21/24	04/08/2024	24.69
10746	Gina Casey	Reimb - Meals - 03/21/24 - 03/22/24	04/08/2024	42.16
10747	Gina Glaze	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	198.59
10748	Grecia Gamiz	Reimb - Mileage - 01/30/24 - 02/22/24	04/08/2024	185.31
10749	Gregory Israel	Reimb - Mileage - 03/21/24	04/08/2024	456.08
10750	Heather Vizzini	Reimb - Meals - 03/19/24	04/08/2024	36.75
10751	Hiddleston Listening, Language, and Speech Cent	SpEd Svcs - 02/24	04/08/2024	661.76
10752	Hollie Ayers	Reimb - Travel - 03/20/24 - 03/23/24	04/08/2024	378.43
10753	Hope Rowley	Reimb - Mileage - 03/21/24	04/08/2024	51.74
10754	Hugo Jaimes	Reimb - Mileage - 03/13/24 - 03/26/24	04/08/2024	176.78
10755	Jason King	Reimb - Mileage - 03/19/24 - 03/21/24	04/08/2024	115.10
10756	Jennifer Baham	Reimb - Mileage - 03/07/24	04/08/2024	58.86
10757	Jennifer Bartlett	Reimb - Meals - 03/19/24 - 03/21/24	04/08/2024	205.11
10758	Jennifer Blake	Reimb - Mileage - 03/21/24	04/08/2024	130.47
10759	Jennifer Castro	Reimb - Mileage - 03/07/24 - 03/20/24	04/08/2024	72.16
10760	Jennifer Conley	Reimb - Meals - 03/14/24 - 03/19/24	04/08/2024	210.19
10761	Jennifer Stewart-Wilson	Reimb - Meals - 03/21/24	04/08/2024	43.79
10762	Jesse Hodge	Reimb - Mileage - 03/07/24	04/08/2024	114.47
10763	Jesse Santiago	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	191.52
10764	Joel Bernstein	Reimb - Mileage - 03/21/24	04/08/2024	44.59
10765	Jonathan Lee	Reimb - Mileage - 03/21/24	04/08/2024	147.40
10766	Jonathan M. Sturtevant	Reimb - Mileage - 03/05/24 - 03/06/24	04/08/2024	393.53
10767	Jorgelina Corral	Reimb - Mileage - 03/26/24	04/08/2024	48.24
10768	Jose Alameida	Reimb - Mileage - 03/19/24	04/08/2024	109.01
10769	Joseph Bakhos	Reimb - Meals - 03/07/24 - 03/19/24	04/08/2024	171.42
10770	Joshua Skrmetti	Reimb - Office Supplies - 03/19/24 - 03/21/24	04/08/2024	420.80
10771	Julia Davis	Reimb - Mileage - 03/14/24	04/08/2024	95.96
10772	Julianna Bassegio	Reimb - Mileage - 03/21/24	04/08/2024	147.30
10773	Julie Searfoss	Reimb - Travel - 03/13/24	04/08/2024	124.36
10774	Karen Lombard	Reimb - Mileage - 03/21/24	04/08/2024	94.37
10775	Katherine Duckworth	Reimb - Mileage - 03/07/24	04/08/2024	381.38
10776	Kathryn Macias	Reimb - Mileage - 03/19/24	04/08/2024	88.34
10777	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/08/2024	111.22
10778	Kelli Brinlee	Reimb - Mileage - 03/13/24	04/08/2024	58.29
10779	Kelly Harper	Reimb - Mileage - 03/21/24	04/08/2024	24.02
10780	Kelsey Dickman	Reimb - Mileage - 03/19/24	04/08/2024	40.20
10781	Kimberly Benumof	Reimb - Mileage - 03/01/24 - 03/07/24	04/08/2024	71.59
10782	Kimberly Bridges	Reimb - Mileage - 03/07/24	04/08/2024	87.64
10783	Kristen Brown	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	61.59
10784	Kristin Luedtke	Reimb - Mileage - 03/21/24	04/08/2024	135.78
10785	Kristina Craig	Reimb - Meals - 03/26/24	04/08/2024	100.30
10786	Kristina Meredith	Reimb - Mileage - 03/07/24	04/08/2024	54.51
10787	Landin Mello	Reimb - Travel - 03/07/24 - 03/10/24	04/08/2024	632.14
10788	Lauren Bradley	Reimb - Meals - 03/19/24	04/08/2024	68.24

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10789	Lauren Williams-Hackman	Reimb - Mileage - 03/21/24	04/08/2024	23.05
10790	Leona Luyks	Reimb - Mileage - 03/07/24	04/08/2024	23.49
10791	Leslie C. Sharpe	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	592.33
10792	Leticia Barcenas	Reimb - Travel - 03/20/24 - 03/21/24	04/08/2024	130.52
10793	Logan Mackie	Reimb - Meals - 03/21/24	04/08/2024	65.56
10794	Lori Ellsworth	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	123.28
10795	Lucia O'Bannon	Reimb - Meals - 03/07/24	04/08/2024	35.41
10796	Lyndsie Williams	Reimb - Meals - 03/21/24	04/08/2024	66.80
10797	Marcus White	Reimb - Mileage - 03/13/24	04/08/2024	482.40
10798	Marianne Masino	Reimb - Meals - 03/21/24	04/08/2024	81.69
10799	Matthew C. Wilkes	Reimb - Mileage - 03/26/24	04/08/2024	149.41
10800	Meena Duguay	Reimb - Mileage - 03/07/24	04/08/2024	26.35
10801	Megan Paschall	Reimb - Mileage - 03/07/24 - 03/21/24	04/08/2024	141.37
10802	Melinda Medina O'Neill	Reimb - Mileage - 03/21/24	04/08/2024	66.90
10803	Melissa Eisenrod	Reimb - Meals - 03/21/24	04/08/2024	26.70
10804	Melissa Kolbeck	Reimb - Mileage - 03/26/24	04/08/2024	66.18
10805	Melissa Laurenson	Reimb - Mileage - 03/07/24	04/08/2024	103.90
10806	Melissa Price	Reimb - Mileage - 03/13/24	04/08/2024	50.92
10807	Michael Felias	Reimb - Meals - 03/26/24	04/08/2024	34.74
10808	Michael Gray	Reimb - Meals - 03/19/24	04/08/2024	79.52
10809	Michelle Mann	Reimb - Mileage - 03/26/24	04/08/2024	165.57
10810	Mikhail Afadonis	Reimb - Meals - 03/26/24	04/08/2024	109.67
10811	Mindy Hall	Reimb - Mileage - 03/26/24	04/08/2024	302.17
10812	Morrissa Berman	Reimb - Mileage - 03/26/24	04/08/2024	43.90
10813	Mukul Dwivedi	Reimb - Mileage - 03/26/24	04/08/2024	113.80
10814	Nancy Hoppe	Reimb - Travel - 03/14/24	04/08/2024	80.69
10815	Neal Mixer	Reimb - Mileage - 03/21/24	04/08/2024	32.16
10816	Neil McDevitt	Reimb - Mileage - 03/06/24 - 03/19/24	04/08/2024	261.30
10817	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	146,039.85
10818	Pamela Zakhar	Reimb - Meals - 03/21/24	04/08/2024	32.73
10819	PC Connection Sales Corp	Office Supplies	04/08/2024	553.96
10820	Priscilla Sepulveda	Reimb - Meals - 03/07/24 - 03/21/24	04/08/2024	121.51
10821	Quynh Nguyen-Le	Reimb - Meals - 03/19/24	04/08/2024	30.72
10822	Rachel Lee	Reimb - Meals - 03/07/24	04/08/2024	27.76
10823	Rebecca Novalis-Edwards	Reimb - Meals - 03/21/24	04/08/2024	51.49
10824	Rita Leung	Reimb - Mileage - 03/07/24	04/08/2024	54.17
10825	Robert Sima	Reimb - Meals - 03/19/24	04/08/2024	19.91
10826	Rosalba Chavez	Reimb - Meals - 03/07/24	04/08/2024	20.00
10827	Samantha Behar	Reimb - Meals - 03/18/24 - 03/21/24	04/08/2024	250.30
10828	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/08/2024	74.58
10829	Saul Villela	Reimb - Mileage - 03/07/24	04/08/2024	19.43
10830	Sean Van Bussel	Reimb - Meals - 03/25/24 - 03/27/24	04/08/2024	141.82
10831	Shannon Smith	Reimb - Meals - 03/07/24	04/08/2024	33.51
10832	Shawn Dunkley	Reimb - Mileage - 03/26/24	04/08/2024	372.96
10833	Shea Scheuer	Reimb - Meals - 03/05/24 - 03/20/24	04/08/2024	367.17
10834	Sherri Remppe	Reimb - Mileage - 03/15/24	04/08/2024	29.48
10835	Shideh Nejad	Reimb - Mileage - 03/26/24	04/08/2024	90.35
10836	Silver Springs Drinking Water	Office Supplies	04/08/2024	60.00
10837	Sonova USA Inc.	SpEd Svcs - 03/24 - 04/24	04/08/2024	2,855.69
10838	Stacy Laredo	Reimb - Meals - 03/26/24	04/08/2024	127.77
10839	Stacy Reynolds	Reimb - Mileage - 03/21/24	04/08/2024	65.31
10840	Stanford Sierra Youth & Families	Professional Development	04/08/2024	440.00
10841	Stephanie Butterfield	Reimb - Mileage - 03/13/24	04/08/2024	10.05
10842	Stephanie Robinson	Reimb - Mileage - 03/21/24	04/08/2024	44.22
10843	Steve Lopez	Reimb - Mileage - 03/21/24	04/08/2024	47.40
10844	Steve Thorns	Reimb - Mileage - 03/06/24 - 03/20/24	04/08/2024	324.28
10845	Sunny Chavez	Reimb - Mileage - 03/19/24	04/08/2024	34.07
10846	Yu Kim	Reimb - Mileage - 03/19/24	04/08/2024	21.06
10847	Suzanne Platt	Reimb - Mileage - 03/07/24 - 03/21/24	04/08/2024	103.89

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10848	Sydney Ortiz	Reimb - Meals - 03/19/24	04/08/2024	74.99
10849	Tamara Hurwitz	Reimb - Travel - 03/19/24	04/08/2024	58.03
10850	Tamara Olsen	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	87.47
10851	Tammy Nettles	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	125.96
10852	Taylor Kubel	Reimb - Meals - 03/08/24 - 03/21/24	04/08/2024	459.95
10853	Taylor Moreno	Reimb - Travel - 03/13/24	04/08/2024	252.90
10854	Taylor Whitmer	Reimb - Meals - 03/19/24 - 03/21/24	04/08/2024	125.76
10855	Theresa Vergel de Dios	Reimb - Mileage - 03/26/24	04/08/2024	163.35
10856	TTC4SUCCESS	SpEd Svcs - 02/24	04/08/2024	98,809.38
10857	UPS	Shipping Svcs - 03/02/24 - 03/08/24	04/08/2024	138.38
10858	US Bank Equipment Finance	Equipment Lease - 03/08/24 - 04/08/24	04/08/2024	1,572.17
10859	Veronica Huerta	Reimb - Mileage - 03/21/24	04/08/2024	30.62
10860	Victor Serrato	Reimb - Mileage - 03/19/24	04/08/2024	332.73
10861	Vivian Nguyen	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	153.43
10862	Wally Wang	Reimb - Mileage - 03/19/24	04/08/2024	99.86
10863	Yvonne Hernandez	Reimb - Mileage - 03/01/24 - 03/07/24	04/08/2024	134.09
10864	Alicia Kyo	Reimb - Mileage - 03/26/24	04/15/2024	56.77
10865	Amy Chang	Reimb - Mileage - 04/04/24	04/15/2024	45.96
10866	Anna Johnson	Reimb - Meals - 03/28/24	04/15/2024	56.85
10867	Anthony Ramos	Reimb - Meals - 03/26/24	04/15/2024	19.52
10868	Ashley Leu	Reimb - Mileage - 03/26/24	04/15/2024	380.54
10869	Brian Gilliland	Reimb - Mileage - 03/07/24	04/15/2024	48.81
10870	Brian Leal	Reimb - Mileage - 03/21/24	04/15/2024	32.16
10871	Brittney Kish	Reimb - 03/26/24	04/15/2024	91.12
10872	Bryan Buckey	Reimb - Mileage - 03/29/24 - 04/01/24	04/15/2024	397.31
10873	Bryan Daseler	Reimb - 03/20/24 - 03/23/24	04/15/2024	572.10
10874	Cara Deckert	Reimb - Meals - 03/26/24	04/15/2024	32.73
10875	Caren Wittkop	Reimb - Mileage - 03/19/24	04/15/2024	64.32
10876	Catarina Guido	Reimb - Mileage - 03/20/24 - 03/21/24	04/15/2024	121.34
10877	Christine Branstetter	Reimb - Mileage - 03/13/24 - 03/22/24	04/15/2024	185.59
10878	Danica Salazar	Reimb - Mileage - 03/07/24	04/15/2024	124.62
10879	Daniel Bowe	Reimb - Meals - 03/21/24	04/15/2024	13.51
10880	Danielle Vela	Reimb - Mileage - 03/21/24	04/15/2024	56.18
10881	Diane Wilde	Reimb - 03/26/24	04/15/2024	108.44
10882	Doreen Stringer	Reimb - Travel - 03/20/24 - 03/23/24	04/15/2024	399.33
10883	Doug Bertran	Reimb - Mileage - 03/26/24	04/15/2024	66.33
10884	Eden Rincon	Reimb - Mileage - 03/26/24 - 03/27/24	04/15/2024	75.71
10885	Erika Philbrick	Reimb - Mileage - 03/26/24	04/15/2024	36.85
10886	Grecia Gamiz	Reimb - Mileage - 03/07/24	04/15/2024	49.48
10887	Hai Le	Reimb - Travel - 12/06/23 - 03/07/24	04/15/2024	771.27
10888	Jannel Wyant	Reimb - Mileage - 03/26/24	04/15/2024	36.85
10889	Jennifer Baham	Reimb - Mileage - 03/26/24	04/15/2024	68.91
10890	Jennifer Brunner	Reimb - Mileage - 03/07/24	04/15/2024	37.65
10891	Jennifer Castro	Reimb - 03/26/24 - 03/27/24	04/15/2024	41.78
10892	Jesse Hodge	Reimb - Mileage - 03/26/24 - 03/27/24	04/15/2024	111.89
10893	Jessica Baez-Ramirez	Reimb - Mileage - 03/25/24 - 03/27/24	04/15/2024	146.56
10894	Juliane Hutchison	Reimb - Meals - 03/19/24	04/15/2024	36.75
10895	Kathryn Sculatti	Reimb - Mileage - 03/26/24	04/15/2024	57.30
10896	Kelsey Dickman	Reimb - Mileage - 03/20/24 - 03/26/24	04/15/2024	189.61
10897	Kimberly Bridges	Reimb - 03/26/24	04/15/2024	39.77
10898	Kristina Craig	Reimb - Mileage - 03/29/24	04/15/2024	52.16
10899	Kristina Meredith	Reimb - Mileage - 03/19/24	04/15/2024	72.26
10900	Kristle Halcomb	Reimb - Mileage - 03/26/24	04/15/2024	79.73
10901	Kylie Hoover	Reimb - Mileage - 03/25/24	04/15/2024	59.53
10902	Lailah Yoon	Reimb - LiveScan - 03/13/24	04/15/2024	30.00
10903	Laura Shryock	Reimb - Travel - 02/20/24 - 03/13/24	04/15/2024	499.27
10904	Lina Arango	Reimb - Meals - 03/21/24	04/15/2024	214.97
10905	Lisa Shafer	Reimb - Mileage - 03/21/24	04/15/2024	112.33
10906	Marissa Mesa	Reimb - Mileage - 03/26/24	04/15/2024	27.37

## Southern California

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For the period ended April 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10907	Megan Newmark	Reimb - Meals - 03/19/24	04/15/2024	93.31
10908	Michele Rushing	Reimb - Meals - 03/22/24	04/15/2024	21.45
10909	Mildred Toscano	Reimb - Mileage - 03/19/24	04/15/2024	26.03
10910	Olivia Kessler	Reimb - Mileage - 03/07/24	04/15/2024	81.74
10911	Paige Wall	Reimb - Travel - 03/07/24 - 03/26/24	04/15/2024	414.46
10912	Patty Joy	Reimb - Mileage - 03/07/24	04/15/2024	30.42
10913	Rachel Idiart	Reimb - Mileage - 03/26/24	04/15/2024	22.78
10914	Rebecca Hardey	Reimb - Meals - 03/21/24	04/15/2024	51.37
10915	Samantha Behar	Reimb - Meals - 03/25/24	04/15/2024	28.59
10916	Samantha Canto	Reimb - Mileage - 03/06/24 - 03/26/24	04/15/2024	288.77
10917	Sara Bauchman	Reimb - Mileage - 03/19/24	04/15/2024	67.27
10918	Saul Villela	Reimb - Meals - 03/21/24 - 03/24/24	04/15/2024	395.92
10919	Shea Scheuer	Reimb - 03/27/24 - 03/28/24	04/15/2024	459.13
10920	Stephanie Butterfield	Reimb - Travel - 03/21/24 - 03/23/24	04/15/2024	191.91
10921	Steve Thorns	Reimb - Mileage - 03/27/24 - 03/28/24	04/15/2024	185.87
10922	Susan Bunnell Christensen	Reimb - Mileage - 03/06/24 - 03/26/24	04/15/2024	267.17
10923	Than Short	Reimb - Meals - 03/18/24 - 03/21/24	04/15/2024	188.02
10924	Theresa Vergel de Dios	Reimb - Travel - 03/17/24 - 03/21/24	04/15/2024	92.45
10925	Tracy Le	Reimb - Mileage - 03/18/24 - 03/21/24	04/15/2024	76.38
10926	Tracy Pinckney	Reimb - Mileage - 03/20/24 - 03/22/24	04/15/2024	76.38
10927	Victor Serrato	Reimb - Travel - 03/25/24 - 03/26/24	04/15/2024	203.41
10928	Victoria Kim	Reimb - Mileage - 03/07/24	04/15/2024	140.40
10929	Zachary Bennett	Reimb - Mileage - 032624	04/15/2024	44.12
10930	Brandastic, Inc.	Marketing Svcs - 04/24	04/15/2024	2,100.00
10931	Capistrano Unified School District	Oversight Fees - 04/24	04/15/2024	170,632.00
10932	CE Mechanical Inc	Repairs and Maintenance	04/15/2024	797.64
10933	Class Technologies Inc	License - 07/01/24 - 03/30/27	04/15/2024	142,089.93
10934	Concur Technologies Inc	Software	04/15/2024	7,378.38
10935	Crown Facility Solutions Inc	Janitorial Svcs - 04/24	04/15/2024	1,296.00
10936	Heritage Schools Inc	SpEd Svcs - 03/24	04/15/2024	17,497.00
10937	IXL Learning Inc	License (33300)	04/15/2024	27,060.00
10938	Kashaokiwaki Wahpepah	Reimb - Mileage - 03/07/24 - 03/26/24	04/15/2024	118.96
10939	Law Offices of Michelle Won	Legal - 03/24	04/15/2024	440.00
10940	Law Offices of Young, Minney & Corr LLP	Legal - 03/24 - SpEd	04/15/2024	10,875.00
10941	Milestones Therapy Group, A Prof. SLP Corporat	SpEd Svcs - 12/23	04/15/2024	1,481.99
10942	PHMG	Audio Branding Svcs - 03/14/24 - 06/13/24	04/15/2024	1,860.00
10943	Software MSP LLC	Chrombook Deployment Project - Milestone 1	04/15/2024	84,116.00
10944	UPS	Shipping Svcs - 03/24	04/15/2024	28.88
10945	Zoom Video Communications Inc	Communication Svcs - 03/24	04/15/2024	59.78
10946	Pearson Virtual Schools USA	Internet Subsidy Payment Processing	04/16/2024	2,709,794.05
10947	Andrew Rietveld	Reimb - Mileage - 03/21/24	04/16/2024	157.55
10948	Brandastic, Inc.	Marketing Svcs - 04/24	04/16/2024	18,900.00
10949	Scenario Learning LLC	Professional Development	04/16/2024	6,926.40
10950	Yu Kim		04/17/2024	69.58
10951	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/19/2024	74.58
10952	Aalaneja Stelly	Reimb - Meals - 03/26/24	04/19/2024	44.79
10953	Amy Phillips	Reimb - Mileage - 03/06/24 - 03/23/24	04/19/2024	360.46
10954	Bernadette Jamero	Reimb - Travel - 03/14/24 - 03/21/24	04/19/2024	266.84
10955	Branche Jones	Consultant Svcs - 03/24	04/19/2024	4,000.00
10956	Carrie Page	Reimb - Meals - 03/07/24 - 03/21/24	04/19/2024	613.25
10957	CE Mechanical Inc	Repairs and Maintenance	04/19/2024	396.55
10958	Community Therapy Services	SpEd Svcs - 01/24	04/19/2024	16,665.00
10959	Corodata Records Management Inc.	Record Storage - 03/01/24 - 03/31/24	04/19/2024	165.54
10960	Corodata Shredding Inc	Shredding Svcs - 03/04/24	04/19/2024	39.00
10961	Department of Justice	Fingerprinting Svcs - 03/24	04/19/2024	243.00
10962	Erin Behrend	Reimb - Meals - 03/21/24	04/19/2024	33.40
10963	Erin Wittenberg	Reimb - Mileage - 03/26/24	04/19/2024	83.65
10964	Facing History and Ourselves Inc	Professional Development	04/19/2024	8,750.00
10965	FeldCare Connects	SpEd Svcs - 03/24	04/19/2024	940.00

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10966	Headstand	Consulting Svcs - 04/24 Retainer	04/19/2024	18,000.40
10967	Hilary Bessette	Reimb - Travel - 03/17/24 - 03/25/24	04/19/2024	102.94
10968	Jennifer Bartlett	Reimb - Meals - 04/01/24 - 04/02/24	04/19/2024	196.12
10969	Jennifer Brunner	Reimb - Meals - 03/22/24	04/19/2024	317.66
10970	Jennifer Yip	Reimb - Mileage - 03/26/24 - 03/27/24	04/19/2024	24.12
10971	Jordyn Ross	Reimb - Meals - 03/25/24 - 03/27/24	04/19/2024	64.36
10972	Kimberly Benumof	Reimb - Mileage - 03/20/24 - 03/21/24	04/19/2024	81.38
10973	Lailah Yoon	Reimb - LiveScan - 03/13/24	04/19/2024	32.00
10974	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 03/24 - SpEd	04/19/2024	8,072.50
10975	Nasco	School Supplies (6000)	04/19/2024	248,017.50
10976	Netrix	Professional Svcs - 1 Year	04/19/2024	3,080.00
10977	PC Connection Sales Corp	IT Svcs	04/19/2024	3,678.71
10978	Philadelphia Insurance Companies	Insurance Svcs - 04/24	04/19/2024	16,398.77
10979	Pitney Bowes Global Financial Services LLC	Office Supplies	04/19/2024	762.81
10980	Ricardo Romero	Reimb - Mileage - 03/06/24 - 03/21/24	04/19/2024	296.81
10981	Richard Savage	Reimb - Mileage - 03/05/24 - 03/22/24	04/19/2024	554.76
10982	Santa Margarita Water District	Utility Svcs - 03/01/24 - 04/02/24	04/19/2024	249.23
10983	Sherri Rempe	Reimb - Meals - 03/18/24 - 04/05/24	04/19/2024	62.88
10984	Specialized Therapy Services Inc	SpEd Svcs - 02/24	04/19/2024	508.75
10985	Steve Thorns	Reimb - Mileage - 04/02/24	04/19/2024	66.33
10986	UPS	Shipping Svcs - 03/24 - 04/24	04/19/2024	55.24
10987	Yvonne Hernandez	Reimb - Mileage - 03/25/24 - 03/27/24	04/19/2024	100.50
10988	The Hartford	Workers Compensation - 05/24	04/24/2024	44,454.20
10989	Christine Quesada	Reimb - Mileage - 03/26/24	04/24/2024	139.72
10990	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/26/2024	111.22
10991	Adapted Childs Play LLC	SpEd Svcs - 03/24	04/26/2024	502.76
10992	AT&T	Communication Svcs - 03/07/24 - 04/06/24	04/26/2024	530.70
10993	Britnie Anderson	Reimb - Travel - 04/01/24 - 04/03/24	04/26/2024	775.82
10994	Carmen Kwan	Reimb - Mileage - 03/25/24 - 03/27/24	04/26/2024	154.77
10995	Cortnie Higareda	Reimb - Meals - 03/27/24 - 03/29/24	04/26/2024	194.64
10996	Danielle Nazaroff	Reimb - Meals - 03/26/24	04/26/2024	34.15
10997	Erica Osorio	Reimb - Travel - 04/02/24	04/26/2024	80.99
10998	Every Special Child LLC	SpEd Svcs - 03/24	04/26/2024	16,695.00
10999	Faith Thomas	Reimb - Meals - 03/24/24 - 03/27/24	04/26/2024	138.62
11000	Gina Glaze	Reimb - Mileage - 04/04/24 - 04/5/24	04/26/2024	179.26
11001	Jamia Seifert	Reimb - School Supplies - 03/26/24 - 04/05/24	04/26/2024	70.78
11002	Jesse Santiago	Reimb - Mileage - 02/28/24 - 04/04/24	04/26/2024	132.47
11003	Kylie Hoover	Reimb - Mileage - 04/05/24	04/26/2024	157.94
11004	Laura Shryock	Reimb - Mileage - 03/26/24	04/26/2024	95.70
11005	Lauren Weed	Reimb - Mileage - 03/20/24 - 03/22/24	04/26/2024	167.50
11006	LRP Publications	SpEd Svcs - 09/24 - 08/25	04/26/2024	5,842.00
11007	Luz Rodrigues	Reimb - Grad Nite Refund - 02/02/24	04/26/2024	109.00
11008	Michael Felias	Reimb - Meals - 04/02/24	04/26/2024	60.00
11009	Mildred Toscano	Reimb - Mileage - 04/01/24 - 04/02/24	04/26/2024	412.74
11010	Milestones Therapy Group, A Prof. SLP Corporat	SpEd Svcs - 01/01/24 - 01/31/24	04/26/2024	129,602.06
11011	Newfront Insurance Services LLC - NFT Checking	Insurance - 10/18/23 - 10/18/24	04/26/2024	1,500.00
11012	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	113,232.14
11013	PC Connection Sales Corp	IT Svcs	04/26/2024	24.50
11014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 06	04/26/2024	123,824.00
11015	Rachael Hastings	Reimb - Meals - 03/19/24 - 03/24/24	04/26/2024	397.32
11016	Shideh Nejad	Reimb - Mileage - 04/05/24	04/26/2024	14.07
11017	Sonova USA Inc.	School Supplies SpEd	04/26/2024	1,741.14
11018	Stanford Sierra Youth & Families	SpEd Svcs - 02/24	04/26/2024	48,510.00
11019	Sunni N James Holifield	Reimb - Mileage - 03/29/24	04/26/2024	80.40
11020	Susan Axson	Reimb - Mileage - 03/26/24	04/26/2024	81.74
11021	UPS	Shipping Svcs - 04/24	04/26/2024	87.32
11022	US Bank Equipment Finance	Equipment Lease - 04/08/24 - 05/08/24	04/26/2024	1,050.53
11023	Zana Kidd	Reimb - Mileage - 03/18/24 - 03/20/24	04/26/2024	18.09
11024	Zoom Video Communications Inc	Communication Svcs - 04/17/24	04/26/2024	2,133.00

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**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	InterPres Corporation	Rent - 05/24	04/25/2024	30,499.23
ACH	Chase Bank	Amazon Business	04/09/2024	4,655.48
ACH	Chase Bank	JP Morgan Chase	04/24/2024	231,951.49
ACH	Fedwire Tax Services	PR 043024 Taxes 9001 Acct	04/29/2024	248,419.37
ACH	CALCA SOCAL	CALCA SOCAL	4/26/2024	405,505.00
ACH	CALCA SOCAL	CALCA SOCAL	4/26/2024	408,062.50
ACH	HSAWCSPCUSTODIAN	HSAWCSPCUSTODIAN	4/30/2024	2,167.36
ACH	ACCOUNT ANALYSIS SETTLEMENT CHARGE	ACCOUNT ANALYSIS SETTLEMENT CHARGE	4/30/2024	145.19
ACH	FEDWIRE DEBIT VIA: BK AMER	FEDWIRE DEBIT VIA: BK AMER	4/30/2024	271,472.87
ACH	CERIDIAN HCM-NS	CERIDIAN HCM-NS	4/30/2024	542.32
ACH	CERIDIAN HCM-NS	CERIDIAN HCM-NS	4/30/2024	50.00
ACH	SYNCHRONY BANK	SYNCHRONY BANK	4/30/2024	99.95
VOID	Yu Kim		04/16/2024	VOID
VOID	Andrew Rietveld	Reimb - Mileage - 03/21/24	04/16/2024	VOID
VOID	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/26/2024	VOID
VOID	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/19/2024	VOID
<b>Total Disbursements</b>				<b>\$ 9,176,303.30</b>

**Central Valley**

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**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40057	Pearson Virtual Schools USA		04/03/2024	\$ 388,793.68
40058	Pearson Virtual Schools USA		04/03/2024	388,793.68
40059	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	50,846.37
40060	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	3,847.31
40061	Pearson Virtual Schools USA	Educational Resource Center	04/16/2024	346,835.02
40062	Community Therapy Services	SpEd Svcs - 01/24	04/19/2024	4,890.00
40063	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	2,463.51
			<b>Total Disbursements</b>	<b>\$ 1,186,469.57</b>

**Northern California**  
**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60142	AT&T		04/03/2024	\$ 1,074.31
60143	Charter Communications		04/03/2024	160.95
60144	Law Offices of Young, Minney & Corr LLP		04/03/2024	785.00
60145	Pearson Virtual Schools USA		04/03/2024	758,950.11
60146	ADT	Security Svcs - 03/26/24 - 04/25/24	04/08/2024	102.13
60147	Alhambra	Office Supplies	04/08/2024	73.94
60148	City Signs	Signs	04/08/2024	7,096.66
60149	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	100,502.93
60150	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 04/08/24 - 04/12/24	04/08/2024	942.50
60151	Hilton Garden Inn Livermore	Facility Rental - 03/21/24	04/08/2024	3,382.70
60152	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	8,702.03
60153	Pitney Bowes Bank Inc Purchase Power	Postage - 03/13/24 - 03/17/24	04/08/2024	1,487.11
60154	The Phillips Academy	SpEd Svcs - 02/24	04/08/2024	9,289.75
60155	UPS	Postage - 03/09/24 - 03/16/24	04/08/2024	24.78
60156	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 03/24 - SpEd	04/15/2024	860.00
60157	PG&E	Utility Svcs - 02/27/24 - 03/27/24	04/15/2024	52.36
60158	Teamwork Speech Therapy Inc	SpEd Svcs - 03/24	04/15/2024	150.00
60159	The Balloon Man	Balloons	04/15/2024	1,096.99
60160	UPS	Shipping Svcs - 03/24	04/15/2024	1.30
60161	Pearson Virtual Schools USA	Tax	04/15/2024	705,192.88
60162	Alhambra	Office Supplies	04/19/2024	73.94
60163	Charter Communications	Communication Svcs - 04/01/24 - 04/30/24	04/19/2024	199.97
60164	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	2,670.00
60165	Corodata Shredding Inc	Shredding svcs - 07/11/24	04/19/2024	78.00
60166	Pearson Virtual Schools USA	SpEd Svcs	04/19/2024	9,495.00
60167	Shalea Gates-Dixon	Reimb - 02/15/24 - SpEd	04/19/2024	531.78
60168	The Phillips Academy	SpEd Svcs - 03/24	04/19/2024	7,505.82
60169	UPS	Shipping Svcs - 02/24	04/19/2024	12.41
60170	Vikram Singireddy	Reimb - School Supplies - 02/10/24	04/19/2024	13.73
60171	ADT	Security Svcs - 04/26/24 - 05/29/24	04/26/2024	103.71
60172	AT&T	Communication Svcs - 04/07/24 - 05/06/24	04/26/2024	1,074.31
60173	Language Line Services	SpEd Svcs	04/26/2024	5.64
60174	ODP Business Solutions	Janitorial Supplies	04/26/2024	69.00
60175	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	7,818.44
60176	Pitney Bowes Bank Inc Purchase Power	Postage - 04/24	04/26/2024	1,567.23
60177	UPS	Shipping Svcs - 03/24	04/26/2024	1.98
ACH	MODESTOLRRIGATIO	MODESTOLRRIGATIO	4/30/2024	221.16
ACH	BREKKE-BAC0582	BREKKE-BAC0582	4/30/2024	1,245.92
ACH	Yardi Service	Yardi Service	4/30/2024	0.95
ACH	BREKKE-BAC0582	BREKKE-BAC0582	4/30/2024	7,982.00
ACH	Yardi Service	Yardi Service	4/30/2024	0.95
<b>Total Disbursements</b>				<b>\$ 1,640,600.37</b>

**North Bay**

**Check Register**

**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30032	Pearson Virtual Schools USA		04/03/2024	\$ 90,727.56
30033	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	5,646.52
30034	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	2,072.21
30035	Law Offices of Young, Minney & Co	Legal Svcs - 03/24 - SpEd	04/15/2024	552.50
30036	Pearson Virtual Schools USA	Educational Resource Center	04/15/2024	73,093.11
30037	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	1,005.00
30038	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	1,240.06
			<b>Total Disbursements</b>	<b>\$ 174,336.96</b>

**Monterey Bay**

**Check Register**

**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20041	Pearson Virtual Schools USA		04/03/2024	\$ 235,856.44
20042	Community Therapy Services	SpEd Svcs - 09/23	04/08/2024	2,455.00
20043	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	29,063.10
20044	Pearson Virtual Schools USA	Curriculum Postage	04/15/2024	226,009.78
20045	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	4,160.00
20046	Effectual Educational Consulting Services	SpEd Svcs - 02/24	04/26/2024	5,900.00
20047	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	4,235.06
			<b>Total Disbursements</b>	<b>\$ <u>507,679.38</u></b>

**Central Coast**  
**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70028	Pearson Virtual Schools USA		04/03/2024	\$ 67,335.52
70029	Community Therapy Services	SpEd Svcs - 11/23	04/08/2024	2,475.00
70030	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	1,855.00
70031	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	636.24
70032	Pearson Virtual Schools USA	Direct Course Intruction Support	04/15/2024	56,479.20
70033	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	330.00
70034	Effectual Educational Consulting Services	SpEd Svcs - 02/24	04/26/2024	300.00
70035	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	891.31
ACH	Cox Communications	Cox Communications	4/30/2024	2,583.24
			<b>Total Disbursements</b>	<b>\$ 132,885.51</b>

**Southern California  
Accounts Payable Aging  
04/30/2024**

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Adapted Childs Play LLC	CalOPS0007	05/30/2024	\$ 426	\$ -	\$ -	\$ -	\$ -	\$ 426
Capturing Kids Hearts	76340	05/22/2024	1,773	-	-	-	-	1,773
Cheryl Singletary	SING042524-01	04/25/2024	-	173	-	-	-	173
Elizabeth Shannon	SHAN042924	04/29/2024	-	48	-	-	-	48
Elizabeth Shannon	SHAN042924	04/29/2024	-	33	-	-	-	33
Erin Wittenberg	WITT042324	04/23/2024	-	12	-	-	-	12
Every Special Child LLC	182-1- 04202324	05/24/2024	1,665	-	-	-	-	1,665
Gina Glaze	GLAZ042324	05/23/2024	36	-	-	-	-	36
Melissa Kolbeck	KOLB041824	04/18/2024	-	-	-	-	-	11
Mindy Hall	HALL041924	04/19/2024	-	32	-	-	-	32
PC Connection Sales Corp	75233559	05/25/2024	(2)	-	-	-	-	(2)
PC Connection Sales Corp	75214968	05/19/2024	8,672	-	-	-	-	8,672
PC Connection Sales Corp	75238416	05/26/2024	(2)	-	-	-	-	(2)
Pitney Bowes Bank Inc Purchase Power	PITN040724-7815	05/05/2024	(1,108)	-	-	-	-	(1,108)
Rachel Lee	LEEX042224	04/22/2024	-	19	-	-	-	19
Rachel Lee	LEEX042224	04/22/2024	-	12	-	-	-	12
Sherri Rempe	REMP041924	04/19/2024	-	30	-	-	-	30
Sherri Rempe	REMP041924	04/19/2024	-	107	-	-	-	107
			-	-	-	-	-	-
			-	-	-	-	-	-
<b>Total Outstanding Invoices</b>			<b>\$ 11,460</b>	<b>\$ 465</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,935</b>



**Northern California  
Accounts Payable Aging  
04/30/2024**

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Capturing Kids Hearts	76340	05/22/2024	\$ 627	\$ -	\$ -	\$ -	\$ -	\$ 627
Elizabeth Shannon	SHAN042924	04/29/2024	-	17	-	-	-	17
Elizabeth Shannon	SHAN042924	04/29/2024	-	12	-	-	-	12
Erin Wittenberg	WITT042324	04/23/2024	-	4	-	-	-	4
Gina Glaze	GLAZ042324	05/23/2024	13	-	-	-	-	13
Melissa Kolbeck	KOLB041824	04/18/2024	-	4	-	-	-	4
Mindy Hall	HALL041924	04/19/2024	-	11	-	-	-	11
PC Connection Sales Corp	75214968	05/19/2024	3,067	-	-	-	-	3,067
PC Connection Sales Corp	75238416	05/26/2024	(1)	-	-	-	-	(1)
PC Connection Sales Corp	75233559	05/25/2024	(1)	-	-	-	-	(1)
Rachel Lee	LEEX042224	04/22/2024	-	7	-	-	-	7
Rachel Lee	LEEX042224	04/22/2024	-	4	-	-	-	4
Sherri Rempe	REMP041924	04/19/2024	-	38	-	-	-	38
Sherri Rempe	REMP041924	04/19/2024	-	11	-	-	-	11
UPS	0000H0818C164	05/20/2024	170	-	-	-	-	170
			-	-	-	-	-	-
			-	-	-	-	-	-
<b>Total Outstanding Invoices</b>			<b>\$ 3,875</b>	<b>\$ 107</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,982</b>

**North Bay**  
**Accounts Payable Aging**  
**04/30/2024**

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Capturing Kids Hearts	76340	05/22/2024	\$ 57	\$ -	\$ -	\$ -	\$ -	57
Elizabeth Shannon	SHAN042924	04/29/2024	-	1	-	-	-	1
Elizabeth Shannon	SHAN042924	04/29/2024	-	2	-	-	-	2
Erin Wittenberg	WITT042324	04/23/2024	-	0	-	-	-	0
Gina Glaze	GLAZ042324	05/23/2024	1	-	-	-	-	1
Melissa Kolbeck	KOLB041824	04/18/2024	-	0	-	-	-	0
Mindy Hall	HALL041924	04/19/2024	-	1	-	-	-	1
PC Connection Sales Corp	75214968	05/19/2024	279	-	-	-	-	279
PC Connection Sales Corp	75233559	05/25/2024	(0)	-	-	-	-	(0)
PC Connection Sales Corp	75238416	05/26/2024	(0)	-	-	-	-	(0)
Rachel Lee	LEEX042224	04/22/2024	-	1	-	-	-	1
Rachel Lee	LEEX042224	04/22/2024	-	0	-	-	-	0
Sherrí Rempe	REMP041924	04/19/2024	-	1	-	-	-	1
Sherrí Rempe	REMP041924	04/19/2024	-	3	-	-	-	3
			-	-	-	-	-	
			-	-	-	-	-	
<b>Total Outstanding Invoices</b>			<b>\$ 337</b>	<b>\$ 10</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>347</b>

**Monterey Bay**  
**Accounts Payable Aging**  
**04/30/2024**

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Capturing Kids Hearts	76340	05/22/2024	\$ 201	\$ -	\$ -	\$ -	\$ -	\$ 201
Effectual Educational Consulting Services	12442	05/25/2024	600	-	-	-	-	600
Elizabeth Shannon	SHAN042924	04/29/2024	-	5	-	-	-	5
Elizabeth Shannon	SHAN042924	04/29/2024	-	4	-	-	-	4
Erin Wittenberg	WITT042324	04/23/2024	-	1	-	-	-	1
Gina Glaze	GLAZ042324	05/23/2024	4	-	-	-	-	4
Melissa Kolbeck	KOLB041824	04/18/2024	-	1	-	-	-	1
Mindy Hall	HALL041924	04/19/2024	-	4	-	-	-	4
PC Connection Sales Corp	75214968	05/19/2024	983	-	-	-	-	983
PC Connection Sales Corp	75238416	05/26/2024	(0)	-	-	-	-	(0)
PC Connection Sales Corp	75233559	05/25/2024	(0)	-	-	-	-	(0)
Rachel Lee	LEEX042224	04/22/2024	-	1	-	-	-	1
Rachel Lee	LEEX042224	04/22/2024	-	2	-	-	-	2
Sherri Rempe	REMP041924	04/19/2024	-	12	-	-	-	12
Sherri Rempe	REMP041924	04/19/2024	-	3	-	-	-	3
			-	-	-	-	-	
<b>Total Outstanding Invoices</b>			<b>\$ 1,788</b>	<b>\$ 34</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,822</b>

**Central Coast**  
**Accounts Payable Aging**  
**04/30/2024**

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Capturing Kids Hearts	76340	05/22/2024	\$ 48	\$ -	\$ -	\$ -	\$ -	48
Elizabeth Shannon	SHAN042924	04/29/2024	-	1	-	-	-	1
Elizabeth Shannon	SHAN042924	04/29/2024	-	1	-	-	-	1
Erin Wittenberg	WITT042324	04/23/2024	-	0	-	-	-	0
Gina Glaze	GLAZ042324	05/23/2024	1	-	-	-	-	1
Melissa Kolbeck	KOLB041824	04/18/2024	-	0	-	-	-	0
Mindy Hall	HALL041924	04/19/2024	-	1	-	-	-	1
PC Connection Sales Corp	75214968	05/19/2024	235	-	-	-	-	235
PC Connection Sales Corp	75238416	05/26/2024	(0)	-	-	-	-	(0)
PC Connection Sales Corp	75233559	05/25/2024	(0)	-	-	-	-	(0)
Pearson Virtual Schools USA	91000015533	04/07/2024	-	(42)	-	-	-	(42)
Rachel Lee	LEEX042224	04/22/2024	-	1	-	-	-	1
Rachel Lee	LEEX042224	04/22/2024	-	0	-	-	-	0
Sherri Rempe	REMP041924	04/19/2024	-	3	-	-	-	3
Sherri Rempe	REMP041924	04/19/2024	-	1	-	-	-	1
			-	-	-	-	-	
<b>Total Outstanding Invoices</b>			<b>\$ 284</b>	<b>\$ (33)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>250</b>

# Coversheet

## Student Achievement Update

**Section:** III. Oral Reports  
**Item:** E. Student Achievement Update  
**Purpose:** FYI  
**Submitted by:**

**Related Material:**

2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_Central\_Coast\_20240528.pdf  
2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_North\_Bay\_20240528.pdf  
2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_Central\_Valley\_20240528.pdf  
2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_Southern\_California\_20240528.pdf  
2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_Monterey\_Bay\_20240528.pdf  
2024\_Local\_Indicator\_Self-Reflection\_of\_2023-24\_Indicators\_California\_Connections\_Academy\_Northern\_California\_20240528.pdf

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	1.7	91.6	6	0	0	2.4	0	1.2

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

**Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

**Section 3: Seeking Input for Decision-Making**

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

#### Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

#### Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

#### Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-467-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	3.8	88.8	6.4	0	0	2.1	0	2.9

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

**Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

??We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

**Section 3: Seeking Input for Decision-Making**

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	18.1	89.1	7.2	0	0	1.1	0	2.7

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

**Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

### Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

#### Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

#### Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

#### Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	183.3	90.7	7	.3	0	0	0	0

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

#### Optional Narrative (Limited to 1,500 characters)

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

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

**Section 3: Seeking Input for Decision-Making**

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in-house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has

shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school.

Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary drivers of the diverse offerings, there are a handful of instances where courses may need to be removed from the catalog. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course descriptions and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claiforniaops.org 949-461-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	21.1	89.8	7.3	0	0	1	0	1.8

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

**Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

**Section 3: Seeking Input for Decision-Making**

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

#### Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

#### Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

#### Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Introduction

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

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

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

## **Implementation of State Academic Standards (LCFF Priority 2)**

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

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
21-22	52.1	89.8	6.1	.4	1.1	.5	0	0

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest):

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

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

**Support for Teachers and Administrators**

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

Rating Scale (lowest to highest):

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

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

**Optional Narrative (Limited to 1,500 characters)**

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

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Introduction**

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

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit: <sup>1</sup>

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

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

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

**Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

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

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

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

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

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

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

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

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

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

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

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

**Section 2: Building Partnerships for Student Outcomes**

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

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

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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

We work hard to partner with caretakers and assist them in taking an active role in their students’ education.

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

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

**Section 3: Seeking Input for Decision-Making**

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

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

Practices	Rating Scale Number
1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

## School Climate (LCFF Priority 6)

### Introduction

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

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

### Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

For the 23-24 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students as well as available student group scores are as follows:

High School:

Engagement: 87%

Challenging coursework: 91%

Culture of respect: 92%

Relationships: 77%

College and career readiness: 78%

Middle School:

Engagement: 65%

Challenging coursework: 84%

Culture of respect: 97%

Relationships: 94%

Elementary School:

Engagement: 53%

Challenging coursework: 88%

Culture of respect: 94%

Relationships: 99%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allows us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

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

Based on the analysis of the data from the Youth Truth survey for the 23-24 school year, several key learnings have emerged, highlighting both identified needs and areas of strength within the school climate:

**1. Strengths:**

**Culture of Respect:** One of the prominent strengths identified across all grade bands is the presence of a strong culture of respect within the school environment. High scores indicate that students feel valued, safe, and respected by their peers and teachers, contributing to a positive school climate.

**Challenging Coursework:** Another notable strength is the perception of challenging coursework, particularly among high school students. High engagement levels with challenging academic content suggest that the curriculum is appropriately rigorous and engaging, fostering academic growth and achievement.

**2. Needs:**

**Engagement:** While overall engagement levels are positive, there are variations across grade levels, with lower scores observed in middle and elementary schools. This indicates a need to focus on strategies to enhance student engagement, such as implementing more interactive and student-centered learning approaches, incorporating real-world relevance into lessons, and providing opportunities for active participation and collaboration.

**College and Career Readiness:** The lower score for college and career readiness in high school signals a need for additional support and resources to prepare students for post-secondary education and future career pathways. This may include implementing college readiness programs, offering career exploration opportunities, providing guidance on college applications and financial aid, and facilitating connections with industry professionals.

**3. Relationships:** While relationships are generally perceived positively across all grade levels, maintaining and strengthening positive relationships remains an ongoing priority. Investing in professional development for teachers to enhance their relationship-building skills, promoting peer mentoring programs, and creating opportunities for meaningful student-teacher interactions can further cultivate a supportive school community.

Overall, the analysis of the survey data highlights the importance of leveraging strengths while addressing identified needs to create a positive and inclusive school climate that supports the academic and socio-emotional growth of all students across grade bands.

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

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 23-24 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

#### Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction by all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

#### Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

#### Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

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

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

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

California Connections Academy is committed to offering a broad course of study to all students. Course offerings are evaluated each year to ensure staff credentials are best utilized and student interests and needs are balanced. Course offerings are also brought to the Board for their review. Additionally, access is readily available to students when considering the online nature of our school. Courses are not assigned to specific class periods or specific room locations making all courses virtually available to all students at any given moment in the school year. Being fully aware of the realities of graduation rate, the high school staff has continued the implementation of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. These successes are providing the justification and motivation to continue and expand these programs. As an initiative to further improve graduation rate and address the potential for learning loss, our organization continues to run its own in house summer school program since the summer of 2020. Prior to the summer of 2020, credit deficient high school students were sent to a

third party program with a success rate of an average of around 50% pass rates. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. Overall, our proactive approach to addressing graduation rates and learning loss through initiatives like Project Success and the in-house summer school program reflects its dedication to supporting student success and ensuring equitable access to education. These efforts contribute to a positive learning environment that empowers students to thrive academically and achieve their educational goals.

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

This area does not pertain because each charter in the organization is a single school site charter school and individual Local Educational Agency. All students in each school have access to all curriculum and instructional tools provided and have an individualized program to meet their educational needs.

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

While teacher credentialing and student interest are the primary driver of the diverse offerings, there are a handful of instances courses may need to be removed from the catalogue. In the instance of a lack of student need or interest, the removal of a course offering will be considered. In the instance where a teacher with a specialized credential leaves the school, every effort will be made to replace the credential area. If such a replacement is not possible in a given year, school staff work closely with students and their families to find a suitable alternative. This is especially important at the high school level.

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

The high school electives department and counseling created an informational electives website containing course description and information to help students navigate their elective options with the help of the counseling team. This, along with the Student Course Selection Data View allows students access to all available high school electives. In addition, the use of UC Scout and FlexPoint Education courses have been incorporated since the 2022-2023 school year to ensure all high school students have access to a broad range of courses. Additionally, California Connections Academy has developed a College and Career Access Pathways Partnership Agreement with Saddleback College for the purpose of offering expanded online dual enrollment opportunities to all high school students.

# Coversheet

## Approval of Minutes from the May 07, 2024 Board Meeting (attached)

**Section:** IV. Consent Items  
**Item:** A. Approval of Minutes from the May 07, 2024 Board Meeting (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024\_05\_07\_board\_meeting\_minutes (2).pdf

DRAFT



## California Online Public Schools

# California Online Public Schools

## Minutes

### California Online Public Schools (CalOPS) Board Meeting

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#### **Date and Time**

Tuesday May 7, 2024 at 3:30 PM

#### **Location**

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366  
CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675  
23091 Arden Street, Lake Forest, CA 92630  
1201 Cara Road, Dinuba, CA 93618  
8422 Madison Avenue, Fair Oaks, CA 95628  
3753 W. Norberry Street, Lancaster, CA 93536  
32946 Calle San Marcos, San Juan Capistrano, 92675  
9423 Reseda Blvd. Apt# 230, Northridge, CA 91324  
1608 Lake Street, Calistoga, CA 94515

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#### **Join Zoom Meeting**

<https://zoom.us/j/93762840563>

Meeting ID: 937 6284 0563

Dial In: +1 (669) 444-9171 ext. 93762840563# US

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This meeting is open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at [www.californiaops.org/governance](http://www.californiaops.org/governance) or contact the school offices: Bernie Jamero (NorCal) or Eva McGahey (SoCal) at (800) 906-6179 at least 24 hours prior to the meeting. The Board packet can be made available for public review by contacting the school offices prior to the Board meeting in compliance with California open meeting law.

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### **Directors Present**

A. Pulsipher (remote), B. Hartelt (remote), D. Rivas (remote), E. Pavlich, E. Wickliffe (remote), M. Henjum (remote), P. Hedrick (remote)

### **Directors Absent**

*None*

### **Directors who arrived after the meeting opened**

E. Wickliffe, P. Hedrick

### **Guests Present**

A. Larsen (remote), Amy Phillips (remote), D. Hertzler (remote), E. McGahey, H. Tamayo (remote), J. Colombero (remote), Jen Brunner, K. Eng (remote), L. Carter (remote), L. Dombek (remote), L. Johnson (remote), Lauren Weed, M. Percin (remote), M. White (remote), Member of the Public (remote), R. Dreifus, R. Romero (remote), R. Savage (remote), S. Ford (remote), Tiffany Carrasco (remote), V. Acosta

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## **I. Opening Items**

### **A. Call the Meeting to Order**

E. Pavlich called a meeting of the board of directors of California Online Public Schools to order on Tuesday May 7, 2024 at 3:31 PM.

### **B. Roll Call**

#### **CalOPS Staff**

Ashley Larsen - CalOPS Administrative Assistant

Amy Phillips - CalOPS High School Assistant Principal

Dan Hertzler - CalOPS Director of Business Services

Eva McGahey - CalOPS Administrative Assistant - SoCal Office

Heather Tamayo - CalOPS Middle School Principal

Jen Brunner - CalOPS High School Assistant Principal - SoCal Office

Julie Colombero - CalOPS Director of California Family Outreach

LaChelle Carter - CalOPS Director of Financial Services

Lauren Weed - CalOPS High School Assistant Principal - SoCal Office

Leslie Dombek - CalOPS Director of Student Achievement

Marcus White - CalOPS Elementary School Principal

Richard Savage - CalOPS Superintendent

Richie Romero - CalOPS Deputy Superintendent

Ryan Dreifus - CalOPS Assistant Director of Human Resources - SoCal Office

Stephen Ford - CalOPS Assistant Superintendent of Human Resources

Tiffany Carrasco - CalOPS Assistant Director of Finance

Viridiana Acosta - CalOPS Executive Assistant - NorCal Office

**Contracted Staff**

Kate Eng - Charter Impact Director of Client Finance

Laura Johnson - PVS School Success Partner

Matt Percin - Charter Impact Director of Client Finance

1 member of the public

**C. Approval of Agenda**

M. Henjum made a motion to approve the agenda.

D. Rivas seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

E. Pavlich Aye

B. Hartelt Aye

P. Hedrick Absent

M. Henjum Aye

D. Rivas Aye

A. Pulsipher Aye

E. Wickliffe Absent

**II. Public Comment**

**A. Public Comment**

The Board welcomes participation by the members of the public both in person and telephonically. For anyone attending this meeting in person at one of the District Office locations, the desire to address the Board should be submitted prior to the meeting to either the Board Chair or staff member present. Individuals who wish to address the Board telephonically must contact the School Leader by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. To view the Board Public Comment Policy, visit the CalOPS Governance Page at [www.californiaops.org/governance](http://www.californiaops.org/governance).

No member of the public chose to speak.

**III. Public Hearing**

**A. CalOPS LCAP (and CSI) Plan Input (attached)**

L. Dombek welcomes the public to make comment or ask questions about the 6 CalOPS Draft LCAPs. CalOPS North Bay, Northern California and Southern California also include a CSI Plan.

No member of the public stepped forward to speak so the LCAPs (and CSIs) will be brought to the CalOPS Board next month for approval.

#### **IV. Oral Reports**

##### **A. Superintendent's Report**

R. Savage updates on graduations plans and end of year activities. Currently in the middle of state testing with only minor issues, all is going well. Great participation numbers for week 1 and plans to keep with that trend. Upcoming, there are the NorCal, Central and SoCal festivals. Graduations are also upcoming with a ceremony in NorCal and SoCal.

ELT retreat occurred earlier in Napa Valley. Great discussions and work occurred in addition to team building with several activities. Surveys were completed to help make decisions.

Curriculum and training is moving along well. L. Dombek will have more on this with her oral report. Currently making plans for Fall and supporting staff. Decision has been made to extend Back to School meetings by one day. Monday will be the travel day this year and BTS will occur Tuesday-Friday in comparison to Wednesday-Friday in the past.

Regarding Authorizing districts, there is a new board member for Middletown Unified. Additionally, J. Colombero and R. Romero were able to represent CalOPS at the CAPO Board Meeting where our organizational name change was officially recognized for the SoCal Charter.

Superintendents are attending LRP Special Education Conference this week. There have been plenty of insights provided and their legal presentations have been useful for developing further knowledge. Superintendents have been going over the data from surveys to plan changes for improving efficiency and productivity.

E. Pavlich asks about any considerations being made regarding safety and security of families at end of year events with the current unrest.

R. Savage confirms that he has met with the head of security and discussed the potential for unrest. This same security team will be requested for this year. Security will be armed at events due to rules and regulations. Staff will get reports on the status of event sites the week before each event is set to occur.

##### **B. Principals' Report (attached)**

M. White notes staff excitement for state testing and interactions with students and families. Grade levels have been doing a great job of supporting fellow teachers and

inviting students to their lessons when their teacher is on site for state testing. Lots of appreciation expressed for amazing staff.

H. Tamayo agrees with M. White and mentions the community teachers are creating with their students to support state testing and maintaining routines in their education. Middle School is hard at work preparing for their transition to the homeroom model. Teachers are also focusing on helping STs and families to get registered for CalOPS during this testing season.

A. Phillips echoes the sentiments with state testing, and staff enjoying connecting with students each week. AP exams have also begun this week. Kudos to C. Kwan as AP coordinator, her work and preparation has been vital to the success of this exam administration. Summer school is in the works. ITRs also a big deal, about 68% of students registered as of last week.

P. Hedrick arrived at 3:53 PM.

### **C. Charter Impact Financial Report for CalOPS**

K. Eng presents the March update, actuals through the month of March and then projection estimates moving forward. Highlights are as follows:

- Attendance: 39 less ADA (-0.5%) - P2 ADA locked
- Revenues: -\$370K, led by 39 less ADA
- Expenses: \$740K, driven by PVS catch up invoices
- Surplus: \$8M total; -\$1.1M
- Fund Balance: \$32.3M
- Cash: \$47.6M as of 3/31, +\$6.1M

Some changes in this months report when compared with prior forecasts are explained by catch up payments and P2 ADA being in and locked at 8285.

### **D. Policy, Compliance, and State Accountability Report**

D. Hertzler touches on enrollment and mentions the Intent to Return (ITR) forms with students. Working to support current families with re-enrollment and also with J. Colombero's team in marketing to push for new family enrollment. Current projections are above our original goal for new families (>800) and just shy of the goal for ITRs.

Paying close attention to two bills, SB 1380 and AB 2254. The former would impose more regulations surrounding charter renewals, material revisions, etc. The latter would change the requirements regarding performance data and would provide a more comprehensive understanding of ST performance and growth data. Meeting with B. Jones next week to get further updates.

E. Pavlich inquires about the ITRs. Is it possible to do an end of year survey including the ITRs to streamline things?

D. Hertzler states that hasn't been considered yet, but ParentSquare has been a new resource for communications with families. This has been great for sending surveys as well as back and forth comms, and Webmails are still being utilized to keep communication thorough. It's a good idea and will be considered moving forward as we modify communications with families.

E. Wickliffe arrived at 4:07 PM.

## **E. Student Achievement Update**

L. Dombek starts off on state testing and shares the data from Weeks 1 and 2. 44% completed ELA, 44% completed Math, 37% completed CAST (Science). This is almost halfway through testing season, so these numbers are very promising. By grade school level, Elementary is 42% complete, Middle is 47% complete and High is 32% complete. Only 2 no shows for the Saturday testing site, telling CalOPS that these sites are a great option for families. 1530 ELA, 1552 Math, 823 Science tests complete.

L. Dombek presents on the SET data for 23/24 Quarter 3.

### **1. Academic:**

- Schoolwide PLCs: PLC SMART Goal Data Q3 23/24
  - 38.2% of SMART goals were met.
- Math PLCs:
  - 28% of SMART goals were met.

Not quite hitting the target for this goal. PLCs are discussing how to better curate goals to ensure success and enhancing specificity with these goals.

### **2. Engagement:**

- Q3 23/24
  - School Wide: 97.3%
  - Elementary: 99.7%
  - Middle: 93.6%
  - High: 98.7%

This data is Feb-Apr and shows that goals are being met and surpassed.

- Diagnostic 2 Participation
  - i-Ready Reading 98%
  - i-Ready Math 98%
  - MAP Reading 96%
  - MAP Math 96%

This data is great to show participation and student achievement. If AB 2254 is passed, this data could supplement the state testing numbers to show family engagement and student participation with testing. From D2 to D3, 67.5% growth seen in grades K-8 and 48.1% improved their placement.

### 3. Grad Rate:

- 84% of students are 0 credits when tracking credits earned and being attempted
- 67.4% of students are considered on track when only looking at the credits earned in comparison to where they should be
  - This is okay, but shows we must continue efforts to support students through the end of the year
- Project Success
  - Highest Q3 pass rate to date!
  - Highest number of courses passed in Q3 at 206
  - Project Success Q3 Pass Rate: 96%
  - CHAMPS:
    - Keeping conversations flowing to ensure kids are on track for graduation
    - This allows staff to provide additional support to those that are credit deficient and no students are unaware of their status
  - Implementing 'Q5' this year (6/12-6/20) for select PS students to finish out courses and earn needed credits
- Summer school starting July 2024

## V. Discussion

### A. Potential Board Member Stipend

D. Hertzler notes that a Board Member Stipend was brought to attention by A. Pulsipher as a potential incentive to encourage quorum.

This item leads into next item on agenda of reviewing CalOPS Board Bylaws. D. Hertzler opens the floor for the board to make comments, ask questions, and voice opinions.

A. Pulsipher notes that he does not hope to make a profit off this, but rather hopes that it would encourage quorum for future meetings. E. Wickliffe seconds A. Pulsipher's sentiments. D. Rivas agrees that she is here in service to support the alternative to a brick and mortar. She is unsure about receiving monetary compensation, but agrees that monetary investment produces results.

M. Henjum asks R. Savage for input. R. Savage can see both sides. If the monetary route is taken, it would only be a stipend for members that attend. Any member who does not wish for compensation could potentially take said stipend and donate it to a charity. R. Savage emphasizes the appreciation that this staff and school has for the board and

wants to show that appreciation in a way the board members wish to receive it. M. Henjum asks if it could help with board member recruitment. R. Savage states that recruitment has not been an issue in the past.

E. Pavlich states that she believes the board consists of people who are here to support the CalOPS schools and not who want to make a profit. She does not want to accept a stipend.

M. Henjum says that if the staff sees value in it, he supports moving forward with it, but otherwise thinks time would be better spent helping students.

Consensus is that a stipend may not be the first choice and other options should be explored.

#### **B. CalOPS Board Bylaws Review**

D. Hertzler asks about reviewing the bylaws and if the board has any suggestions for them moving forward. Any suggested changes can be discussed with lawyers and implemented.

E. Pavlich asks about term limits and how they will change as the transition becomes official. D. Hertzler confirms that there are no changes because the CalOPS Board is not changing.

D. Hertzler confirms they will be reviewed with the lawyers and brought for approval at the annual board meeting in June.

### **VI. Consent Items**

- A. Approval of Minutes from the April 02, 2024 Board Meeting, Adjourned to April 03, 2024 (attached)**
- B. Ratification of Special Education Service Contracts (attached)**
- C. Approval of Staffing Report (attached)**
- D. Approval of Expenditures over \$20k (attached)**
- E. Approval of Check Registry (attached)**
- F. Approval of Revised 24-25 Academic Calendar (attached)**
- G. Approval of Revised 24-25 Salary Schedule (attached)**

P. Hedrick made a motion to approve the consent agenda, items A-G.

E. Wickliffe seconded the motion.  
The board **VOTED** to approve the motion.

**Roll Call**

M. Henjum Aye  
P. Hedrick Aye  
D. Rivas Aye  
B. Hartelt Aye  
E. Pavlich Aye  
A. Pulsipher Aye  
E. Wickliffe Aye

**VII. Action Items**

**A. Approval of Revised 23-24 CalOPS Board Meeting Schedule (attached)**

M. Henjum made a motion to approve action item A, Revised 23-24 CalOPS Board Meeting Schedule.

P. Hedrick seconded the motion.

D. Hertzler notes that the board meeting schedule has 2 meetings in June and that the Annual Board Meeting for 23-24 would fall on staff Summer Break. This additional meeting has been determined to not be necessary and it is being suggested that it be removed.

The board **VOTED** to approve the motion.

**Roll Call**

D. Rivas Abstain  
M. Henjum Aye  
E. Pavlich Aye  
E. Wickliffe Aye  
A. Pulsipher Aye  
B. Hartelt Aye  
P. Hedrick Aye

**B. Approval of 24-25 CalOPS Board Meeting Schedule (attached)**

D. Hertzler clarifies that this is for the 2024-25 school year and wanted to get thoughts prior to the annual meeting in case changes were required. Currently, meetings will be held the first Tuesday of every month.

After discussion, staff was directed to revise the proposed Board Meeting Schedule to move meetings to 4 pm on the second Tuesday of the month. The revised Board Meeting Schedule for the 2024-25 school year will be brought back for the Board's review and approval at the next meeting.

**C. Approval or Fiscal Control Policy Revision (attached)**

M. Henjum made a motion to approve action item C, Fiscal Control Policy Revision.

E. Wickliffe seconded the motion.

L. Carter explains there was a minor adjustment to the Fiscal Control Policy that removed some language granting PVS authority to oversee financials through accounting and bookkeeping. There is currently some overlap with granting authority to CI and PVS which will be reviewed and revised over summer.

The board **VOTED** to approve the motion.

**Roll Call**

E. Wickliffe Aye

M. Henjum Aye

D. Rivas Aye

A. Pulsipher Aye

B. Hartelt Aye

E. Pavlich Aye

P. Hedrick Aye

**D. Approval of Form 990 (attached)**

A. Pulsipher made a motion to approve action item D, Form 990.

E. Wickliffe seconded the motion.

L. Carter explains that this is an annual tax form prepared by CLA. Requesting approval so it can be submitted before the deadline.

The board **VOTED** to approve the motion.

**Roll Call**

A. Pulsipher Aye

E. Wickliffe Aye

D. Rivas Aye

P. Hedrick Aye

M. Henjum Aye

E. Pavlich Aye

B. Hartelt Aye

**VIII. Closed Session**

**A. CLOSED SESSION**

A. Pulsipher made a motion to move to closed session.

E. Wickliffe seconded the motion.

The board **VOTED** to approve the motion.

**Roll Call**

A. Pulsipher Aye

M. Henjum Aye

D. Rivas Aye

P. Hedrick Aye

E. Pavlich Aye

B. Hartelt Aye

**Roll Call**

E. Wickliffe Aye

E. Pavlich notes that closed session did not result in any action taken. Discussion was held regarding the following:

Brown Act; California Gov't Code §54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

**IX. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:42 PM.

Respectfully Submitted,

E. Pavlich

# Coversheet

## Ratification of Special Education Service Contracts (attached)

**Section:** IV. Consent Items  
**Item:** B. Ratification of Special Education Service Contracts (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** SPED Contracts for Jun 4 Board Meeting.pdf

<b>CONTRACT RENEWALS &amp; NEW CONTRACTS</b>	
<b>2024-25 SERVICE PROVIDERS/VENDORS</b>	<b>Contract Status</b>
<b>TTC4Success (Tasha's Training &amp; Consulting, LLC)</b>	FULLY EXECUTED - Renewal 4/22/2024
<b>Mindful Neuron Psychological Center, PC</b>	FULLY EXECUTED - Renewal 4/25/2024
<b>CES (Cornerstone Educational Solutions)</b>	FULLY EXECUTED - Renewal 5/10/2024
<b>Milestones Therapy Group, A Professional Speech-Language Pathology Corporation</b>	FULLY EXECUTED - Renewal 5/18/2024
<b>San Joaquin County Office of Education School - Beyond SST</b>	FULLY EXECUTED - New 5/20/2024

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2024-2025*

# Master Contract

## GENERAL AGREEMENT FOR NONSECTARIAN, NONPUBLIC SCHOOL AND AGENCY SERVICES

### CALIFORNIA ONLINE PUBLIC SCHOOLS:

California Online Public Schools Central Coast,  
California Online Public Schools Central Valley,  
California Online Public Schools Monterey Bay,  
California Online Public Schools North Bay,  
California Online Public Schools Northern California,  
California Online Public Schools Southern California

LEA

Contract Year 2024-2025

           Nonpublic School

  X   Nonpublic Agency

### Type of Contract:

  X   Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

           Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

           Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date:                           

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025**

**CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY:** California Online Public Schools

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

Tasha's Training and Consulting, LLC (TTC4Success)

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on August 29, 2024, between **California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and

Tasha's Training and Consulting, LLC (TTC4Success)

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

**10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
\$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## 19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## 20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## 25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## 26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### 33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

**39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

**40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

**41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. **MONITORING**

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### **PERSONNEL**

#### 44. **CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California

Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### 46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### 47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

**48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

**HEALTH AND SAFETY MANDATES**

**49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

**50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was

served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## 62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## 63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 29, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

TTC4SUCCESS

California Online Public Schools

**Nonpublic School/Agency**

**LEA Name**

DocuSigned by:  
 By: Tasha Arneson 4/22/2024  
FAC621AEEE314B3...  
**Signature** **Date**

DocuSigned by:  
 By: LaChelle Carter 4/22/2024  
53EF3C0EE6DA47E...  
**Signature** **Date**

Tasha Arneson, CEO

LaChelle Carter, Director of Finance

**Name and Title of Authorized Representative**

**Name and Title of Authorized Representative**

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed to:

TTC4SUCCESS	LaChelle Carter, Director of Finance
<b>Name and Title</b> Tasha Arneson, CEO	<b>Name and Title</b> California Online Public Schools
<b>Nonpublic School/Agency/Related Service Provider</b>  24799 Lincoln Ave	<b>LEA</b>  33272 Valle Road
<b>Address</b> Murrieta CA 92562	<b>Address</b> San Juan Capistrano CA 92675
<b>City State Zip</b> (951) 775-4292 (951) 379-7900	<b>City State Zip</b> (949) 401-8133 (949) 240-7895
<b>Phone Fax</b> tasha@ttc4success.com	<b>Phone Fax</b> lcarter@californiaops.org
<b>Email</b>	<b>Email</b>

**Additional LEA Notification  
(Required if completed)**

**Name and Title**

---

**Address**

---

**City State Zip**

---

**Phone Fax**

---

**Email**

---

**EXHIBIT A: 2024-2025 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Tasha's Training and Consulting, LLC (TTC4Success)

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
  
- 2) Inclusive Education Program  
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
  
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	<u>2.61</u>	<u>Minute</u>
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	<u>2.61</u>	<u>Minute</u>
<u>Counseling and Guidance (515)</u>	<u>2.61</u>	<u>Minute</u>
<u>Parent Counseling (520)</u>	<u>2.61</u>	<u>Minute</u>
<u>Social Work Services (525)</u>	<u>2.61</u>	<u>Minute</u>
<u>Psychological Services (530)</u>	<u>2.61</u>	<u>Minute</u>
<u>Behavior Intervention Services (535)</u>	<u>2.61</u>	<u>Minute</u>
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____

<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900) Psychological Evaluations</u>	<u>6,500</u>	<u>Flat Rate</u>
<u>Other (900) ERMHS Assessments/FBA</u>	<u>3,700</u>	<u>Flat Rate</u>

SAI: \$200/HR

**Additional Terms**

**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial ta

**Additional Terms Regarding Early Start Dates**

August 29, 2024 and August 30, 2024 are approved early start dates for the 2024-25 SY. These two days will be used for CalOPS training, scheduling, and introductory calls to families. These two days have been approved for up to 8 hours per provider at \$25.00 per hour.

Initial ta

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial ta

**EXHIBIT B: 2024-2025 ISA**

**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**

(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex:  M  F Grade: \_\_\_\_\_  
 (Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting:  Home  Foster  LCI # \_\_\_\_\_  OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
 (Residence) (Business)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_  
 (If different from student)

**AGREEMENT TERMS:**

1. *Nonpublic School:* The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year  
 \_\_\_\_\_ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year  
 \_\_\_\_\_ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \_\_\_\_\_

**Estimated Number of Days** \_\_\_\_\_ **x Daily Rate** \_\_\_\_\_ = **PROJECTED BASIC EDUCATION COSTS** \_\_\_\_\_

**B. RELATED SERVICES:**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \_\_\_\_\_





# Mindful Neuron Psychological Center, PC

"Nurturing Minds, Empowering Lives"

Office

355 S. Grand Ave  
Suite 2450  
PMB# 2075  
Los Angeles, CA 90071

Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## Behavioral and Individual Counseling Services Service Agreement

This Service Agreement ("Agreement") is entered into between Mindful Neuron Psychological Center, PC ("Provider"), hereafter Mindful Neuron, PC, and California Online Public Schools ("Client") on 4/25/2024.

On behalf of Mindful Neuron, PC, we are pleased to engage you in a service agreement. This letter agreement (the "Service Agreement") sets forth the terms and conditions whereby you agree for Mindful Neuron, PC to provide services within the California Online Public Schools (California Connections Academy).

This service agreement is enacted on the first day of the 2024 Academic School Year and will end on the last day of the 2025 Academic School year. If services would like to be continued past this time frame, then another service agreement will be initiated with a new time arrangement.

### Acknowledgement

The client is aware that Mindful Neuron, PC is not a nonpublic, nonsectarian agency (NPA) thus is not obligated to meet requirements and restrictions set forth by the district. Thus, Mindful Neuron, PC is not obligated to obtain or furnish commercial general liability coverage or supplemental liability coverage for sexual molestation or abuse. Additionally, Mindful Neuron, PC is not obligated to furnish or obtain workers' compensation insurance and commercial auto liability insurance.

Initial: 

The client acknowledges that Mindful Neuron, PC clinicians have professional liability coverage for the psychological services they provide the student.

Initial: 

The client acknowledges that clinicians providing services through Mindful Neuron, PC are under the direct supervision of Dr. Heather Alvarado, Ph.D., Chief Clinical Director of Mindful Neuron, PC and licensed clinical psychologist.

Initial: 

The client acknowledges that clinicians providing services are registered with the California Board of Psychology as registered psychological assistants/associates and will render services under the direct supervision of Dr. Alvarado.

Initial: 

### CONFIDENTIAL NOTICE

This document including any attachments is for the sole use of the intended recipient(s) and may contain confidential, exempt, and/or privileged information. Any unauthorized review, use, disclosure or distribution is prohibited under applicable law. If you are not the intended recipient, please contact the sender by email and destroy all copies of the original message. Thank you!



# Mindful Neuron Psychological Center, PC

"Nurturing Minds, Empowering Lives"

---

## Office

355 S. Grand Ave  
Suite 2450  
PMB# 2075  
Los Angeles, CA 90071

Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

## Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

---

## **Services**

The client understands that Mindful Neuron, PC will provide behavioral therapy and individual counseling services to student(s) within California Online Public Schools. Services may include, but are not limited to, individual counseling sessions, behavioral assessments, behavior management plans, and consultation with parent and school staff.

## **Scope of Work:**

Provider will work collaboratively with parent and school staff to identify students in need of behavioral therapy and individual counseling services. Provider will develop treatment plans and implement interventions tailored to each student's needs.

## **Schedule:**

Provider will establish a schedule for services in coordination with the school district and/or parent's request. Sessions will be conducted during school hours or at times agreed upon by both parties.

Sessions can be provided in-person or virtually based on student or family request. Determination for service delivery method will be based on Provider determination of student's status and request by student, parent, or guardian.

## **Confidentiality:**

Provider will maintain the confidentiality of all student information in accordance with applicable laws and ethical standards within the State of California. Information shared during counseling sessions will only be disclosed with the consent of the student or as required by law.

## **Treatment Progress:**

Provider will periodically provide treatment progress regarding student. The provider will maintain accurate records of session progress notes, however, will not disclose confidential information shared in session. Session progress notes are only meant to provide general goals, progress in treatment, and medical necessity for treatment. Thus, confidential information or detailed information that occurs in session will not be disclosed to the district.

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### **Payment:**

Client agrees to compensate Provider for services rendered at the rate of \$125.00 per hour for in-person or virtual sessions. Payment will be made **Monthly** based on the number of hours of service provided. Invoices will be submitted by Provider and payment is due within 30 days of receipt.

Client agrees to compensate Provider for scheduled services canceled or changed by student, parent, or guardian without 48-hour notice. Client will be charged 50% of the session fee (\$62.50) if 48-hour notice was not provided by student, parent, or guardian.

Client agrees to compensate Provider for emergency/crisis sessions charged at a rate of \$125.00 per hour.

### **Term and Termination:**

This Agreement shall commence on the effective date and continue until terminated by either party with **30** days' written notice. Either party may terminate this Agreement for any reason with written notice.

### **Governing Law:**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

### **Entire Agreement:**

Client has read and understood the information provided in this Service Agreement. Client has had the opportunity to ask questions and clarify any concerns regarding the Service Agreement and responses and answers that were satisfactory and understandable.

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter.

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Dr.alvarado@mindfulneuron.org

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Mindful Neuron Psychological Center, PC

Dr. Heather Alvarado, Ph.D., Chief Clinical Director

Date: 4/25/2024

California Online Public Schools (California Connections Academy)

Client Representative's Signature: \_\_\_\_\_ 

Printed Name: Lachele Carter

Title: Director of Finance

Date: 4/25/2024

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*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2024-2025*



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**2024-2025**

**CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY:** California Online Public Schools

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

Cornerstone Educational Solutions

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on September 3, 2024, between **California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **EI Dorado** SELPA and

Cornerstone Educational Solutions

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR’s certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of CONTRACTOR’s failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR’s ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT (“ISA”)**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the “stay-put” requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

**10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:
  - \$3,000,000 per occurrence
  - \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## 19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## 20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq...*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## 25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## 26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### 33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

**39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

**40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

**41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. **MONITORING**

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### **PERSONNEL**

#### 44. **CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California

Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### 46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### 47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

**48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

**HEALTH AND SAFETY MANDATES**

**49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

**50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was

served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## 62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## 63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on September 3, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

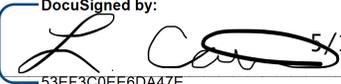
Cornerstone educational solutions

California Online Public Schools

**Nonpublic School/Agency**

**LEA Name**

By:  5/10/2024  
DocuSigned by: 6DC515B9F3D4483...  
**Signature Date**

By:  5/10/2024  
DocuSigned by: 53EF3C0EE6DA47E...  
**Signature Date**

**Name and Title of Authorized Representative**

LaChelle Carter, Director of Finance  
**Name and Title of Authorized Representative**

**Notices to CONTRACTOR shall be addressed to:**

**Notices to LEA shall be addressed to:**

Christy Bock

LaChelle Carter, Director of Finance

**Name and Title**  
 Christy Bock, owner

**Name and Title**  
 California Online Public Schools

**Nonpublic School/Agency/Related Service Provider**

**LEA**

cornerstone educational solutions

33272 Valle Road

**Address**  
 Upland, ca 91785 PO Box 1862

**Address**  
 San Juan Capistrano CA 92675

**City State Zip**  
 91785 Upland, ca

**City State Zip**  
 (949) 401-8133 (949) 240-7895

**Phone Fax**  
 9092399061

**Phone Fax**  
 lcarter@californiaops.org

**Email**

**Email**

**Additional LEA Notification  
 (Required if completed)**

**Name and Title**

**Address**

**City State Zip**

**Phone Fax**

**Email**

**EXHIBIT A: 2024-2025 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Cornerstone Educational Solutions

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
  
- 2) Inclusive Education Program  
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: \_\_\_\_\_
  
- 3) Related Services

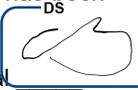
<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	180.00	Hour
<u>Counseling and Guidance (515)</u>	180.00	Hour
<u>Parent Counseling (520)</u>	180.00	Hour
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	180.00	Hour
<u>Behavior Intervention Services (535)</u>	180.00	Hour
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____

<u>Interpreter Services (715)</u>		
<u>Audiological Services (720)</u>		
<u>Specialized Vision Services (725)</u>		
<u>Orientation and Mobility (730)</u>		
<u>Specialized Orthopedic Services (740)</u>		
<u>Reader Services (745)</u>		
<u>Transcription Services (755)</u>		
<u>Recreation Services, Including Therapeutic (760)</u>		
<u>College Awareness (820)</u>		
<u>Work Experience Education (850)</u>		
<u>Job Coaching (855)</u>		
<u>Mentoring (860)</u>		
<u>Travel Training (870)</u>		
<u>Other Transition Services (890)</u>		
<u>Other (900) Psych Assessment (Initial, TRI, ERMHS, FBA)</u>	<u>1900.00</u>	<u>Flat Rate</u>
<u>Other (900) Attendance and other Psych related Hourly Needs</u>	<u>180.00</u>	<u>Hour</u>

**Additional Terms**

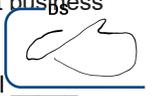
**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial 

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial 

**Speech and Language and OT Evals: 1700.00 Flat Rate**

**Hearing and Vision: 400.00 Per Assessment**



**CORNERSTONE**  
 EDUCATIONAL SOLUTIONS  
*unlocking student success*

christy@cornerstoneeducationalsolutions.comadmin  
 @cornerstoneeducationalolutions.com  
 909-239-9061

**2024-2025 Cornerstone Rate Sheet**  
**Connections**

**Available Evaluations-** including specified testing, report and IEP Meeting (SPED CODES)

- **Psychoeducational Evaluation (900)- Virtual** \$1800.00  
 (Cognitive, processing, social-emotional and any other area of suspected disability)
- **Psychoeducational Evaluation (900)- - In-Person** \$1900.00
- **ERMHS Counseling Evaluation (900)- -** \$1900.00  
 (Targeted evaluation targeting social-emotional concerns with the determination of SPED counseling supports)
- **FBA Evaluation (900)- -** \$1900.00  
 (Functional Behavioral Analysis to determine the function of a Students behavior)
- **Independent Educational Evaluation (IEE)-** SELPA Rates  
 (Performed by Licensed Educational Psychologists in Psych, Neuropsych, ERMHS, FBA)
- **Speech and Language Evaluation-Virtual Only** \$1700.00  
 (*In-person if available-* Full speech and language evaluation looking at all areas of Language and articulation concerns to determine eligibility or continued eligibility)
- **Occupational Therapy Evaluation- Virtual Only** \$1700.00  
 (Full Occupational Therapy evaluation looking at all areas of OT concerns to determine needed support or continued support)
- **Hearing and Vision (per assessment)**  
**Completed by Credentialed School Nurse** \$400.00  
 (with report)

- **Health and Developmental** (per assessment)  
**Completed by Credentialed School Nurse** \$475.00  
 (with report)
- **Individual** (510)/ **Group** (515)/ **Parent** (520)  
**Counseling Support** \$180.00 hr  
 (Performed by Educational Psychologists)
- **Behavioral Intervention Support** (535)- **BCBA** \$180.00 hr
- **IEP Writing Support** (530) \$800  
 (Writing individual IEP and virtual IEP Meeting)
- **CDE Review Support** \$750(review only)  
 (Reviewing current IEP's and supporting documents for \$1150(corrections)  
 CDE compliance, making all changes needed to correct  
 the IEP for compliance, conducting the addendum IEP,  
 obtaining signatures and affirming IEP)
- **Psych/ Nursing/ SLP/ OT Support** (530) \$180.00 hr  
 (hourly psych needs)
- **Mileage Reimbursement** Federal Rate

**Additional Evaluations Available Upon Request**

**EXHIBIT B: 2024-2025 ISA**

**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**  
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex:  M  F Grade: \_\_\_\_\_  
(Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting:  Home  Foster  LCI # \_\_\_\_\_  OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
(Residence) (Business)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_  
(If different from student)

**AGREEMENT TERMS:**

- Nonpublic School:* The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
- Nonpublic School:* The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
- Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \_\_\_\_\_

**Estimated Number of Days** \_\_\_\_\_ **x Daily Rate** \_\_\_\_\_ = **PROJECTED BASIC EDUCATION COSTS** \_\_\_\_\_

**B. RELATED SERVICES:**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \_\_\_\_\_



*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2024-2025*



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**2024-2025**

**CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY:** California Online Public Schools

**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

Milestones Therapy Group, A Professional Speech-Language Pathology Corporation

**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on August 29, 2024, between **California Online Public Schools which includes California Online Public Schools Central Coast, California Online Public Schools Central Valley, California Online Public Schools Monterey Bay, California Online Public Schools North Bay, California Online Public Schools Northern California, and California Online Public Schools Southern California**, hereinafter referred to as the local educational agency ("LEA"), a member of the **El Dorado** SELPA and

Milestones Therapy Group, A Professional Speech-Language Pathology Corporation

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children’s institution (hereinafter referred to as “LCI”), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR’s certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of CONTRACTOR’s failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2024 to June 30, 2025 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR’s ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

## 7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,
  - ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,

- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term "days" means calendar days unless otherwise specified.
- h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term "Master Contract" also means "Contract" and is referred to as such in this document.

## **ADMINISTRATION OF CONTRACT**

### **8. NOTICES**

All notices provided for by this Contract shall be in writing. Notices shall be mailed, emailed, or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed or emailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### **9. MAINTENANCE OF RECORDS**

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, including verification of behavior training consistent with 56366.1; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws, if applicable; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing

financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

**10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

**11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

**12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

**13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

**14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided

in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.
- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

## **PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY ("RTC")**

When CONTRACTOR is an NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:
  - \$3,000,000 per occurrence
  - \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.
- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. INDEPENDENT CONTRACTOR

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 44 Clearance Requirements and Section 45 Staff Qualifications of this Master Contract.

## 19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## 20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq.*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS: (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading

toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student's IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children's Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student's ISA developed in accordance with the student's IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student's IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student's IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student's ISA developed in accordance with the student's IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure

coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## 25. CALENDARS

When CONTRACTOR is an NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## 26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development,

service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff. CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## **29. MANDATED ATTENDANCE AT LEA MEETINGS**

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

### 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

1. any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
2. an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
3. an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
4. an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;

5. restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
6. locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
7. an intervention that precludes adequate supervision of the individual;
8. an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA

student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii)) and pursuant to California Education Code section 56345 (b) (4).

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### 33. SURROGATE PARENTS AND FOSTER YOUTH

CONTRACTOR shall recognize an LEA appointed surrogate parent assignments for students without parental representation, including unaccompanied homeless youths, in special education procedures pursuant to California Government Code Section 7579.5. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### 34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### 35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### 36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. GRADES, HIGH SCHOOL COURSE CREDITS, & TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR is responsible for assigning grades for any course of instruction taught at the NPS. The grades determined by the pupil's teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final and consistent with the provisions specified in EC Section 49066. The grades each pupil receives in all courses of instruction taught by the NPS shall be reported to the parents and the LEA on a quarterly basis. Consistent with the LEA, should it become evident to the NPS the pupil is in danger of failing a course, the CONTRACTOR must initiate a parent conference, and the LEA representative must be in attendance.

When CONTRACTOR serves students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements. CONTRACTOR shall not recommend awarding a high school diploma to students who have not successfully completed all of the LEA's graduation requirements.

Pupils enrolled in high school during the 2020-2021 academic year may request a Pass or No Pass grade as permitted in EC Section 49066.5, which may be reflected on the student's transcript and shall not negatively affect the pupil's grade point average.

CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns, both verbal and written, reported to pupil's parents shall also be provided, in writing, to the LEA.

### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the

California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal IDEA (20 U.S.C. Sec. 1400 et seq.) and shall be certified or licensed by the state to provide nonmedical care, clinical services, or short-term residential therapeutic programs, as applicable to the facility type.

#### 42. STATE MEAL MANDATE

When CONTRACTOR is a NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; ; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

##### (OPTIONAL)

LEA, at its sole discretion, may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

#### 43. MONITORING

The State Superintendent of Public Instruction (“Superintendent”), through the delegated monitoring activities to the California Department of Education (CDE), shall monitor CONTRACTOR’S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

The LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the CONTRACTOR site certified as an NPS where the LEA has placed a pupil and entered into a master contract. The monitoring visit shall include, but is not limited to, a review of services specified on the ISA and provided to the pupil, a review of progress the pupil is making toward the goals set forth in the pupil’s IEP, a review of progress the pupil is making toward the goals set forth in the pupil’s behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the CDE within 60 calendar days of the onsite visit.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student’s instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR employees, and review each student’s records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR’s site administrative office. CONTRACTOR shall be invited to participate in the review of each student’s progress.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

### PERSONNEL

#### 44. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California

Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students, in-person or virtually, until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

#### 45. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### 46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### 47. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

#### **(OPTIONAL)**

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

**48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

**HEALTH AND SAFETY MANDATES**

**49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

**50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to:

disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

#### **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal

requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

### NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was

served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

#### NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

#### NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

### **60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

### **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## 62. RATE SCHEDULE

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## 63. DEBARMENT CERTIFICATION

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by

any Federal agency, and

- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on August 29, 2024 and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

Milestones Therapy Group, A Professional

Speech-language Pathology Corporation  
California Online Public Schools

**Nonpublic School/Agency**

**LEA Name**

DocuSigned by:  
By: Breanna Blumer 5/18/2024  
Signature Date

DocuSigned by:  
By: LaChelle Carter 5/15/2024  
Signature Date

Breanna Blumer

LaChelle Carter, Director of Finance

**Name and Title of Authorized Representative**

**Name and Title of Authorized Representative**

**Notices to CONTRACTOR shall be addressed to:**

Breanna Blumer, Owner/Clinical Director

**Notices to LEA shall be addressed to:**

LaChelle Carter, Director of Finance

**Name and Title**  
Milestones Therapy Group

**Name and Title**  
California Online Public Schools

**Nonpublic School/Agency/Related Service Provider**

**LEA**

1968 S. Coast Hwy Suite 370

33272 Valle Road

**Address**  
CA 92651 Laguna Beach

**Address**  
San Juan Capistrano CA 92675

**City State Zip**  
949-229-2021 N/a

**City State Zip**  
(949) 401-8133 (949) 240-7895

**Phone Fax**  
blumer@milestonestherapygroup.com

**Phone Fax**  
lcarter@californiaops.org

**Email**

**Email**

**Additional LEA Notification  
(Required if completed)**

**Name and Title**

**Address**

**City State Zip**

**Phone Fax**

**Email**

**EXHIBIT A: 2024-2025 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: Milestones Therapy Group, A Professional Speech-Language Pathology Corporation

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
  
- 2) Inclusive Education Program  
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: \_\_\_\_\_
  
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415) Individual/Group</u>	<u>108.77 / 81.68</u>	<u>Hour Individual/ Hour Group per ST.</u>
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	<u>125.00</u>	<u>Hour</u>
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____

<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>College Awareness (820)</u>	_____	_____
<u>Work Experience Education (850)</u>	_____	_____
<u>Job Coaching (855)</u>	_____	_____
<u>Mentoring (860)</u>	_____	_____
<u>Travel Training (870)</u>	_____	_____
<u>Other Transition Services (890)</u>	_____	_____
<u>Other (900)</u>	_____	_____
<u>Other (900)</u>	_____	_____

**Additional Terms**

**Additional Terms Regarding Extended School Year (ESY)**

If students in the CONTRACTOR'S caseload are approved to receive Extended School Year (ESY) services based on their IEPs, the current school year rates will apply. LEA will not pay for non-ESY services and services that fall outside of the contracted school year (i.e. after June 30th and before the 1st day of school of the following school year), unless it has been pre-approved by LEA's Director of Student Services.

Initial BB

**Additional Terms Regarding Early Start Dates**

August 29, 2024 and August 30, 2024 are approved early start dates for the 2024-25 SY. These two days will be used for CalOPS training, scheduling, and introductory calls to families. These two days have been approved for up to 8 hours per provider at \$25.00 per hour.

Initial BB

**Additional Terms Regarding Invoices and Payment**

The period of 30-45 days refers specifically to business days, not calendar days. Please take into account all holidays and breaks during fall, winter, spring, and summer as they may extend the review time for invoices originally scheduled within the 45-day window. Any submissions received after work hours or during holidays or breaks will be processed on the first business day after the office resumes operations.

Initial BB

**Milestones Therapy Group, A Professional  
Speech-Language Pathology Corporation**  
NPA Contractor Name

**2024-2025**  
**Contract Year**

**NPA Contact Information:**  
**blumer@milestonestherapygroup.com**  
**949-229-2021**  
**[www.milestonestherapygroup.com](http://www.milestonestherapygroup.com)**

*Special education and/or related services offered by CONTRACTOR, and the charges for such education and/or related services during the term of this contract shall be as follows.*

SERVICE	SPECIFICATIONS	RATE	INCREMENT
<b>Language and Speech Therapy - Group</b>	- Group speech-language therapy sessions delivered in accordance with student's IEP, via teletherapy - Rate is paid in full for sessions scheduled and made available by the therapist, following the student's IEP, including sessions where student is absent - Rate is charged per student per hour	<b>\$81.68</b>	<b>per hour</b>
<b>Language and Speech Therapy - Individual</b>	- Individual speech-language therapy sessions delivered in accordance with student's IEP, via teletherapy - Rate is paid in full for sessions scheduled and made available by the therapist, following the student's IEP, including sessions where student is absent	<b>\$108.77</b>	<b>per hour</b>
<b>Language and Speech (Evaluation)</b>	- Initial or Triennial evaluations conducted by a licensed/credentialed speech-language pathologist - Billed to a maximum of 7 hours per evaluation to include testing, observation, interview, record review, evaluation report writing, and IEP preparation	<b>\$151.14</b>	<b>per hour</b>
<b>IEP Meeting Attendance</b>	- Billed for duration of scheduled meeting or actual meeting run-time, whichever is longer - 1 hour minimum per IEP meeting	<b>\$151.14</b>	<b>per hour</b>
<b>Progress Reports</b>	- Provided per CalOPS schedule for progress reporting	<b>\$25.00</b>	<b>per progress report</b>
<b>Case Management Services</b>	Case management services delivered on a <b>full-time basis, 40 hours/week</b> when school is in session, for a caseload of <b>up to 35 students per full-time case manager</b> . Services provided by licensed/credentialed speech-language pathologist for speech-only students. Duties include:  - Scheduling and delivering speech therapy service minutes to students assigned on the case load in accordance with their IEPs - Regular contacts with all families on the caseload - Logging student participation and all synchronous contacts per CalOPS protocols - IEP related duties, including but not limited to writing elements of the IEP, scheduling IEP meetings, contributing to IEP meetings, obtaining signatures on IEPs, etc. - SEIS related duties, including but not limited to maintaining student IEP and associated documents in SEIS, correcting SEIS errors, following CalCA SEIS protocols, etc. - Being responsive to CalCA staff, parents and students using a variety of communication methods, including phone, email, webmail, text, etc. with an expected response time of less than 72 hours, with 24 hours being the norm - Other duties related to the case management of the assigned caseload - Does NOT include Initial or Triennial evaluations, which are billed separately	<b>\$125.00</b>	<b>per hour</b>
<b>Supervision - Speech Language Pathology</b>	- Clinical supervision, training, mentorship, or management of speech-language pathologists or SLPAs via telepractice, including development and implementation of training materials, procedures, and special projects - Consultation with non-Milestones Therapy Group speech-language pathologists	<b>\$125.00</b>	<b>per hour</b>
<b>Assistive Technology (Service)</b>	- Assistive technology services delivered by an assistive technology professional in accordance with student's IEP, via teletherapy	<b>\$125.00</b>	<b>per hour</b>
<b>Assistive Technology (Evaluation)</b>	- Assistive technology evaluation delivered by an assistive technology professional via teletherapy - Billed to a maximum of 7 hours per evaluation, to include testing, observation, interview, report writing, and device trials, if warranted	<b>\$151.14</b>	<b>per hour</b>

  
Contractors Signature

**5/3/2024**  
**Date**

Signee Name: Breanna K. Blumer

Signee Title: Owner and Clinical Director

**EXHIBIT B: 2024-2025 ISA**

**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**  
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2024 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2025, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex:  M  F Grade: \_\_\_\_\_  
(Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting:  Home  Foster  LCI # \_\_\_\_\_  OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ (Residence) (Business)  
Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_  
(If different from student)

**AGREEMENT TERMS:**

1. *Nonpublic School:* The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year  
\_\_\_\_\_ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \_\_\_\_\_

**Estimated Number of Days** \_\_\_\_\_ **x Daily Rate** \_\_\_\_\_ = **PROJECTED BASIC EDUCATION COSTS** \_\_\_\_\_

**B. RELATED SERVICES:**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)J							
Other (900)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \$ \_\_\_\_\_



**SAN JOAQUIN COUNTY OFFICE OF EDUCATION**  
**STUDENT SUCCESS TEAM MANAGEMENT SYSTEM**

**LICENSE AGREEMENT**

**May 15, 2024 - JUNE 30, 2027**

This License Agreement (“Agreement”) is entered into this 15<sup>th</sup> day of May, 2024, by and between the San Joaquin County Office of Education, a county office of education of the state of California, (hereinafter “Provider”) and the California Online Public Schools (hereinafter “Customer”), (collectively hereinafter “Parties”).

**INTRODUCTION**

**WHEREAS**, the Provider is the operator and owner of a web-based suite of tools, known as the Student Success Team System Management System (hereinafter “BEYOND SST”), for use by schools, school districts and county offices of education in formulating, updating, tracking, storing and reporting on Pupil Records, including, but not limited to, Student Success Team and 504 forms.

**WHEREAS**, Customer is interested in contracting with Provider in order to use BEYOND SST in Customer’s region.

**NOW, THEREFORE**, the Parties hereto agree as follows:

**ARTICLE I**  
**DEFINITIONS**

- 1.1 “BEYOND SST” means the BEYOND SST System, which is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 1.2 “Administrative Contact” means the individual authorized by Customer to receive and provide information required to administer this Agreement.
- 1.3 “Adult Pupil” means a Pupil who has reached 18 years of age.
- 1.4 “Agreement” means this License Agreement.
- 1.5 “Authorized User” means the individual(s) authorized to access BEYOND SST on behalf of the Customer according to the terms of this Agreement.
- 1.6 “Customer Data” means documents, information, data, including Pupil Records submitted to Provider by Customer for processing through BEYOND SST and/or documents, information, and data input or maintained in BEYOND SST by Customer.
- 1.7 “Deidentified Information” means information that cannot be used to identify an individual pupil.
- 1.8 “Effective Date” means the date upon which this Agreement has been executed by both the Provider and the Customer.
- 1.9 “Password” means the License code provided to Customer’s Authorized Users to enable access to

BEYOND SST.

- 1.10 “Parent” means a natural parent, an adopted parent or legal guardian of a Pupil.
- 1.11 “Pupil” or “Pupils” means a student or students of Customer.
- 1.12 “Personal User Identification” means the identification code given to Customer’s Authorized Users.
- 1.13 “Personally Identifiable Information” includes: 1) the Pupil’s name, 2) the name of the Pupil’s parent or other family members, 3) the address of the Pupil or Pupil’s family, 4) a personal identifier, such as a Pupil’s social security number, Pupil’s number, or biometric record, 5) other indirect identifiers, such as the Pupil’s date of birth, place of birth, and mother’s maiden name, 6) other information that, alone or in combination, is linked or linkable to a specific Pupil that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the Pupil with reasonable certainty, or 7) information requested by a person who the educational agency or institution reasonably believes knows the identity of the Pupil to whom the Pupil Record relates.
- 1.14 “Pupil Records” means both of the following: 1) any information directly related to a Pupil that is maintained by Provider, including Personally Identifiable Information, and 2) any information acquired directly from the Pupil through the use of instructional software or applications assigned to the Pupil by a teacher or other Customer employee. “Pupil Records” does not mean aggregated Deidentified Information used by Provider for the following purposes: to improve educational products for adaptive learning purposes and for customizing Pupil learning; to demonstrate the effectiveness of Provider’s products in the marketing of those products; or for the development and improvement of educational sites, services, or applications.
- 1.15 “SELPA” means Customer’s Special Education Local Plan Area.
- 1.16 “Team” means the dedicated team providing early identification and early intervention for students.
- 1.17 “System Launch Date” means the earlier of: a) the date the BEYOND SST system is ready for use by Customer at the conclusion of the first training session as described in Section 2.13 (a) a) of this Agreement; or b) one hundred twenty (120) days after the Effective Date.
- 1.18 “Training Unit” means one day of training, Administrator or Teacher, whether it is one single all day session or multiple sessions within a single day (not to exceed 8 total hours total within a day).

**ARTICLE II  
BEYOND SST SERVICES**

- 2.1 Commencing on the Effective Date, Customer shall have the nonexclusive right, for the purposes and subject to the terms and conditions stated in this Agreement, for Customer’s Authorized Users to obtain access to and use of BEYOND SST at [www.BeyondSST.org](http://www.BeyondSST.org).
- 2.2 BEYOND SST is a full-featured system for formulating, updating, tracking, storing, and reporting on student data and Student Success Team and 504 forms.
- 2.3 Implementation Steps and Timelines: The following steps, Implementation Meeting, Dataload and

Training will be undertaken to implement use of BEYOND SST by the Customer after the Effective Date of this Agreement. See Appx “C” for Implementation Timeline Agreement.

#### 2.4 Implementation Meeting

(a) This mandatory planning meeting may be held at the Customer’s location, and must be held within 120 days of the Effective date of this contract, unless specific arrangements have been made to do otherwise.

(b) Specific due dates for data submission and System Manager/SST Coordinator Training will be established at the Implementation Meeting, using the form set forth in Appendix “C”. Failure by the Customer to supply data by the dates established may result in additional fees and cancelled or delayed trainings.

#### 2.5 Customer Data Submission and Loading

(a) Customer submits to Provider the Customer Data for loading which meets the Beyond SST data structure specifications requested by Provider.

(b) Customer Data shall be submitted on provided Excel templates and shall be complete for all participating districts noted on Appx. B.

(c) Files for all participating districts will be merged rather than being submitted by individual participating districts.

2.6 Dataload Phase 1, District and Schools. The following Phase 1 Dataload files are to be provided by Customer for loading no later than 15 days from the Implementation Meeting Date.

(a) Verify or supply details of all districts participating under this agreement, listed on Appx. B

(b) Verify or supply details of all schools within the districts that are participating under this agreement, listed on Appx. B

2.7 Dataload Phase 2, Authorized Users. The following Phase 2 Dataload files are to be provided by Customer for loading no later than 30 days from the Implementation Meeting Date.

(a) All authorized SELPA Level users (Optional)

(b) All authorized District Level users for each district participating under this agreement, listed on Appx. B

(c) All authorized School Site level users including Administrative/Clerical and SST Coordinators for each participating school from each district participating under this agreement, listed on Appx B

(d) All authorized Teacher Level users for each participating school from each district participating under this agreement, listed on Appx. B

2.8 Dataload Phase 3, Student Files. The following Phase 3 Dataload files are to be provided by Customer for loading no later than 35 days from the Implementation Meeting Date, and no later than 15 working days before the first System Manager Training date.

(a) To the best of their ability client shall provide a listing of students who currently have an active 504 plan, an active SST and any students who are being considered for an SST or are receiving early interventions in the classroom.

NOTE: This dataload does not include every district student.

(b) Any teachers included on the Student File must also be submitted on the Teacher file in Phase

2.9 Delays and Subsequent Dataloads. In the event the data submission deadline falls on a weekend or holiday, the data will be deliverable on the first workday after. Any dataloads subsequent to the established Phase 1, 2 and 3 dates may be subject to additional fees. In the event that Customer delays the submission of student data, authorized user information or district/school data more than one (1) time beyond an agreed upon submission date, Customer may be billed a penalty of Seven Hundred Fifty Dollars (\$750.) per day for each day of delay. Provider retains the right to refuse to do any loading of data provided after training has begun.

NOTE: Any data submitted to Provider that does not match data structure specifications requested by Provider may be subject to a new agreement. Loading of any additional Student Data other than what is provided on the Excel Dataload file templates may also be subject to a new agreement.

2.10 Training: Provider will make every effort to accommodate Customer's desired training dates, however trainings are scheduled based on availability of Provider staff.

Under this Agreement, Provider will provide four (4) Training Units, including at least one (1) unit of System Management/SST Coordinator Training. Additional training units may be purchased (subject to availability of schedule).

2.11 System Management/SST Coordinator Level Training.

2.12 Teacher Training (Direct or Training of Trainers).

2.13 System Management Level Training - To be held within 60 days of the Implementation Meeting and within 120 days of the Effective Date.

(a) The System is considered "Launched" (System Launch Date) on the date of the System Management Training,

(b) To be scheduled by the Customer no more than 20 days before the beginning of Teacher Level Training.

(c) Sessions will last approximately six hours with groups of 20 to 25 users.

(d) System Management Level Training must be completed prior to Teacher Training.

2.14 Teacher Training, TOT or Direct

(a) To be scheduled by the Customer no more than 20 days after the System Management training.

(b) Unless a different agreement is made between Customer and Provider at the Implementation Meeting, Teacher Trainings are to be scheduled to begin no more than 20 days after System Management training.

(c) Teacher TOT sessions last approximately 6 hours with groups of 20-25 users

2.15 Hosting, Enhancement and Maintenance.

(a) BEYOND SST will be hosted for the Customer for a period of thirty-six (36) months commencing with the System Launch Date.

(b) Customer can choose to use any forms currently available in the system for no extra charge for programming or maintenance fee increases, as long as the forms are used as-is with no changes.

(c) Help Desk Services: Both telephone and online Help Desk service will be provided for the duration of this Agreement. Help Desk hours are Monday through Friday 8:00 a.m. through 5:00 p.m., excluding Provider's holidays. During these hours, Provider shall endeavor to respond to Help Desk inquires within 24 hours of receipt (weekends and holidays excluded).

(d) It is anticipated that enhancements to BEYOND SST will be ongoing.

2.16 It is understood and agreed that maintenance may be required from time to time and Provider will endeavor to provide Customer with reasonable prior notice of such maintenance by posting such notice on the home page of BEYOND SST. It is also understood that emergency maintenance may be required and, in such case, prior notice of such maintenance will not be provided to Customers.

**ARTICLE III  
LICENSE FEE AND PAYMENT TERMS**

3.1 **License Fee:** In consideration for the license to obtain access to and use BEYOND SST as provided herein, Customer agrees to pay Provider the License and Set Up Fees as specified in Appendix "A" and calculated based on the most recent CBEDS enrollment count reported to the state of California for the Customer and any related entities listed in Appendix "B", as of the current fiscal year. Provider reserves the right to charge the Provider's standard implementation fee should the Customer agree to a new Agreement at a later date.

3.2 **Payment Terms:**

(a) Customer shall be invoiced for the Year One License Fee and Setup Fee upon the Provider's initial receipt of Customer Data for the amount of Twelve Thousand, Six Hundred and Fifty-Six Dollars (\$12,656.00)

(b) Customer shall be invoiced for the Year Two License twelve (12) months after the Year One License Fee invoice date for the amount of Ten Thousand, One Hundred and Twenty-Five Dollars (\$10,125.00)

(c) Customer shall be invoiced for the Year Three License twenty-four (24) months after the Year One License Fee invoice date for the amount of Ten Thousand, One Hundred and Twenty-Five Dollars (\$10,125.00)

(d) Customer shall remit payment to Provider within thirty (30) calendar days of Customer's receipt of invoices.

NOTE: 10% Discount applied.

#### **ARTICLE IV TERM AND TERMINATION**

- 4.1 This Agreement shall be in effect between the Provider and the Customer beginning with the Effective Date and terminating twenty-six (26) months from the Effective Date. (“Initial Term”). The Initial Term may be extended pursuant to written agreement between Provider and Customer.
- 4.2 In addition to the right to terminate pursuant to Article XII, either Provider or Customer may terminate this Agreement upon at least thirty (30) days prior written notice to the other party, with such termination under this Section 4.2 to be effective at the end of the current period for which Customer has paid License Fees when the notice of termination is provided.
- 4.3 The provisions under which this Agreement may be terminated shall be in addition to any and all other legal remedies which either party may have for the enforcement of any and all terms hereof, and do not in any way limit any other legal remedy such party may have.

#### **ARTICLE V CONTENT AND USE OF BEYOND SST**

- 5.1 The Customer shall have the right to provide Customer Data to Provider for inclusion in BEYOND SST as follows:
  - (a) Customer is authorized to submit Customer Data to BEYOND SST. By submission of Customer Data to Provider, Customer grants Provider a nonexclusive, royalty-free license to include the Customer Data in Provider’s BEYOND SST for use by Customer’s Authorized Users of BEYOND SST, with such use to include, but not be limited to copying, displaying, modifying, and preparation of reports under the terms and conditions of this Agreement.
  - (b) Customer hereby warrants and represents that such Customer Data does not violate any intellectual property rights or privacy rights of third parties. Customer hereby agrees to indemnify, defend and hold harmless Provider from any and all liability associated with Provider’s inclusion of Customer Data in BEYOND SST. Customer further assumes sole responsibility for compliance with all intellectual property and privacy laws by any Authorized Users of the customer.
  - (c) Customer shall have the right to possession of its Customer Data and Ownership and Control of Customer Data, Including Pupil Records. At all times during the term of this Agreement and after the expiration or earlier termination of this Agreement as set forth in Section 4.2, all Pupil Records remain the exclusive property of Customer and Customer retains exclusive rights, ownership and control thereto.
  - (d) Use of Pupil Records. Provider shall not use any Pupil Records to which it has access by way of this Agreement for any purpose other than those required or specifically permitted by this Agreement.
  - (e) Review and Correction of Pupil Records. A Parent or Adult Pupil may review his/her Pupil Records that are retained, stored, hosted, accessed or used by Provider by

making a request in writing to Customer for access to the subject Pupil Records. Subject to Customer verification of identity, approval of disclosure and redaction of any Personally Identifiable Information of a Pupil other than the Pupil of the Parent or Adult Pupil, who is making the request, Customer will direct Provider to provide access to any/all requested Pupil Records within five (5) business days or as otherwise required by law, by issuing the Parent or Adult Pupil a temporary user name and password to log on to the Provider's software/information system to review the requested Pupil Records. This time frame may be extended by written consent of the Parent or Adult Pupil. A Parent or Adult Pupil may submit written corrections to Pupil Records retained, stored, hosted, accessed or used by Provider to Customer. Customer shall have exclusive authority over Provider with respect to authorizing disclosure of Pupil Records pursuant to this Agreement.

(f) A Parent or Adult Pupil may correct erroneous information identified upon review of Pupil Records by making a written request to Customer. Subject to Customer's verification of identity and approval of such a request to correct the erroneous information, Customer shall notify Provider of the approved request and direct Provider to correct the erroneous information. Provider will not make any modification to Pupil Records unless specifically directed to do so by Customer. Provider shall direct all requests to review and/or correct erroneous information to Customer through the following contact information:

Name: Marianne Masino  
Phone Number: (760) 230-8623  
Email: mmasino@californiaops.org  
Address: 33272 Valle Road, San Juan Capistrano, CA 92675

5.2 Targeted Advertising Prohibited. Provider shall not use any Customer Data, including Pupil Records, to engage in targeted advertising during the term of this Agreement, and this provision survives the termination of this Agreement.

## **ARTICLE VI PROVIDER'S PROPRIETARY RIGHTS IN BEYOND SST/NONDISCLOSURE**

6.0 Customer acknowledges that BEYOND SST is the property of the Provider and that the value of BEYOND SST is in part determined by the Provider's ability to limit access to and use of BEYOND SST.

6.1 Except as specifically allowed in this Section 6.2, Customer agrees not to disclose or make available to any third party any of Provider's proprietary property to which Customer is granted access pursuant to this Agreement, including, without limitation, manuals and instructions for operation of BEYOND SST, knowledge of operating methods, Passwords, Personal User Identification, and the names and designations of any equipment comprising the system. Customer may grant, to a Third Party Service Provider, access to Provider's proprietary property described in this Section 6.2 on the condition that the Third Party Service Provider agrees to comply with the Customer's obligations under this Agreement.

6.2 To further protect the Provider's proprietary rights in BEYOND SST, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each

Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement and require each Authorized User to maintain those obligations. Each Authorized User shall agree to the Terms of Use required of all users of the website before accessing the BEYOND SST website.

6.3 Customer's Authorized Users are prohibited from accessing or using BEYOND SST for any purpose other than to serve the Customer in connection with this Agreement. If an Authorized User uses BEYOND SST for any unauthorized purpose, the use shall be deemed a breach of this Agreement.

6.4 BEYOND SST and all supporting documentation shall remain the property of the Provider, excluding Customer Data, which includes Pupil Records, provided by Customer.

## **ARTICLE VII PROTECTION OF PRIVATE CUSTOMER DATA**

7.1 Customer and Provider recognize that some Customer Data contains Pupil Records and are confidential pursuant to relevant federal and state law, including but not limited to 20 USC section 1232(g) and Education Code sections 49060, *et seq.* Both Customer and Provider certify they will each abide by all applicable state and federal laws concerning Pupil Records.

7.2 Customer shall inform each Authorized User of the need to protect Customer Data containing Pupil Records. Customer agrees not to disclose or make available to any third party any Pupil Records to which Customer's Authorized users are granted access pursuant to this Agreement.

7.3 To further protect Customer Data, Customer agrees to restrict access to BEYOND SST to Customer's Authorized Users. In addition, Customer agrees to advise each Authorized User before he or she receives access to BEYOND SST, of the obligations of Customer under this Agreement, and will require each Authorized User to maintain those obligations.

7.4 Any failure by an Authorized User to protect Pupil Records shall be deemed a breach of this Agreement.

7.5 All Customer Data, including Pupil Records shall remain the property of Customer.

7.6 Security and Confidentiality of Pupil Records. Provider will do the following to ensure the security and confidentiality of Pupil Records:

(a) Designate an employee responsible for the training and compliance of all Provider employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement.

(b) Provider will protect the confidentiality of Pupil Records and take all reasonably necessary measures consistent with industry standards to protect Customer Data from any and all unauthorized access and disclosures.

(c) Provider has designated an individual responsible for training Provider employees, agents and assigns on reasonable protection measures and the confidentiality of Pupil Records consistent with state and federal law.

(d) Provider shall not disclose Pupil Records, except as specified under the terms of this Agreement or as required by law.

(f) Provider shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used Pupil Records received from or on behalf of Customer and/or Pupils.

(g) Provider warrants that all confidentiality and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by Provider, if any, to execute the terms of this Agreement.

(h) Provider warrants that all Pupil Records will be encrypted in transmission and storage.

(i) Provider will use appropriate and reliable storage media, which shall include weekly backup of all input provided by Customer and offsite storage of backup material for a 30-day period.

7.7 Unauthorized Disclosure Notifications. In the event of an unauthorized disclosure of Pupil Records, the following process will be followed:

(a) Immediately upon becoming aware of a compromise of Pupil Records, or of circumstances that could have resulted in an unauthorized access to or disclosure of Pupil Records, Customer and Provider agree to notify the other Party, fully investigate the incident and fully cooperate with the other Party's investigation of the incident, implement remedial measures and respond in a timely manner.

7.8 Parent or Adult Pupil will be immediately notified of:

(a) The nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.);

(b) The specific Pupil Records that were used or disclosed without authorization;

(c) What Provider and Customer have done or will do to mitigate any effects of the unauthorized use or disclosure; and

(d) What corrective action Provider and Customer have taken or will take to prevent future occurrences.

7.9 Except as otherwise required by law, Provider will not provide notice of the incident directly to the Parent or Adult Pupil whose Pupil Records were involved, regulatory agencies, or other entities, without prior written permission from Customer.

7.10 Compliance with Applicable Laws. Customer Data, includes Pupil Records subject to the Family Educational Rights and Privacy Act (20 U.S.C. Sec. 1232g). Provider recognizes that as a county office of education and public entity, Provider is considered a "School Official" (as the term is used in FERPA and its implementing regulations) for any and all software, hosting and services provided to Customer through this Agreement. The Parties agree that the services provided to Customer through this Agreement serve a "legitimate educational interest," as defined and used in FERPA and its implementing regulations. The Parties agree to jointly ensure compliance with FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California

law, including but not limited to Education Code section 49060 et. seq. The Parties shall comply with the following process for compliance with FERPA and California law:

Provider and Customer warrant that they are familiar with the confidentiality, security and disclosure requirements of FERPA, its implementing regulations and Pupil privacy and confidentiality requirements of California law, including but not limited to Education Code section 49060 et. seq. and have designated an individual responsible for ensuring compliance therewith.

Provider and Customer shall abide by the disclosure, security, breach notification, retention/destruction and use provisions contained in this Agreement and as required by law.

By the signature of its authorized representative or agent below, Provider hereby acknowledges that Customer has provided notice under Education Code section 49075(a) and 34 C.F.R. section 99.33(d) that Provider is strictly prohibited from disclosing Pupil Records from Customer to any third party without the prior written consent and direction to authorize disclosure by Customer.

Within thirty (30) days of the effective date of termination of this Agreement, or within thirty (30) days from completion of this Agreement, Provider warrants that it will securely transmit all Customer Data, including Pupil Records, to Customer in ASCII delimited file format or other mutually agreed format, without retaining any copies of Customer Data. In the alternative, and subject to a written request from Customer, Provider will securely destroy all Customer Data, including Pupil Records, upon termination of this Agreement. Provider will then provide verification to Customer that the Customer Data not otherwise returned to Customer was destroyed pursuant to Customer's written request, the date of destruction and the method of destruction.

#### **ARTICLE VIII PERSONAL USER IDENTIFICATION AND PASSWORD PROVIDED**

8.1 Customer's Authorized Users shall gain access to BEYOND SST via the Internet through the Authorized Users' Personal User Identification and Password.

8.2 Immediately following the initial data loading of Authorized Users, Customer shall assume sole responsibility for the management of Personal User Identification and Passwords for all Customers' Authorized Users. The Customers' Administrative Contact, or designee at either the SELPA or school district level, shall be responsible for ensuring that Personal User Identification and Passwords are provided only to Authorized Users and for managing, disabling or authorizing new Authorized Users Personal User Identification and Passwords.

#### **ARTICLE IX PASSWORD USE AND SECURITY**

9.0 Customer agrees to assume sole responsibility for the security of the Passwords issued to it. Customer is solely responsible for disabling lost or stolen Passwords and Personal User Identification and for disabling user accounts that are no longer active.

#### **ARTICLE X LIABILITY FOR FAILURES OR DELAYS**

10.1 Customer agrees that Provider shall not be liable in any way for any delays or failures in

performance or for any interruption of Provider’s service and further agrees to indemnify and hold Provider harmless from any loss or claims or loss arising out of the use of Provider’s service or any materials provided under this Agreement.

**ARTICLE XI  
WARRANTY DISCLAIMER**

**11.1 PROVIDER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND WITH RESPECT TO SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE OR MERCHANTABILITY. PROVIDER ASSUMES NO RESPONSIBILITY IN CONNECTION WITH THE USE OF ANY OF THE SERVICES, DOCUMENTS, OR DATA MADE AVAILABLE BY PROVIDER. CUSTOMER AGREES THAT PROVIDER SHALL NOT BE LIABLE FOR ANY SPECIAL, INCIDENTAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES OR FOR THE LOSS OF PROFIT, REVENUE OR DATA ARISING OUT OF THE SUBJECT MATTER OF THIS AGREEMENT, EVEN IF CUSTOMER HAS BEEN ADVISED OF THE POSSIBILITY OF POTENTIAL LOSS OR DAMAGE.**

**ARTICLE XII  
DEFAULT**

12.1 Events Of Default. This Agreement may be terminated by the nondefaulting party if any of the following events occur: (1) if a party materially fails to perform or comply with this Agreement or any provision hereof; (2) if a party becomes insolvent or admits in writing its inability to pay its debts as they mature, or makes an assignment for the benefit of creditors; (3) if a petition under any foreign, state or United States bankruptcy act, receivership statute, or the like, as they now exist, or as they may be amended, is filed by a party; or (4) if such a petition is filed by any third party, or an application for a receiver is made by anyone and such petition or application is not resolved favorably within ninety (90) days.

12.2 Obligations On Termination By Default. Within ten (10) days after termination of this Agreement, Customer shall cease and desist use of BEYOND SST. Provider reserves the right to disable any and all Passwords issued to Customer upon Customer’s default herein.

**ARTICLE XIII  
NOTICES**

13.1 All notices, authorizations, and requests in connection with this Agreement shall be deemed given (i) five (5) days after being deposited in the U.S. mail, postage prepaid, certified or registered, return receipt requested; or (ii) one (1) day after being sent by overnight courier, charges prepaid, with confirming fax; and addressed as first set forth below or to such other address as the party to receive the notice so designates by written notice to the other party.

**Provider**

Name: San Joaquin County Office of Education  
Attn: Johnny Arguelles  
Director, CodeStack

Address: P.O. Box 213030  
Stockton, CA 95213

**Customer**

Name: California Online Public Schools  
Attn: Richard Savage,  
Superintendent, CalOPS

Address: 33272 Valle Road  
San Juan Capistrano, CA 92675

Phone: (209) 468-5924  
Fax: (209) 468-9235

Phone: (800) 906-5166  
Fax: (949) 240-7895

#### **ARTICLE XIV INDEMNITY**

14.1 In addition to the provisions stated above in Article V, X and XI, Customer agrees to defend, indemnify and hold harmless Provider and its Board of Education, Board members, directors, officers, employees and agents from and against all damages, costs (including reasonable attorneys' fees), judgments and any other expenses arising out of or on account of any third party claim resulting or arising from Customer's use of BEYOND SST, or Customer's breach of any terms of this Agreement either by intentional misconduct or negligence of Customer's directors, officers, employees or agents.

#### **ARTICLE XV GOVERNING LAW, JURISDICTION AND VENUE**

15.1 The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the state of California.

15.2 The California state court, County of San Joaquin, shall have exclusive jurisdiction and venue over any dispute arising out of this Agreement, and Customer hereby consents to the jurisdiction of such courts.

#### **ARTICLE XVI SEVERABILITY**

16.1 If any provisions of this Agreement shall be held to be invalid, legality and enforceability of the remaining provisions shall not be in any way affected or impaired thereby.

#### **ARTICLE XVII NON ASSIGNABILITY**

17.1 This Agreement shall be binding upon, inure to the benefit of the parties hereto and their respective successors and assigns; provided, however that the rights and benefits conferred upon Customer hereunder may not be assigned or otherwise transferred by Customer without prior written consent of the Provider.

#### **ARTICLE XVIII ENTIRE AGREEMENT**

18.1 This Agreement embodies the entire understanding of the parties and supersedes all previous communications, representations, or understandings, either oral or written, between the parties relating to the subject matter herein.

#### **ARTICLE XIX MODIFICATIONS**

19.1 This Agreement may not be supplemented, modified, amended, released or discharged except by an instrument in writing signed by each party's duly authorized representatives.

**ARTICLE XX  
NON WAIVER OF RIGHTS**

20.1 Customer and Provider agree that no failure to exercise and no delay in exercising any right, power, or privilege on the part of either party shall operate as a waiver of any right, power or privilege under this Agreement. Customer and Provider further agree that no single or partial exercise of any right, power, or privilege under this Agreement shall preclude further exercise thereof.

**CONTRACTOR/CONSULTANT to Provide Insurance**

CONTRACTOR/CONSULTANT shall not commence any work before obtaining and shall maintain in force at all times during the term and performance of this Agreement, to the extent required by law, the policies of insurance specified below.

1. I am aware of the provisions of Section 3700 of the Labor Code, which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of the contract.
2. Comprehensive General Liability Insurance in the amount of \$
3. CONTRACTOR/CONSULTANT must provide a certificate of insurance prior to beginning any work under this Agreement Yes  N/A
4. If student contact shall occur, the Certificate of Insurance must show liability coverage in the amount of \$ for Child Abuse, Child Molestation and or Sexual Abuse. No coverage will be accepted without these declarations.
5. By signing this Agreement CONTRACTOR/CONSULTANT confirms that all requirements of the section have been met.
6. The insurance shall name the Superintendent, the County Board of Education, officers or employees as the additional named insured in the policy.

**SJCOE Project Manager Fingerprinting Certification:**

By signing this agreement, the SJCOE project manager hereby certifies that the **CONTRACTOR/CONSULTANT** for this project will have contact with students as indicated below:

- CONTRACTOR/CONSULTANT will have NO contact with students.
- CONTRACTOR/CONSULTANT will have contact with students only in the immediate presence of an SJCOE staff member.
- CONTRACTOR/CONSULTANT will have unsupervised contact with students. Please complete the Contractor Certification information.

**IN WITNESS WHEREOF**, the parties have caused their duly authorized representatives to execute this Agreement as of the date first set forth above.

Provider

Customer

**SAN JOAQUIN COUNTY OFFICE OF  
EDUCATION SCHOOL**

**CALIFORNIA ONLINE PUBLIC  
SERVICES**

By:  \_\_\_\_\_

By:  \_\_\_\_\_

Name: Johnny Arguelles

Name: Richard Savage

Title: Director, CodeStack

Title: Superintendent, CalOPS

Date: 05/20/2024

Date: 5/16/2024

**APPENDIX "A"**

**2024 FEE SCHEDULE**

**ANNUAL LICENSE AND MAINTENANCE FEES:**

SST/504	<p>\$1.25 per Student Based on CBEDS ADA (\$2,500 Min.) *API/SFTP Integration Annual Fee and E-Sign Included</p> <p>Year 1 Setup Fee 25% of ADA (\$2,500 Min.) Setup Fee Covers Implementation, Data Load and 4 Training Sessions</p>
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**APPENDIX “C”**  
**IMPLEMENTATION TIMELINE AGREEMENT**

Customer will receive a copy of this form at or before the Implementation Meeting.

At the Implementation Meeting timelines will be established for each phase of the implementation.

\*\* Any variation of training timeline must be agreed to by Customer and Provider at the Implementation Meeting.

Missed deadlines may result in delayed trainings and additional fees.

Event	Date
<b>Effective Date</b> This is the date of the Customer signature on this agreement.	
<b>Implementation Meeting Date</b> Must be within 60 days of the Effective Date	
<b>Phase 1 District and School Data Verification/Submission</b> Must be within 15 days of the Implementation Meeting Date	
<b>Phase 2 System Users Data Submission</b> Must be within 30 days of the Implementation Meeting Date	
<b>Phase 3 Student Data Submission</b> Must be within 35 days of the Implementation Meeting Date At least 15 working days before the System Management Training	
<b>System Management &amp; SST Coordinator Training Date</b> Must be within 60 days of the Implementation Meeting Date Must be within 180 days of the Effective Date ** Within 20 days before Teacher Training begins	
Teacher Training	
Teacher Training	
Teacher Training	

<b>NEW CONTRACTS</b>	
<b>2023-24 SERVICE PROVIDERS/VENDORS</b>	<b>Contract Status</b>
<b>Language Line Services, Inc.</b>	FULLY EXECUTED 3/28/2024
<b>Mindful Neuron Psychological Services, PC</b>	FULLY EXECUTED 4/4/2024



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

Client Name ("Customer"): <b>California Online Public Schools – OPI Per CA Multiple Award Schedule (CMAS) 4-23-06-1037</b>	Client # (if applicable):
--	---------------------------

This Statement of Work is subject to the Master Service Agreement between Customer and Language Line Services, Inc. ("LanguageLine"). This document is the sole document that reflects pricing for these services and must be signed by an authorized representative from the Customer. Pricing is only approved upon a signature by an authorized officer of LanguageLine. Pricing changes, if any, will be reflected on next month's invoice.

### 1. LANGUAGELINE PHONE INTERPRETING

#### 1.1. SCOPE OF WORK

- (a) **DESCRIPTION OF SERVICES.** LanguageLine will provide qualified and trained interpreters for Phone Interpreting to facilitate effective communication between Customer's service providers and Limited English Proficient (LEP) individuals by converting spoken language statements between English and another language.
- (b) **SERVICE DELIVERY.** Services are delivered on-demand via telephone, as initiated by Customer's service providers and invoiced monthly following service delivery. Services are available twenty-four (24) hours a day; seven (7) days a week; 365 days a year, including holidays, in over 240 spoken languages.

#### 1.2. PHONE INTERPRETING FEES

- (a) **INITIAL ENROLLMENT** including Client Identification ("CID") service accounts ..... Waived
- (b) **ADDITIONAL SERVICE ACCOUNTS** after initial enrollment, per CID ..... Waived
- (c) **MONTHLY MINIMUM** per CID ..... Waived
- (d) **PLATFORM ACCESS FEE** per call ..... Waived
- (e) **THIRD PARTY DIAL OUT FEE** per call ..... Waived
- (f) **TELECOMMUNICATION SURCHARGE** in accordance with the Telecommunications Act of 1996 ..... Waived
- (g) **OPTIONAL INTERPRETER APPOINTMENT AT SPECIFIC TIME.** See 1.2(h) for Per Minute Usage Fees. No additional fees apply to schedule an interpreter appointment. Cancellation fee for any cancelled or missed appointment ..... \$200.00
- (h) **PER MINUTE USAGE FEES** for LanguageLine Phone and InSight Audio Interpreting

Language Tiers	Languages	Per Minute Charge
1	Spanish	\$0.94
2	Chinese (Mandarin and Cantonese), French, Japanese, Korean, Russian, and Vietnamese	\$0.94
3	Armenian, German, Haitian Creole, Italian, Cambodian (Khmer), Polish, and Portuguese	\$0.94
4	Farsi, Tagalog, Thai, Urdu, and all other languages	\$0.94

#### 1.3. PHONE INTERPRETING EQUIPMENT

- (a) **OPTIONS AND DEFINITIONS.** Equipment purchase and lease options are available for the equipment identified below for use with the Phone Interpreting services. All Equipment requests must be submitted in writing over the term of this Agreement and the appropriate fees will apply.
- (b) **PHONE INTERPRETING EQUIPMENT LEASE FEES.** A monthly lease fee per unit applies, and the Equipment remains the property of LanguageLine. The monthly fee covers the cost of equipment programming and providing any necessary replacements and maintenance.
  - 1Solution™ Analog Dual Handset Phone ..... \$4.50
  - 1Solution Dual Handset IP Phone ..... \$12.50



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

- (c) Panasonic® Cordless Phone with Dual Handsets ..... \$10.50
- (c) **PHONE INTERPRETING LEASED EQUIPMENT ADDITIONAL TERMS.** Upon the termination of the Agreement, Customer shall, at its cost, return the Equipment to Language Line Services within thirty (30) days following the termination date. Customer acknowledges that ownership of the Equipment remains with Language Line Services, and that the Equipment must be returned upon the termination of the Agreement. If Customer fails to return the Equipment to Language Line Services within the 30-day period, Language Line Services may invoice Customer \$175.00 per each equipment item not returned and Customer agrees to pay that invoice within thirty (30) days of the invoice date.
- (d) **PHONE INTERPRETING EQUIPMENT PURCHASES.** The following Equipment is available for purchase from LanguageLine during the life of the agreement. Upon depletion of current Equipment models and release of new Equipment models, updated pricing will automatically apply. Purchased equipment is covered by a one-year replacement warranty from the manufacturer. Standard rates at the time of purchase will apply. If applicable, proof of sales tax exemption must be provided to TaxDepartment@languageline.com and Activations@languageline.com. Details will be available from your Account Executive.
  - 1Solution Analog Dual Handset Phone ..... \$60.00
  - 1Solution Dual Handset IP Phone ..... \$150.00
  - Panasonic Cordless Phone with Dual Handsets ..... \$85.00
  - Panasonic Headset ..... \$25.00
  - Handsets ..... \$10.00
  - Handset Splitters (price per unit) ..... \$6.00
  - Wall Splitters (price per unit) ..... \$6.00

## 2. LANGUAGELINE INSIGHT VIDEO INTERPRETING

### 2.1. SCOPE OF WORK

- (a) **DESCRIPTION OF SERVICES.** LanguageLine will provide qualified and trained interpreters for InSight Video Interpreting to facilitate effective communication between Customer’s service providers and Limited English Proficient (LEP) individuals by converting spoken or signed language statements between English and another language. Equipment purchases are optional.
- (b) **SERVICE DELIVERY.** Services are delivered on-demand via a native iOS or Android Application (the “App”) or a Mac/PC using a Chrome, Edge, or Firefox browser. Each call has full end-to-end encryption ensuring privacy. Services are available 24/7 for ASL, Spanish, Mandarin, Arabic, Polish, Cantonese, French, Korean, Portuguese, Vietnamese and Russian, and during business or extended business hours for 30 or more additional languages of lesser diffusion.

### 2.2. INSIGHT VIDEO INTERPRETING FEES

- (a) **ACTIVATION** ..... Waived
- Monthly Service Fee applied per Client Identification (“CID”) service account based on the total number of activated devices:
  - Up to 10 Activated Devices ..... \$30.00/month
  - Up to 100 Activated Devices ..... \$75.00/month
  - 101+ Activated Devices ..... \$200.00/month**OR**
  - One-time Activation Fee applied per Customer for unlimited activated devices ..... \$2,500.00/one-time fee
- (b) **PER MINUTE USAGE FEES** for LanguageLine InSight Video Interpreting

Language Tiers	Languages	Per Minute Charge
1	Sign Language	\$2.95
2	Spanish	\$1.85



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

Language Tiers	Languages	Per Minute Charge
3	Other Spoken Languages	\$1.95

**2.3. INSIGHT VIDEO INTERPRETING EQUIPMENT**

- (a) **OPTIONS AND DEFINITIONS.** Equipment purchase (“Customer-Owned”) and lease (“LanguageLine-Owned”) options are available for the equipment identified below for use with InSight Services (collectively, the “Equipment”). All Equipment requests must be submitted in writing over the term of this Agreement and the appropriate fees will apply.

LanguageLine-Owned: Leased by the Customer from LanguageLine.

Customer-Supplied: Purchased by the Customer from a supplier other than LanguageLine.

Customer-Owned: Purchased by the Customer from LanguageLine.

- (b) **INSIGHT EQUIPMENT LEASE FEES.** A monthly lease fee per unit applies, and the Equipment remains the property of LanguageLine (“LanguageLine-Owned”).

iPad and LanguageLine Rolling Cart ..... \$75.00/month

iPad and Table Top Stand.....\$45.00/month

- (c) **INSIGHT EQUIPMENT PURCHASES.** The following Equipment is available for purchase from LanguageLine during the life of the agreement (“Customer-Owned”). Upon depletion of current Equipment models and release of new Equipment models, updated pricing will automatically apply. Purchased Equipment is covered by the following replacement warranties from the manufacturers: (i) iPads: 1-year; (ii) LanguageLine Rolling Cart: 3 years standard warranty, plus an additional 1 year on all mechanical items except wheels; and (iii) Table Top Stands: 1-year. Standard rates at the time of purchase will apply. If applicable, proof of sales tax exemption must be provided to TaxDepartment@languageline.com and Activations@languageline.com. Details will be available from your Account Executive.

32GB 8th Generation iPad (10.2-inch, Wi-Fi Only) with Screen Protector (iPad Model:

MHNG3LL/A or MYLA2VC/A)..... \$425.00

128GB iPad Pro (12.9-inch, Wi-Fi Only) with Screen Protector (iPad Model: MY2J2LL/A)

..... \$1,250.00

10.2-inch Screen Protector (Model: SP-AGF-APL-ID2019-2 or AWV102GL) ..... \$15.00

12.9-inch Screen Protector (Model: AWV330GL) ..... \$40.00

LanguageLine Rolling Cart with 10.2-inch LanguageLine TrueSound<sup>SM</sup> (Model: 478-00197)

..... \$1,195.00

Table Top Stand with Enclosure (Models: 303W75-LL/185-01065, 303W299PSEnw-LL or 303W290SEnw-LL) ..... \$275.00

Table Top Stand without Enclosure (Models: 303W-LL or 303W75-LL) ..... \$145.00

LanguageLine TrueSound® Enclosure for 10.2-inch iPad (Models: 185-00999 or 185-01064)..... \$195.00

12.9-inch Non-TrueSound iPad Enclosure (Models: 290SEnw-LL or 299PSEnw-LL) ..... \$130.00

**2.4. ADDITIONAL TERMS AND CONDITIONS FOR INSIGHT VIDEO INTERPRETING**

- (a) **TERMS REGARDING SOFTWARE APPLICATION.** The InSight video interpretation Services (the “Services”) are provided by LanguageLine through a proprietary desktop and/or tablet Application owned by LanguageLine (the “App”). The App must be downloaded by Customer to Customer-Supplied or Customer-Owned devices to use the Services (see Subsection (g) below for additional terms). The App is pre-installed and configured on LanguageLine-provided leased Equipment (see Subsection (h) below for additional terms). Customer agrees (a) that it will not make any copies of the App or attempt to reverse engineer it or make any changes to it; (b) that it will only download the App onto any iPad, tablet, or other digital computer device that is (i) Customer-Owned, (ii) LanguageLine-Owned, or (iii) purchased by Customer from an authorized seller of such devices, excluding other language services providers. Further, Customer will not use any iPad, tablet, or other digital computer device on which the InSight App is installed with any equipment provided by other language service providers; and (c) that the following uses of the Services are prohibited: the

# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

- transmission of any message or other material which constitutes an infringement of any third party copyright or trademark; an unauthorized disclosure of a trade secret; the transfer of information or technology abroad in violation of any applicable export law or regulation; a violation of Section 223 of the Communications Act of 1934, as amended, 47 U.S.C. Section 223, or other criminal prohibitions regarding the use of telephonic or video devices to transmit obscene, threatening, harassing or other messages specified therein; a libelous or slanderous statement; or a violation of any other applicable statute or government regulation.
- (b) **INTELLECTUAL PROPERTY.** Customer acknowledges and agrees that all rights including copyright throughout the world in the App, in the LanguageLine TrueSound, Notepad™, InSight, and Interpreter on Wheels trademarks (collectively, the “Trademarks”), and in the issued patents and pending patents relating to the Equipment, are exclusively owned by LanguageLine, and that neither this Agreement, nor Customer’s use of the Services, the App or the Equipment grants to Customer any right, title, or interest in or to the Services, the Equipment, the App, the Trademarks, or any of the other technology, systems, processes or other aspect of the Services, including but not limited to any intellectual property rights therein (collectively, the “LanguageLine Properties”). Customer expressly agrees that it shall not assert any rights in any of the LanguageLine Properties, or challenge LanguageLine’s rights in or the validity of any of the LanguageLine Properties in any country, nation, or jurisdiction in the world, and Customer agrees that it shall not directly or through others copy, decompile, reverse engineer, disassemble, modify, or create derivative works of the App, or any aspect thereof. Customer agrees that this Paragraph shall survive the expiration of this Agreement and will continue to apply after the Agreement ends.
- (c) **ENCRYPTION.** Encryption is built into the App and the Services platform, ensuring the security of the live video as it traverses the Internet. This encryption allows LanguageLine to fulfill its obligation under any Customer Business Associate Agreement (“BAA”) with respect to the Services. LanguageLine does not record any phone or video calls and therefore has no record of the call content. With respect to the App’s electronic Notepad™ function, written information relayed during the call is encrypted. As with the live video, no recording or storing is made of information written on the Notepad™ and therefore this information cannot be retrieved after the call’s completion.
- (d) **RESPONSIBILITY FOR UNAUTHORIZED USE.** Customer will safeguard its use of the Services against use by unauthorized persons and will be responsible for charges resulting from use of its Services, whether or not such use is authorized.
- (e) **AVAILABILITY OF SERVICES.** The Services may not be available at all times due to interruptions, technical problems, and/or system upgrades and maintenance. All interpreters provided in conjunction with the Services may not be available at all times and interpreters will be assigned solely by LanguageLine.
- (f) **QUALITY CONTROL.** Customer acknowledges that LanguageLine from time to time will monitor calls made through the Service for purposes of quality control.
- (g) **PURCHASED EQUIPMENT ADDITIONAL TERMS** (applies to the InSight App with Customer-Owned Equipment option only): Customer agrees that (a) the TrueSound patented technology and related audio equipment will not be used with any non-LanguageLine equipment/devices, and (b) the Equipment purchased from LanguageLine will not be used with or for any non-LanguageLine language interpretation services (including software and Apps).
- (h) **LEASED EQUIPMENT ADDITIONAL TERMS:** Under this option, LanguageLine will lease Equipment mutually agreed upon by LanguageLine and Customer for the duration of this Agreement for a monthly fee. The Parties acknowledge and agree that this Equipment remains the sole property of LanguageLine and will be returned to LanguageLine, undamaged, upon termination of this Agreement, unless superseded by a purchasing agreement. The Parties agree that the Equipment will be used for the sole and exclusive purpose of the Services and may not be configured, fixed and/or altered for any other purpose without express prior written consent from LanguageLine. Customer may not use any leased Equipment or the InSight App with any equipment, app, software or language services provided (through purchase, lease or otherwise) by a language services provider



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

other than LanguageLine. LanguageLine will enroll LanguageLine-Owned iPads in LanguageLine’s MDM (Mobile Device Management) system. As a condition of the lease on LanguageLine-Owned Equipment, location services must be enabled “on” at all times, with “Always Allow Location Access” selected within the Hub application. Customer agrees that Equipment will be kept only at the Customer locations listed in this Agreement, or as otherwise mutually agreed by LanguageLine and Customer in writing. From time to time, upon twenty-four (24) hours’ notice to Customer, LanguageLine, during a Customer’s regular business hours, may enter the Customer’s premises where the Equipment is located to inspect and maintain Equipment. Customer hereby agrees to such inspection by LanguageLine and agrees to provide such support and cooperation as is requested by LanguageLine. Customer assumes and bears all risk of loss and/or damage of Equipment, other than normal wear and tear, from the time that Equipment is delivered until returned to LanguageLine following the expiration of this Agreement. Customer will be charged and agrees to pay for any lost, stolen, or damaged Equipment. LanguageLine reserves all rights and remedies to re-take possession of the Equipment if Customer fails to pay any undisputed invoiced amounts owed hereunder.

- (i) **LIMITED WARRANTIES FOR EQUIPMENT.** LanguageLine warrants that Equipment shall be free from defects in materials and workmanship, except that all warranties are waived if (i) the Equipment has been altered or modified or the App, Equipment or components thereof are used other than as authorized under this Agreement, or (ii) the Equipment has been used by a person or entity other than the Customer or other permitted users. LANGUAGELINE DISCLAIMS ANY AND ALL OTHER WARRANTIES, INCLUDING ALL IMPLIED AND EXPRESS WARRANTIES OF EVERY KIND AND NATURE. Customer agrees that the sole and exclusive remedy for breach of warranty, damages or loss relating to Equipment is limited to the repair or replacement of the Equipment. Customer waives any and all legal claims for damages in connection with the Equipment.

### 3. OTHER FEES

- 3.1. FINANCE FEE.** Finance fee is applied to any past due balance. Interest will accrue from the date on which payment is due at a rate equal to the lesser of 1.5% per month or the maximum permitted by applicable law.
- 3.2. OPTIONAL PAPER INVOICE.** Electronic invoices are provided at no charge. Paper invoice fee is applied if a paper invoice is required by the Customer..... \$1.75
- 3.3. OPTIONAL CUSTOMIZATIONS**
  - (a) Report configuration per hour \$250.00
  - (b) Report maintenance per month \$30.00
  - (c) Training assistance on site per day per training \$500.00
  - (d) Training materials development per hour \$179.00



# Statement of Work

## LanguageLine® Phone<sup>SM</sup> and InSight Video Interpreting®

The person signing this SOW on behalf of Customer certifies that such person has read, acknowledges, and understands all of the terms and conditions, and is fully authorized to execute this SOW on behalf of and bind the Customer to all its terms and conditions. Both Parties agree the delivery of the signed SOW by facsimile or e-mail or use of a facsimile signature or electronic signature or other similar electronic reproduction of a signature shall have the same force and effect of execution and delivery as the original signature, and in the absence of an original signature, shall constitute the original signature.

Customer	LanguageLine
Date: 3/27/24	Date: March 28, 2024
Signature: 	Signature: <span style="border: 1px solid black; padding: 2px;"> <small>DocuSigned by:</small>    <small>BDC191FC317A43C...</small> </span>
Name: LaChelle Carter	Name: Bonaventura A. Cavaliere
Title: Director of Finance	Title: CFO



# Mindful Neuron Psychological Center, PC

"Nurturing Minds, Empowering Lives"

Office

355 S. Grand Ave  
Suite 2450  
PMB# 2075  
Los Angeles, CA 90071

Dr. Heather A. Alvarado, Ph.D. PSY# 33884  
Bilingual Clinical Neuropsychologist  
Chief Clinical Officer

Contact

(323) 638-7660  
Dr.alvarado@mindfulneuron.org

## Behavioral and Individual Counseling Services Service Agreement

This Service Agreement ("Agreement") is entered into between Mindful Neuron Psychological Center, PC ("Provider"), hereafter Mindful Neuron, PC, and California Online Public Schools ("Client") on April 1st of 2024.

On behalf of Mindful Neuron, PC, we are pleased to engage you in a service agreement. This letter agreement (the "Service Agreement") sets forth the terms and conditions whereby you agree for Mindful Neuron, PC to provide services within the California Online Public Schools (California Connections Academy).

This service agreement is enacted on 04/01/2024 and will end on the last day of the 2023-2024 Academic School year, 06/20/2024. If services would like to be continued past this time frame, then another service agreement will be initiated with a new time arrangement.

### Acknowledgement

The client is aware that Mindful Neuron, PC is not a nonpublic, nonsectarian agency (NPA) thus is not obligated to meet requirements and restrictions set forth by the district. Thus, Mindful Neuron, PC is not obligated to obtain or furnish commercial general liability coverage or supplemental liability coverage for sexual molestation or abuse. Additionally, Mindful Neuron, PC is not obligated to furnish or obtain workers' compensation insurance and commercial auto liability insurance.

Initial: <sup>DS</sup> KK

The client acknowledges that Mindful Neuron, PC clinicians have professional liability coverage for the psychological services they provide the student.

Initial: <sup>DS</sup> KK

The client acknowledges that clinicians providing services through Mindful Neuron, PC are under the direct supervision of Dr. Heather Alvarado, Ph.D., Chief Clinical Director of Mindful Neuron, PC and licensed clinical psychologist.

Initial: <sup>DS</sup> KK

The client acknowledges that clinicians providing services are registered with the California Board of Psychology as registered psychological assistants/associates and will render services under the direct supervision of Dr. Alvarado.

Initial: <sup>DS</sup> KK

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Dr.alvarado@mindfulneuron.org

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## **Services**

The client understands that Mindful Neuron, PC will provide behavioral therapy and individual counseling services to student(s) within California Online Public Schools. Services may include, but are not limited to, individual counseling sessions, behavioral assessments, behavior management plans, and consultation with parent and school staff.

## **Scope of Work:**

Provider will work collaboratively with parent and school staff to identify students in need of behavioral therapy and individual counseling services. Provider will develop treatment plans and implement interventions tailored to each student's needs.

## **Schedule:**

Provider will establish a schedule for services in coordination with the school district and/or parent's request. Sessions will be conducted during school hours or at times agreed upon by both parties.

Sessions can be provided in-person or virtually based on student or family request. Determination for service delivery method will be based on Provider determination of student's status and request by student, parent, or guardian.

## **Confidentiality:**

Provider will maintain the confidentiality of all student information in accordance with applicable laws and ethical standards within the State of California. Information shared during counseling sessions will only be disclosed with the consent of the student or as required by law.

## **Treatment Progress:**

Provider will periodically provide treatment progress regarding student. The provider will maintain accurate records of session progress notes, however, will not disclose confidential information shared in session. Session progress notes are only meant to provide general goals, progress in treatment, and medical necessity for treatment. Thus, confidential information or detailed information that occurs in session will not be disclosed to the district.

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Dr.alvarado@mindfulneuron.org

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### **Payment:**

Client agrees to compensate Provider for services rendered at the rate of \$125 per hour for in-person or virtual sessions. Payment will be made **Monthly** based on the number of hours of service provided. Invoices will be submitted by Provider and payment is due within 30 days of receipt.

Client agrees to compensate Provider for scheduled services canceled or changed by student, parent, or guardian without 48-hour notice. Client will be charged 50% of the session fee (\$62.50) if 48-hour notice was not provided by student, parent, or guardian.

Client agrees to compensate Provider for emergency/crisis sessions charged at a rate of \$125 per hour.

### **Term and Termination:**

This Agreement shall commence on the effective date and continue until terminated by either party with **30** days' written notice. Either party may terminate this Agreement for any reason with written notice.

### **Governing Law:**

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

### **Entire Agreement:**

Client has read and understood the information provided in this Service Agreement. Client has had the opportunity to ask questions and clarify any concerns regarding the Service Agreement and responses and answers that were satisfactory and understandable.

This Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements and understandings, whether written or oral, relating to such subject matter.

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Chief Clinical Officer

Contact

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Dr.alvarado@mindfulneuron.org

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

Mindful Neuron Psychological Center, PC

Dr. Heather Alvarado, Ph.D., Chief Clinical Director

Date: 4/4/2024

California Online Public Schools (California Connections Academy)

Client Representative's Signature: \_\_\_\_\_

Printed Name: Richie Romero

Title: Deputy Superintendent

Date: 4/4/2024

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# Coversheet

## Approval of Staffing Report (attached)

**Section:** IV. Consent Items  
**Item:** C. Approval of Staffing Report (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CALOPS\_Staffing Report\_05.2024.pdf

## CALOPS Staffing Report

### New Hires

Name	Area	Compensation	Bonus Potential	Start Date
N/A	N/A	N/A	N/A	N/A

### Departing Employees

Name	Area	Last Day of Work	Reason for Leaving
N/A	N/A	N/A	N/A

### Promotion / Position Changes

Name	Former Position	New Position	Compensation	Bonus Potential	Start Date
Shannon, Elizabeth K.	Teacher - Advisory	Teacher - Secondary	\$72,780.15		05/16/2024

# Coversheet

## Approval of Expenditures over \$20k (attached)

**Section:** IV. Consent Items  
**Item:** D. Approval of Expenditures over \$20k (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 23-24 CalOPS Over 20k Summary - June Board Meeting.pdf  
Purchase\_Orders\_20k+\_BoardDocs\_June 2024.pdf  
Invoices\_Over\_20k\_BoardDocs\_June2024.pdf  
24-25 CalOPS Contract Renewals Summary - June Board Meeting.pdf  
24-25 Supplemental\_Program\_Renewals\_BoardDocs\_June2024.pdf  
24-25 Business\_Vendor\_Contract\_Renewals\_BoardDocs\_June2024.pdf

### CalOPS Purchase Orders Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2023-24-102	5/6/2024	Than/Britnie	NWEA	MAP diagnostic test for high school-24-25 SY	\$39,875.00
2023-24-103	5/22/2024	Hilary/Britnie	Edmentum	PE courses for our HS for the 24-25SY.	\$210,000.00

### CalOPS INVOICES To Be Paid Over 20k

(Invoices will be processed for payment once Board has approved)

Paid by ACH/EFT	Sent for Payment	Vendor	Invoice#	Date of Invoice	Amount	Description	School Allocation
	5/3/2024	Stanford Sierra Youth & Families	Mar-2024	3/31/2024	\$48,510.00	SPED Services	Please allocate by school breakdown
	5/3/2024	Oxford Consulting Services, Inc	163805	3/31/2024	\$28,631.74	SPED Services	SoCal
	5/3/2024	Oxford Consulting Services, Inc	163795	3/31/2024	\$79,132.50	SPED Services	All Schools
	5/3/2024	Milestones Therapy Group	1124	4/12/2024	\$78,101.15	SPED Services	Please allocate by school breakdown
	5/3/2024	TTC4SUCCESS	1382	4/4/2024	\$113,581.98	SPED Services	See school Allocation on Invoice
	5/3/2024	El Paseo Children's Center Inc.	3268	2/29/2024	\$304,946.82	SPED Services	SoCal
	5/3/2024	El Paseo Children's Center Inc.	3299	3/31/2024	\$314,492.85	SPED Services	SoCal
	5/3/2024	El Paseo Children's Center Inc.	3269	2/29/2024	\$118,758.41	SPED Services	NorCal
	5/3/2024	El Paseo Children's Center Inc.	3300	3/31/2024	\$118,616.17	SPED Services	NorCal
	5/3/2024	El Paseo Children's Center Inc.	3270	2/29/2024	\$79,382.63	SPED Services	Central Valley
	5/3/2024	El Paseo Children's Center Inc.	3301	3/31/2024	\$63,680.90	SPED Services	Central Valley
	5/3/2024	El Paseo Children's Center Inc.	3273	2/29/2024	\$41,784.69	SPED Services	Monterey Bay
	5/3/2024	El Paseo Children's Center Inc.	3304	3/31/2024	\$39,268.01	SPED Services	Monterey Bay
5/7/2024		JP Morgan Chase Bank		4/30/2024	\$505,632.71	District Corporate Card Purchases - AutoPay	All Schools
	5/9/2024	TTC4SUCCESS	1401	5/6/2024	\$101,080.08	SPED Services	See school Allocation on Invoice
	5/16/2024	Effectual Educational Consulting Services	12309	3/31/2024	\$33,921.00	SPED Services	SoCal
	5/16/2024	Clifton Larson Allen	L241198227	4/8/2024	\$23,222.85	Professional Services: Accounting Services/Audit	All Schools
5/20/2024		GHA Technologies, Inc.	2818856	5/17/2024	\$202,752.50	Student Chromebooks	All Schools
	5/23/2024	Software MSP, LLC	1019	5/22/2024	\$84,117.00	Facilities: Equipment/Supplies	All Schools
	Pending Board Approval	Edmentum	INV3231221	5/23/2024	\$210,000.00	Instructional: Other Curriculum	All Schools
	Pending Board Approval	Care Solace, Inc.	2024-11950	5/1/2024	\$36,000.00	Professional Services: Other School Contracted Services	All Schools
	Pending Board Approval	Brandastic	1207097	5/21/2024	\$21,000.00	Marketing	All Schools
	Pending Board Approval	National Sports Apparel	INV54915	5/14/2024	\$49,765.00	Facilities: Office Supplies	All Schools
	Pending Board Approval	Pearson	91000015936	5/9/2024	\$34,188.96	Schedule of Fees	Central Coast
	Pending Board Approval	Pearson	91000015934	5/9/2024	\$75,388.09	Schedule of Fees	North Bay
	Pending Board Approval	Pearson	91000015933	5/9/2024	\$688,208.78	Schedule of Fees	NorCal
	Pending Board Approval	Pearson	91000015931	5/9/2024	\$330,596.37	Schedule of Fees	Central Valley
	Pending Board Approval	Pearson	91000015930	5/9/2024	\$2,598,993.54	Schedule of Fees	SoCal
	Pending Board Approval	Pearson	91000015937	5/9/2024	\$222,936.67	Schedule of Fees	Monterey Bay
	Pending Board Approval	Capistrano Unified School District	68TI1616	5/23/2024	\$41,187.00	District Oversight Fees	SoCal
	Pending Board Approval	APLUS+	03272401	3/27/2024	\$40,000.00	Professional Services: Other School Contracted Services	All Schools





## SALES ORDER

**Order Date:** 04/30/2024  
**Order #:** 00097873

**Start Date:** 07/01/2024  
**End Date:** 06/30/2025

### Prepared For

**Account Name:** California Online Public Schools  
**Agency Code:** 19535  
**Primary Contact:** Thanette Short  
**Email:** tshort@calca.connectionsacademy.org

#### Customer Information

California Online Public Schools  
 33272 Valle Rd  
 San Juan Capistrano, CA 92675-4842  
 United States

#### Bill-To Information

California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano, CA 92675-4834  
 United States

### NWEA Sales Point of Contact

Carrie Bergeron  
 carrie.bergeron@nwea.org  
 (503) 548-5079

### Products & Services

Product	Sales Price	Quantity	Total Price
MAP Growth K-12	\$14.50	2,750	\$39,875.00

Subtotal	\$39,875.00
Estimated Tax	\$0.00
<b>Grand Total</b>	<b>\$39,875.00</b>

### Invoicing Information

Unless otherwise specified, payment terms are Net 30. Remittance instructions will be included with your invoice.

Until this Sales Order is signed, the pricing is valid for 30 days from the Order Date listed at the top of this document. Please confirm the billing address or specify changes to your Sales Point of Contact.

For a copy of the latest NWEA division W-9, it is available at <https://support.hmhco.com/s/article/Billing-and-Invoices>. Click on "Requesting a W-9" and select "NWEA".

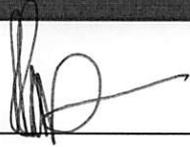
The Tax ID for NWEA, a division of Houghton Mifflin Harcourt Publishing Company, is 04-1456030.

### Terms and Conditions

This Sales Order is between Customer and NWEA, a division of Houghton Mifflin Harcourt Publishing Company, and is subject to the HMH Standard PreK-12 Terms of Purchase located at <https://www.hmhco.com/terms-of-purchase> (the "Agreement") for the Products and Services listed above. By signing this Sales Order, you agree you have read, understand, and agree to the Agreement.

### Signature

Customer  
Signature:

  
\_\_\_\_\_

Customer  
Printed Name:

Lichie Romero  
\_\_\_\_\_

Date:

5.3.24  
\_\_\_\_\_

Customer Title

Deputy Superintendent  
\_\_\_\_\_



## 2023-2024 PURCHASE ORDER

### California Online Public Schools

*dba California Connections Academy Southern California*  
33272 Valle Road, San Juan Capistrano, CA 92675  
(949) 461-1667 Phone (949) 240-7895 Fax

**Purchase Order Number:** 2023 - 24 - 103

**Date:** 5/22/2024

**Vendor Contact Name:** Malissa Hundley

**Vendor Phone Number:** 206.381.5608

**Vendor Fax Number:** \_\_\_\_\_

**Email P.O. to vendor?**  Yes  No

**Vendor Email:** Malissa.Hundley@edmentum.com

**Vendor:** Edmentum

**Address:** P.O. Box 776725

\_\_\_\_\_

**City:** Chicago

**State:** IL

**Zip:** 60677-6725

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Carone Learning: User Enrollment Subscription 7/01/2024-6/30/2024 12 Months	Q-616622		-----	4200	\$ 210,000.00
Carone Learning: User Enrollment Subscription 05/23/2024-06/30/2024 1 Month	Q-616622		-----	1	-----

**DocuSigned by:**

Signature (or email approval) <i>Ernie Anderson</i> DocuSigned by: 64917B46142147D...	Date <u>5/22/2024</u>	<b>Order Total</b>
Purchaser/Requestor <i>Ricardo Romero</i> DocuSigned by: 64917B46142147D...	Date <u>5/22/2024</u>	<input type="checkbox"/> via email approval (see attached)
Administrator <i>Kathelle Carter</i> DocuSigned by: 05501B39C5AB44B...	Date <u>5/22/2024</u>	
Audited By <i>(05501B39C5AB44B...)</i>	Date _____	



Date: 05/17/2024  
 Order Number: Q-616622  
 Revision: 1  
 Order Form Expiration Date: 06/28/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:  
 Call 214.294.9901 or e-mail [creditcardprocessing@edmentum.com](mailto:creditcardprocessing@edmentum.com)

Customer and Billing Address

Customer No.: 737224  
 Customer Name: California Online Academy  
 Billing Address: 33272 Valle Road  
 San Juan Capistrano, CA 92675

Products and Services

California Online Public School

Products	Qty	License Start Date	License End Date	License Term (Months)
Carone Learning: User Enrollment Subscription	4200	07/01/2024	06/30/2025	12
Carone Learning: User Enrollment Subscription	2	05/23/2024	06/30/2024	1

California Online Public School Subtotal: \$210,000.00

Total US Funds: \$210,000.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the earliest of the License Start Dates applicable to the products listed above

To the extent the products listed above include "EdOptions Academy" and "ALVS" enrollment products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the products table of this Order Form above, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to [orders@edmentum.com](mailto:orders@edmentum.com) or attach the certificate to this order form in the Signature section.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date.

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | [www.edmentum.com](http://www.edmentum.com)





Date: 05/17/2024  
Order Number: Q-616622  
Revision: 1  
Order Form Expiration Date: 06/28/2024

ORDER FORM

Orders Under \$25,000.00 may pay by Credit Card:  
Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Email Address:

Customer Signature   
Name (Printed or Typed) Richie Romero  
Title Deputy Superintendent  
Date 5.21.24

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**Stanford Sierra Youth & Families**  
**8912 Volunteer Lane, Sacramento, CA 95826**

School	Direct Hours	Indirect Hours	Total Hours	Hourly Rate	Total Paid
Central Valley	11.33	48.97	60.31	\$110.00	\$6,633.80
SoCal	24.12	217.66	241.78	\$110.00	\$26,595.65
Northern California	5.98	43.53	49.52	\$110.00	\$5,446.73
North Bay	1.5	10.88	12.38	\$110.00	\$1,362.14
Central Coast	2.5	10.88	13.38	\$110.00	\$1,472.14
Monterey Bay	9.22	54.42	63.63	\$110.00	\$6,999.54
	<b>54.65</b>	<b>386.34</b>	<b>441</b>		<b>\$48,510.00</b>

*AP*

**Stanford Sierra Youth & Families**  
**8912 Volunteer Lane, Sacramento, CA 95826**

School	Client	Staff	Date	Service Code	Service Time
Central Coast	Hayes, Dean	Christensen, Cheralyn	3/4/2024	510-Individual Counseling	30
Central Coast	Hayes, Dean	Christensen, Cheralyn	3/5/2024	Indirect GE (no code attached)	30
Central Coast	Hayes, Dean	Christensen, Cheralyn	3/11/2024	510-Individual Counseling	30
Central Coast	Hayes, Dean	Christensen, Cheralyn	3/18/2024	Client No Show-510 Individual Counseling	30
Central Coast	Hayes, Dean	Christensen, Cheralyn	3/25/2024	510-Individual Counseling	30
Central Coast	Huckaby, Raylan	Martinez, Stacie	3/7/2024	515-Counseling and Guidance	20
Central Coast	Huckaby, Raylan	Martinez, Stacie	3/14/2024	515-Counseling and Guidance	20
Central Coast	Huckaby, Raylan	Martinez, Stacie	3/21/2024	515-Counseling and Guidance	20
Central Valley	Benson, Michaela	Martinez, Stacie	3/5/2024	510-Individual Counseling	30
Central Valley	Benson, Michaela	Martinez, Stacie	3/12/2024	510-Individual Counseling	30
Central Valley	Benson, Michaela	Martinez, Stacie	3/19/2024	510-Individual Counseling	30
Central Valley	Benson, Michaela	Martinez, Stacie	3/26/2024	510-Individual Counseling	30
Central Valley	Fausto, Angel Michael	Martinez, Stacie	3/22/2024	510-Individual Counseling	45
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/4/2024	520-Parent Counseling	30
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/6/2024	520-Parent Counseling	15
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/6/2024	Client Cancellation	30
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/13/2024	Client Cancellation	30
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/20/2024	510-Individual Counseling	30
Central Valley	Flores, Guadalupe	Martinez, Stacie	3/27/2024	Client No Show-510 Individual Counseling	30
Central Valley	Haynes, Henry	Christensen, Cheralyn	3/4/2024	Client No Show-510 Individual Counseling	30
Central Valley	Haynes, Henry	Christensen, Cheralyn	3/4/2024	Indirect GE (no code attached)	10
Central Valley	Haynes, Henry	Christensen, Cheralyn	3/6/2024	Indirect GE (no code attached)	10
Central Valley	Haynes, Henry	Christensen, Cheralyn	3/19/2024	510-Individual Counseling	20
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/4/2024	510-Individual Counseling	30
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/6/2024	510-Individual Counseling	30
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/14/2024	510-Individual Counseling	60
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/18/2024	510-Individual Counseling	30
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/20/2024	510-Individual Counseling	30
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/25/2024	510-Individual Counseling	30
Central Valley	Martinez, Abraham J	Randhawa, Rajdeep	3/27/2024	510-Individual Counseling	30
Central Valley	Moore, Damien	Christensen, Cheralyn	3/5/2024	Client No Show-515 Counseling and Guidance	30
Central Valley	Moore, Damien	Randhawa, Rajdeep	3/14/2024	IEP Support	17
Central Valley	Ortiz, Eleazar	Randhawa, Rajdeep	3/1/2024	515-Counseling and Guidance	30
Central Valley	Ortiz, Eleazar	Randhawa, Rajdeep	3/8/2024	515-Counseling and Guidance	30
Central Valley	Ortiz, Eleazar	Randhawa, Rajdeep	3/12/2024	IEP Support	60
Central Valley	Ortiz, Eleazar	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	30
Central Valley	Ortiz, Eleazar	Randhawa, Rajdeep	3/29/2024	510-Individual Counseling	30
Central Valley	Russie, Mandy	Martinez, Stacie	3/4/2024	520-Parent Counseling	20
Central Valley	Schmidt , Carmen	Randhawa, Rajdeep	3/7/2024	510-Individual Counseling	25
Central Valley	Schmidt , Carmen	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	15
Monterey Bay	Avictia, Noah	Martinez, Stacie	3/4/2024	Indirect GE (no code attached)	10
Monterey Bay	Avilla, Ella	Christensen, Cheralyn	3/6/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	Avilla, Ella	Christensen, Cheralyn	3/13/2024	510-Individual Counseling	30

Monterey Bay	Avilla, Ella	Christensen, Cheralyn	3/20/2024	510-Individual Counseling	30
Monterey Bay	Gonzalez Artega, Cristiano	Randhawa, Rajdeep	3/1/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	Gonzalez Artega, Cristiano	Randhawa, Rajdeep	3/8/2024	510-Individual Counseling	30
Monterey Bay	Gonzalez Artega, Cristiano	Randhawa, Rajdeep	3/15/2024	510-Individual Counseling	30
Monterey Bay	Gonzalez Artega, Cristiano	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	30
Monterey Bay	Gonzalez Artega, Cristiano	Randhawa, Rajdeep	3/29/2024	510-Individual Counseling	30
Monterey Bay	Gutierrez, Zoe	Randhawa, Rajdeep	3/18/2024	510-Individual Counseling	30
Monterey Bay	Gutierrez, Zoe	Randhawa, Rajdeep	3/25/2024	510-Individual Counseling	30
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/1/2024	510-Individual Counseling	30
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/5/2024	Indirect GE (no code attached)	19
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/8/2024	510-Individual Counseling	30
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/15/2024	510-Individual Counseling	30
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	30
Monterey Bay	Lal, Tanush	Randhawa, Rajdeep	3/29/2024	510-Individual Counseling	30
Monterey Bay	Mata, Lorenzo	Martinez, Stacie	3/14/2024	510-Individual Counseling	15
Monterey Bay	Mata, Lorenzo	Martinez, Stacie	3/21/2024	Indirect GE (no code attached)	10
Monterey Bay	Mata, Lorenzo	Martinez, Stacie	3/25/2024	IEP Support	20
Monterey Bay	Mata, Lorenzo	Martinez, Stacie	3/27/2024	IEP Support	60
Monterey Bay	Merritt-Moigua, Ayumi	Christensen, Cheralyn	3/18/2024	IEP Support	60
Monterey Bay	Merritt-Moigua, Ayumi	Christensen, Cheralyn	3/19/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/1/2024	510-Individual Counseling	15
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/8/2024	510-Individual Counseling	34
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/15/2024	510-Individual Counseling	30
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	9
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/26/2024	Indirect GE (no code attached)	14
Monterey Bay	Pontagarca, Tyler	Randhawa, Rajdeep	3/29/2024	IEP Support	51
Monterey Bay	Rojas, Priscilla	Christensen, Cheralyn	3/5/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	Rojas, Priscilla	Christensen, Cheralyn	3/12/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	Rojas, Priscilla	Christensen, Cheralyn	3/19/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/5/2024	510-Individual Counseling	15
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/12/2024	510-Individual Counseling	15
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/19/2024	Client Cancellation	30
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	15
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/22/2024	Indirect GE (no code attached)	5
Monterey Bay	Sanchez, Damien	Randhawa, Rajdeep	3/26/2024	510-Individual Counseling	15
North Bay	Davalos Hernandez, Yael	Christensen, Cheralyn	3/13/2024	Client No Show-510 Individual Counseling	60
North Bay	Davalos Hernandez, Yael	Christensen, Cheralyn	3/19/2024	510-Individual Counseling	60
North Bay	Rogers, Damian	Randhawa, Rajdeep	3/15/2024	Indirect GE (no code attached)	5
North Bay	Rogers, Damian	Randhawa, Rajdeep	3/21/2024	Indirect GE (no code attached)	59
North Bay	Rogers, Damian	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	30
Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/4/2024	Client Cancellation	30
Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/11/2024	Client Cancellation	30
Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/18/2024	Client Cancellation	30
Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/22/2024	510-Individual Counseling	37
Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/25/2024	510-Individual Counseling	13

Northern California	Bart-Williams, Natalie	Randhawa, Rajdeep	3/29/2024	510-Individual Counseling	15
Northern California	Collins, David	Martinez, Stacie		No Services	0
Northern California	Ellis, Skyler	Christensen, Cheralyn	3/5/2024	510-Individual Counseling	30
Northern California	Ellis, Skyler	Christensen, Cheralyn	3/5/2024	Client No Show-510 Individual Counseling	30
Northern California	Ellis, Skyler	Christensen, Cheralyn	3/12/2024	510-Individual Counseling	30
Northern California	Ellis, Skyler	Christensen, Cheralyn	3/19/2024	510-Individual Counseling	30
Northern California	Guillen, Kendra	Martinez, Stacie	3/6/2024	510-Individual Counseling	30
Northern California	Guillen, Kendra	Martinez, Stacie	3/13/2024	510-Individual Counseling	30
Northern California	Guillen, Kendra	Martinez, Stacie	3/20/2024	510-Individual Counseling	30
Northern California	Guillen, Kendra	Martinez, Stacie	3/27/2024	510-Individual Counseling	30
Northern California	Loyo, Lester	Martinez, Stacie	3/6/2024	510-Individual Counseling	30
Northern California	Loyo, Lester	Martinez, Stacie	3/20/2024	Client No Show-510 Individual Counseling	30
Northern California	McDaniel, Lauren A	Randhawa, Rajdeep	3/12/2024	Client No Show-510 Individual Counseling	30
Northern California	McDaniel, Lauren A	Randhawa, Rajdeep	3/26/2024	Client Cancellation	30
Northern California	Sims, Stephen	Randhawa, Rajdeep	3/7/2024	Client No Show-510 Individual Counseling	30
Northern California	Sims, Stephen	Randhawa, Rajdeep	3/21/2024	510-Individual Counseling	24
Northern California	Surfield, Kimmy	Martinez, Stacie	3/7/2024	510-Individual Counseling	30
Northern California	Surfield, Kimmy	Martinez, Stacie	3/14/2024	Client Cancellation	30
Northern California	Surfield, Kimmy	Martinez, Stacie	3/21/2024	Client No Show-510 Individual Counseling	30
SoCal	Almos, Paul	Randhawa, Rajdeep	3/5/2024	Client No Show-510 Individual Counseling	60
SoCal	Almos, Paul	Randhawa, Rajdeep	3/7/2024	Parent No Show	30
SoCal	Almos, Paul	Randhawa, Rajdeep	3/11/2024	IEP Support	63
SoCal	Almos, Paul	Randhawa, Rajdeep	3/15/2024	Client No Show-510 Individual Counseling	30
SoCal	Almos, Paul	Randhawa, Rajdeep	3/21/2024	Parent No Show	15
SoCal	Almos, Paul	Randhawa, Rajdeep	3/28/2024	Client No Show-510 Individual Counseling	30
SoCal	Arami, Kevin	Martinez, Stacie	3/12/2024	510-Individual Counseling	30
SoCal	Arami, Kevin	Martinez, Stacie	3/25/2024	Client No Show-510 Individual Counseling	30
SoCal	Bacerra, Jacob	Randhawa, Rajdeep	3/6/2024	510-Individual Counseling	38
SoCal	Bacerra, Jacob	Randhawa, Rajdeep	3/11/2024	Client No Show-510 Individual Counseling	30
SoCal	Bacerra, Jacob	Randhawa, Rajdeep	3/20/2024	Client No Show-510 Individual Counseling	30
SoCal	Ballejos, Richard	Randhawa, Rajdeep	3/12/2024	510-Individual Counseling	30
SoCal	Ballejos, Richard	Randhawa, Rajdeep	3/29/2024	IEP Support	34
SoCal	Brantley, Devante	Christensen, Cheralyn	3/25/2024	520-Parent Counseling	30
SoCal	Catalan, Aiden	Martinez, Stacie	3/5/2024	510-Individual Counseling	30
SoCal	Catalan, Aiden	Martinez, Stacie	3/12/2024	510-Individual Counseling	30
SoCal	Catalan, Aiden	Martinez, Stacie	3/19/2024	510-Individual Counseling	30
SoCal	Catalan, Aiden	Martinez, Stacie	3/27/2024	510-Individual Counseling	30
SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/12/2024	515-Counseling and Guidance	15
SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/12/2024	Indirect GE (no code attached)	5
SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/14/2024	Client No Show-510 Individual Counseling	15
SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/15/2024	510-Individual Counseling	15

SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/19/2024	510-Individual Counseling	30
SoCal	Chatman, Keimyah	Randhawa, Rajdeep	3/26/2024	Client No Show-510 Individual Counseling	30
SoCal	David, Dennis	Martinez, Stacie	3/5/2024	Client No Show-510 Individual Counseling	30
SoCal	David, Dennis	Martinez, Stacie	3/19/2024	Client No Show-510 Individual Counseling	30
SoCal	David, Dennis	Martinez, Stacie	3/20/2024	IEP Support	10
SoCal	Dick, Rosen Ame	Martinez, Stacie	3/4/2024	510-Individual Counseling	30
SoCal	Dick, Rosen Ame	Martinez, Stacie	3/11/2024	Client No Show-510 Individual Counseling	30
SoCal	Dick, Rosen Ame	Martinez, Stacie	3/18/2024	Client No Show-510 Individual Counseling	30
SoCal	Dick, Rosen Ame	Martinez, Stacie	3/25/2024	Client No Show-510 Individual Counseling	30
SoCal	Dominguez, Jonathan	Randhawa, Rajdeep	3/1/2024	Client Cancellation	7
SoCal	Dominguez, Jonathan	Randhawa, Rajdeep	3/4/2024	Client No Show-510 Individual Counseling	15
SoCal	Dominguez, Jonathan	Randhawa, Rajdeep	3/15/2024	Client No Show-510 Individual Counseling	7
SoCal	Dominguez, Jonathan	Randhawa, Rajdeep	3/29/2024	Client No Show-510 Individual Counseling	15
SoCal	Erese, Ivan Gabriel	Martinez, Stacie	3/4/2024	Indirect GE (no code attached)	28
SoCal	Erese, Ivan Gabriel	Martinez, Stacie	3/5/2024	Client Cancellation	30
SoCal	Erese, Ivan Gabriel	Martinez, Stacie	3/19/2024	510-Individual Counseling	30
SoCal	Farhan, Zahir	Randhawa, Rajdeep	3/5/2024	510-Individual Counseling	20
SoCal	Farhan, Zahir	Randhawa, Rajdeep	3/26/2024	Indirect GE (no code attached)	12
SoCal	Farhan, Zahir	Randhawa, Rajdeep	3/29/2024	Indirect GE (no code attached)	14
SoCal	Flores, Jaymison	Christensen, Cheralyn	3/6/2024	520-Parent Counseling	30
SoCal	Flores, Jaymison	Christensen, Cheralyn	3/6/2024	Client No Show-510 Individual Counseling	30
SoCal	Flores, Jaymison	Christensen, Cheralyn	3/20/2024	520-Parent Counseling	30
SoCal	Gallegos, Caleb M	Randhawa, Rajdeep	3/7/2024	Client No Show-515 Counseling and Guidance	30
SoCal	Gallegos, Caleb M	Randhawa, Rajdeep	3/14/2024	Client No Show-515 Counseling and Guidance	30
SoCal	Gallegos, Caleb M	Randhawa, Rajdeep	3/21/2024	Client No Show-515 Counseling and Guidance	30
SoCal	Gallegos, Caleb M	Randhawa, Rajdeep	3/29/2024	515-Counseling and Guidance	30
SoCal	Guevara, Leila	Christensen, Cheralyn	3/5/2024	Client No Show-515 Counseling and Guidance	30
SoCal	Guevara, Leila	Christensen, Cheralyn	3/5/2024	Indirect GE (no code attached)	10
SoCal	Guevara, Leila	Christensen, Cheralyn	3/12/2024	515-Counseling and Guidance	30
SoCal	Guevara, Leila	Christensen, Cheralyn	3/19/2024	515-Counseling and Guidance	30
SoCal	Hill, Serena	Randhawa, Rajdeep	3/13/2024	510-Individual Counseling	30
SoCal	Hill, Serena	Randhawa, Rajdeep	3/27/2024	510-Individual Counseling	20
SoCal	Ingvarsson, Isabella	Martinez, Stacie	3/1/2024	Client No Show-510 Individual Counseling	30
SoCal	Ingvarsson, Isabella	Martinez, Stacie	3/8/2024	Client No Show-510 Individual Counseling	30
SoCal	Ingvarsson, Isabella	Martinez, Stacie	3/15/2024	IEP Support	30
SoCal	Ingvarsson, Isabella	Martinez, Stacie	3/18/2024	IEP Support	35
SoCal	Jaramillo, Mia	Martinez, Stacie	3/4/2024	Client Cancellation	30
SoCal	Jaramillo, Mia	Martinez, Stacie	3/15/2024	510-Individual Counseling	30
SoCal	Jaramillo, Mia	Martinez, Stacie	3/18/2024	IEP Support	30

SoCal	King, La'Nyia	Christensen, Cheralyn	3/5/2024	Client Cancellation	30
SoCal	King, La'Nyia	Christensen, Cheralyn	3/11/2024	Client No Show-510 Individual Counseling	30
SoCal	King, La'Nyia	Christensen, Cheralyn	3/18/2024	520-Parent Counseling	30
SoCal	King, La'Nyia	Christensen, Cheralyn	3/18/2024	Client No Show-510 Individual Counseling	30
SoCal	King, La'Nyia	Christensen, Cheralyn	3/25/2024	Client No Show-510 Individual Counseling	30
SoCal	Kissell, G	Randhawa, Rajdeep	3/20/2024	510-Individual Counseling	30
SoCal	Kissell, G	Randhawa, Rajdeep	3/28/2024	510-Individual Counseling	30
SoCal	Maldonado, Davida	Martinez, Stacie	3/1/2024	510-Individual Counseling	30
SoCal	Maldonado, Davida	Martinez, Stacie	3/5/2024	510-Individual Counseling	30
SoCal	Maldonado, Davida	Martinez, Stacie	3/12/2024	510-Individual Counseling	30
SoCal	Maldonado, Davida	Martinez, Stacie	3/19/2024	510-Individual Counseling	30
SoCal	Maldonado, Davida	Martinez, Stacie	3/27/2024	Client No Show-510 Individual Counseling	30
SoCal	Martinez, Miah	Martinez, Stacie	3/15/2024	Indirect GE (no code attached)	5
SoCal	Martinez, Miah	Martinez, Stacie	3/22/2024	Indirect GE (no code attached)	5
SoCal	Martinez, Miah	Martinez, Stacie	3/27/2024	Indirect GE (no code attached)	5
SoCal	Mendicino, Magali	Randhawa, Rajdeep	3/4/2024	510-Individual Counseling	20
SoCal	Moussa, Suhaib	Martinez, Stacie	3/1/2024	Client No Show-510 Individual Counseling	30
SoCal	Moussa, Suhaib	Martinez, Stacie	3/15/2024	510-Individual Counseling	30
SoCal	Murillo, Joshua	Randhawa, Rajdeep	3/12/2024	Client No Show-510 Individual Counseling	30
SoCal	Murillo, Joshua	Randhawa, Rajdeep	3/25/2024	Client No Show-510 Individual Counseling	30
SoCal	Murphy, Neil	Christensen, Cheralyn	3/4/2024	510-Individual Counseling	30
SoCal	Murphy, Neil	Christensen, Cheralyn	3/18/2024	Client Cancellation	30
SoCal	Neal, Sebastian	Martinez, Stacie	3/1/2024	510-Individual Counseling	30
SoCal	Neal, Sebastian	Martinez, Stacie	3/8/2024	Client Cancellation	30
SoCal	Neal, Sebastian	Martinez, Stacie	3/15/2024	510-Individual Counseling	30
SoCal	Neal, Sebastian	Martinez, Stacie	3/22/2024	510-Individual Counseling	30
SoCal	Neff, Alexander	Martinez, Stacie	3/8/2024	Client Cancellation	30
SoCal	Neff, Alexander	Martinez, Stacie	3/14/2024	510-Individual Counseling	30
SoCal	Neff, Alexander	Martinez, Stacie	3/21/2024	510-Individual Counseling	30
SoCal	Noonan, Kloie	Christensen, Cheralyn	3/6/2024	Client No Show-510 Individual Counseling	60
SoCal	Noonan, Kloie	Christensen, Cheralyn	3/20/2024	Client No Show-510 Individual Counseling	60
SoCal	Oliver Mejia, Joel	Randhawa, Rajdeep	3/7/2024	Parent Cancellation	30
SoCal	Oliver Mejia, Joel	Randhawa, Rajdeep	3/21/2024	Parent No Show	30
SoCal	Orellana, Alexander	Randhawa, Rajdeep	3/14/2024	510-Individual Counseling	8
SoCal	Orellana, Alexander	Randhawa, Rajdeep	3/28/2024	Client No Show-510 Individual Counseling	9
SoCal	Ortega, Aaliyah	Martinez, Stacie	3/7/2024	Client Cancellation	45
SoCal	Ortega, Aaliyah	Martinez, Stacie	3/15/2024	510-Individual Counseling	45
SoCal	Ortega, Aaliyah	Martinez, Stacie	3/21/2024	Client No Show-510 Individual Counseling	45
SoCal	Ortega, Robert	Randhawa, Rajdeep	3/12/2024	Client No Show-510 Individual Counseling	30
SoCal	Ortega, Robert	Randhawa, Rajdeep	3/26/2024	Client No Show-510 Individual Counseling	30
SoCal	Ortega, Robert	Randhawa, Rajdeep	3/27/2024	510-Individual Counseling	16

SoCal	Padilla, Eric	Randhawa, Rajdeep	3/8/2024	510-Individual Counseling	30
SoCal	Padilla, Eric	Randhawa, Rajdeep	3/15/2024	Client No Show-510 Individual Counseling	30
SoCal	Padilla, Eric	Randhawa, Rajdeep	3/29/2024	510-Individual Counseling	20
SoCal	Ramirez, Ezekiel	Martinez, Stacie	3/4/2024	Indirect GE (no code attached)	10
SoCal	Ramirez, Ezekiel	Martinez, Stacie	3/7/2024	Client No Show-510 Individual Counseling	30
SoCal	Ramirez, Ezekiel	Martinez, Stacie	3/8/2024	IEP Support	30
SoCal	Ramirez, Ezekiel	Martinez, Stacie	3/14/2024	510-Individual Counseling	30
SoCal	Ramirez, Ezekiel	Martinez, Stacie	3/21/2024	Client No Show-510 Individual Counseling	30
SoCal	Rashkin-Mullenix, Mila	Randhawa, Rajdeep	3/5/2024	510-Individual Counseling	30
SoCal	Rashkin-Mullenix, Mila	Randhawa, Rajdeep	3/19/2024	510-Individual Counseling	30
SoCal	Rashkin-Mullenix, Mila	Randhawa, Rajdeep	3/26/2024	Client No Show-510 Individual Counseling	30
SoCal	Rashkin-Mullenix, Mila	Randhawa, Rajdeep	3/28/2024	510-Individual Counseling	30
SoCal	Salazar, Raymond	Martinez, Stacie	3/6/2024	510-Individual Counseling	30
SoCal	Salazar, Raymond	Martinez, Stacie	3/22/2024	510-Individual Counseling	30
SoCal	Tejeda, Andrew	Christensen, Cheralyn		No Services	0
SoCal	Yotter, Faith	Martinez, Stacie	3/5/2024	Indirect GE (no code attached)	15
SoCal	Zuniga, Ursein	Christensen, Cheralyn	3/4/2024	510-Individual Counseling	30
SoCal	Zuniga, Ursein	Christensen, Cheralyn	3/11/2024	510-Individual Counseling	30
SoCal	Zuniga, Ursein	Christensen, Cheralyn	3/18/2024	510-Individual Counseling	30
SoCal	Zuniga, Ursein	Christensen, Cheralyn	3/22/2024	510-Individual Counseling	30
					<b>6438</b>



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# Invoice

Date	Invoice #
3/31/2024	163805

<b>Bill To</b>
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services provided in March 2024		
	4.5	Counseling Services provided by Megan Chimenti	107.00	481.50
	17.5	Counseling services provided by Kimberley Springer	107.00	1,872.50
	1.75	Counseling services provided by Jessica Ghermezi	107.00	187.25
	12.42	Counseling services provided by Ana Rosario	107.00	1,328.94
	10	Counseling services provided by Takia Fischer	107.00	1,070.00
	7	Psych services provided by Joyce Carrillo	107.00	749.00
	25.25	BCBA services provided by Sheri Kennedy	125.00	3,156.25
	9.5	PT services provided by Michelle Perry	108.00	1,026.00
	7.33	OT services provided by Megan Velasco (Play Grow, Thrive)	107.00	784.31
	6	OT services provided by Jocelyn Del Rosario	107.00	642.00
	24.5	OT services provided by Dyanne Van Peter	107.00	2,621.50
	18.09	OT services provided by Alexis Wilson	107.00	1,935.63
	12.92	ST services provided by Catherine Bagues	107.00	1,382.44
<b>Total</b>				



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## Invoice

Date	Invoice #
3/31/2024	163805

<b>Bill To</b>
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
	61	ST services provided by Nichole Dziama	107.00	6,527.00
	26.75	ST services provided by Nohemi Mofatt	107.00	2,862.25
	10.25	ST services provided by Laura Kovalenko	107.00	1,096.75
	4	ST services provided by Christine Torio	107.00	428.00
	4.25	ST services provided by Kylie Buatsi	107.00	454.75
	0.24	OT services provided by Adriana Davis	107.00	25.68
<b>Total</b>				<b>\$28,631.75</b>

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Destr Session Type Note
03/26/2024	Adriana Davis	Connections Academy- SoCal	Izaak Mendez	Student Onboarding	08:05 AM	08:10 AM	0.08 First Schedul Contact with LC made. Schedule agreed upon
03/26/2024	Adriana Davis	Connections Academy- SoCal	Kenji Careamo-Rojas	Student Onboarding	08:15 AM	08:20 AM	0.08 First Schedul Contact with LC made. Schedule agreed upon
03/26/2024	Adriana Davis	Connections Academy- SoCal	Roman Martinez	Student Onboarding	08:10 AM	08:15 AM	0.08 First Schedul Contact with LC made. Schedule agreed upon
							0.24

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/07/2024	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Late Cancel	Mom emailed OT less than 24 hrs before session to cancel due to an appointment during OT time. Late cancel.
03/14/2024	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	handwriting words, first and last name, practicing space between words
03/21/2024	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	handwriting skill makes letters from bottom vs. top at times but improved overall legibility and awareness of spacing
03/28/2024	Alexis Wilson	Connections Academy- SoCal	Brian Guillen	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	handwriting
03/04/2024	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	1.68 handwriting working on spacing, with model still unable to space words
03/18/2024	Alexis Wilson	Connections Academy- SoCal	Damarai Barbosa	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	handwriting
03/07/2024	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	1.00 zones of regulation
03/14/2024	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	wordsearch on emotions
03/21/2024	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	social situations online games, what would you do questions, zones of regulation
03/28/2024	Alexis Wilson	Connections Academy- SoCal	Kai Hall	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	zones of regulation
03/22/2024	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therapy	01:00 PM	01:30 PM	0.50	No Show	2.00 OT had confirmed OT session today via text with mom. OT waited in zoom room x25 minutes. Student did not show. Follow up text to schedule next OT session with mom.
03/28/2024	Alexis Wilson	Connections Academy- SoCal	Matthew Ovalle	Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	OT confirmed appointment yesterday with mom via text. OT waited in zoom room x20 minutes, texted mom and she stated that it slipped her mind. Scheduled for next week wednesday at 1:30pm
03/01/2024	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	01:30 PM	02:00 PM	0.42	Make-Up	1.00 Make up from 2/27 due to provider reschedule. OT had to change time of meeting to next week for make up but mom declined a reschedule.
03/05/2024	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	wordsearch, tracing numbers 1-20
03/12/2024	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	tracing, coloring
03/19/2024	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	tracing sentences, words, etc.
03/26/2024	Alexis Wilson	Connections Academy- SoCal	Neil Murphy	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	tracing, writing name in box, coloring
03/14/2024	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therapy	02:00 PM	02:45 PM	0.75	No Show	2.10 OT sent email at beginning of session asking mom if Savannah would be joining for OT today. OT did not hear back from mom and student did not show. No show.
03/18/2024	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therapy	01:30 PM	02:35 PM	1.08	IEP Attendan	Will follow up with communications with mom for next session.
03/27/2024	Alexis Wilson	Connections Academy- SoCal	Savannah Catano	Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	1.08 IEP Attendan shared present levels, goals, services (changed to 30mins 1x per week) handwriting
03/07/2024	Alexis Wilson	Connections Academy- SoCal	Spencer Wong	Occupational Therapy	02:30 PM	03:30 PM	1.00	No Show	2.31 OT waited in zoom room x45 minutes. Student did not show. Texted mom to follow up and confirm for next week.
03/14/2024	Alexis Wilson	Connections Academy- SoCal	Spencer Wong	Occupational Therapy	02:30 PM	03:30 PM	1.00	Late Cancel	OT texted mom with reminder for today's session. Mom states student is at Children's Hospital LA due to high blood pressure and is getting an abdominal CT to check kidney flow. Late cancel.
03/21/2024	Alexis Wilson	Connections Academy- SoCal	Spencer Wong	Occupational Therapy	02:30 PM	03:30 PM	1.00	Late Cancel	OT texted mom prior to session to remind mom of session today. She reported that they were at chla and he was getting ortho to look at his right hip and SJ joint, as he has continued to have significant pain and he would not be attending OT today. Late cancel.
03/28/2024	Alexis Wilson	Connections Academy- SoCal	Spencer Wong	Occupational Therapy	02:30 PM	03:30 PM	1.00	No Show	OT texted mom, day of session to reminder of appointment time. Mom did not respond and student did not show. No show.
03/05/2024	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvett Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	4.00 typing, 13 wpm
03/12/2024	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvett Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	maths and handwriting
03/19/2024	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvett Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	handwriting and typing
03/26/2024	Alexis Wilson	Connections Academy- SoCal	Tajai-Micvett Miller-Lawrence	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	handwriting working on left side alignment and going to next line with writing
03/06/2024	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Late Cancel	2.00 mom emailed OT at time of session-Zen was sleeping because he "had a tough day". Late cancel.
03/13/2024	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	wordsearch 8/10 words within 25 minutes.
03/20/2024	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	word search, handwriting
03/27/2024	Alexis Wilson	Connections Academy- SoCal	Zen Cooper	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	handwriting, wordsearch

18.09

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/06/2024	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Knealing	Counseling	12:00 PM	12:45 PM	0.75 Regular	0.75	Aenghus joined session on time and ready for discussion. He presented with content moods, with congruent affect. Aenghus checked in feeling "good and doing well at school." Worked on building social skills, team effort, planning, and positive character traits (leadership, kindness, and fairness), impulse control, and sportsmanship by practicing teamwork via a game. Created space to process and ask questions regarding upcoming reassignment.
03/06/2024	Ana Rosario Urena	Connections Academy- SoCal	Agustin Perez	Counseling	09:00 AM	09:30 AM	0.50 Regular	0.50	Agustin joined the session on time and ready for discussion. Camera was off throughout the session. Agustin sounded calm, and content. He checked in feeling "okay." Briefly checked in about school, he is doing okay with his academic assignments. Continued providing psychoeducation on non-verbal communication (e.g., gestures, emotions, and body language). Agustin was engaged in the discussion by sharing his thoughts and answering questions.
03/06/2024	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33 Regular	0.33	Camera was off throughout the session. Alex joined session 7 minutes late and ready for discussion. Alex sounded content and checked-in feeling "good." Checked in about his academic performance and progress with increasing motivation to complete schoolwork. Briefly checked in about any inquiries regarding upcoming reassignment.
03/13/2024	Ana Rosario Urena	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33 Regular	0.67	Camera was off throughout the session. Alex joined session on time and ready for discussion. Alex sounded content and checked-in feeling "good." Checked in about his academic performance and progress with increasing motivation to complete schoolwork. Created space to share fun memories during counseling sessions, processing, and asking questions.
03/05/2024	Ana Rosario Urena	Connections Academy- SoCal	Alexiconia Howard	Counseling	09:00 AM	10:00 AM	1.00 Regular	1.00	Alexiconia joined session 10 minutes late and ready for discussion. Camera was off throughout the session. She checked-in feeling "good and doing well at school." Continued discussing recent events in her family. Continue working on developmental skills for engaging in brief conversations with people in order to increase confidence in social communication. Provided psychoeducation on social anxiety. Discussed upcoming reassignment. Created space for Alexiconia to process and ask questions.
03/12/2024	Ana Rosario Urena	Connections Academy- SoCal	Alexiconia Howard	Counseling	09:00 AM	10:00 AM	1.00 Late Cancel	2.00	Late cancel. Reached out to parent to inquire about student attendance. Parent replied student was not attending session due to not feeling well.
03/05/2024	Ana Rosario Urena	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50 Regular	0.50	Chloe joined session on time and ready for discussion. She checked in feeling "good." She presented with content moods, with congruent affect. This provider created space for Chloe to express her feelings and thoughts. Chloe reported doing well in her classes. Discussed recent updates with family events and challenges. Chloe is responding well to interventions. She openly shares her thoughts and challenges.
03/01/2024	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50 Regular	0.50	Masterson joined session on time and was ready for discussion. He checked in feeling "good." He continues to present with content and cheerful moods, with congruent affect. Checked in about his academic progress. Masterson reported doing better with his assignments and continuing trying his best to stay on track. Continued sharing about Masterson's adjustment to recent changes in his family life.
03/08/2024	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	Counseling	03:00 PM	03:30 PM	0.50 Regular	0.50	Masterson joined session on time and was ready for discussion. He checked in feeling "good." He continues to present with content and cheerful moods, with congruent affect. Checked in about his academic progress. Masterson reported doing better with his assignments and continuing trying his best to stay on track. Continued sharing about Masterson's adjustment to recent changes in his family life. Discussed upcoming reassignment. Created space to process and ask questions.
03/15/2024	Ana Rosario Urena	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50 Regular	1.50	Masterson joined session 8 minutes late and was ready for discussion. He checked in feeling "good." He continues to present with content and cheerful moods, with congruent affect. Engaged in preferred/fun activity in celebration of our last session prior to reassignment. Created space to share fun memories during counseling, ask questions, and share any last thoughts.
03/01/2024	Ana Rosario Urena	Connections Academy- SoCal	Nikai Young	Counseling	08:30 AM	09:00 AM	0.50 No Show	0.50	No show after 15-minute wait time.

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/08/2024	Ana Rosario Urena	Connections Academy- SoCal	Nikai Young	Counseling	08:30 AM	09:00 AM	0.50	No Show	Last scheduled session. Student absent. No show after 15-minute wait time.
								1.00	
03/05/2024	Ana Rosario Urena	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Camera was off for most of the session. She joined session 5 minutes and ready for discussion. Rylee presented with content and calm moods, with congruent affect. She checked in feeling "good and doing well at school." Worked on increasing social engagement, team effort, and planning via a game. Rylee was responsive to interventions. She was actively engaged and seemed to enjoy the activity, as evidenced by her increase in positive moods by the end of the session.
03/12/2024	Ana Rosario Urena	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50	Regular	Camera was off for most of the session. She joined session 5 minutes late and ready for discussion. Rylee presented with content and calm moods, with congruent affect. She checked in feeling "good." Continued working on art therapy given that art is one of Rylee's preferred coping strategy and self-care activity. Continued discussion reassignment. Created space for Rylee to process and ask questions.
								1.00	
03/04/2024	Ana Rosario Urena	Connections Academy- SoCal	Samuel Bayona	Counseling	11:00 AM	11:30 AM	0.50	Regular	Samuel joined the session on time and ready for discussion. He presented with content moods, with congruent affect. Discussed recent family events, and school progress. Continued processing upcoming reassignment. Samuel openly asked questions and shared his favorite memories from counseling sessions.
03/06/2024	Ana Rosario Urena	Connections Academy- SoCal	Santiago Padilla	Counseling	04:00 PM	04:30 PM	0.50	No Show	No show after 15-minute wait time.
03/13/2024	Ana Rosario Urena	Connections Academy- SoCal	Santiago Padilla	Counseling	04:00 PM	04:30 PM	0.50	No Show	No show after 15-minute wait time.
								1.00	
03/04/2024	Ana Rosario Urena	Connections Academy- SoCal	Seven Isaacs	Counseling	01:30 PM	02:00 PM	0.50	Regular	Seven joined the session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Seven checked in feeling "good and doing well at school." Continued working on joint attention and social skills using preferred and nonpreferred activities. He continues to demonstrate good sportsmanship. However, he continues to benefit from help managing losing the game and exposure to new situations/scenarios to increase distress and frustration tolerance. Discussed upcoming reassignment. Created space for Seven to process and ask questions.
03/11/2024	Ana Rosario Urena	Connections Academy- SoCal	Seven Isaacs	Counseling	01:30 PM	02:00 PM	0.50	Regular	Seven joined the session on time and ready for discussion. He presented with content and calm moods, with congruent affect. Seven checked in feeling "good." Continued working on joint attention and social skills using preferred and nonpreferred activities. He continues to demonstrate good sportsmanship. However, he continues to benefit from help managing losing the game and exposure to new situations/scenarios to increase distress and frustration tolerance. Continued discussing upcoming reassignment. Seven openly asked questions and shared favorite memories from counseling.
								1.00	
03/04/2024	Ana Rosario Urena	Connections Academy- SoCal	Sincere Miller	Counseling	12:00 PM	12:30 PM	0.50	No Show	No show after 15-minute wait time. Reached out to parent. However, student did not join session.
03/11/2024	Ana Rosario Urena	Connections Academy- SoCal	Sincere Miller	Counseling	12:00 PM	12:30 PM	0.50	No Show	No show after 15-minute wait time. Reached out to parent. Student never joined.
								1.00	
03/04/2024	Ana Rosario Urena	Connections Academy- SoCal	Zen Cooper	Counseling	12:30 PM	01:00 PM	0.50	Regular	Zen joined session on time and ready for discussion. He presented with content a cheerful moods, with congruent affect. Zen checked in feeling "good and doing well at school." Continued building social skills, impulse control, and sportsmanship practicing turn-taking. Zen continues to respond well to interventions addressed increase adaptive social interactions/skills. Zen was able to show independent interest in topics that were not related to him.
03/11/2024	Ana Rosario Urena	Connections Academy- SoCal	Zen Cooper	Counseling	12:30 PM	01:00 PM	0.50	Regular	Zen joined session on time and ready for discussion. He presented with content a cheerful moods, with congruent affect. Zen checked in feeling "good." Discussed upcoming reassignment. Provided space for Zen to process and ask questions. Continued building social skills, impulse control, and sportsmanship by practicing turn-taking. Zen continues to respond well to interventions addressed increase adaptive social interactions/skills.
								1.00	
								12.42	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/05/2024	Catherine Bognes	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Inference-80% mod (multiple repetitions and verbal prompts), idioms (retention) -65%, max (new)-30% max
03/12/2024	Catherine Bognes	Connections Academy- SoCal	Alexander Oropeza	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Inferences-50% max, idioms (retention)-75% mod (NEW) baseline-50% max
03/27/2024	Catherine Bognes	Connections Academy- SoCal	Alexander Oropeza	IEP Prep	10:00 AM	10:25 AM	0.42	IEP Prep	IEP prep annual
									1.42
03/05/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Really sick today. Auditory processing severely affected sound understanding and production. 1 /t/-100% min /k/-65% max /-k/ max /m/-65% (b/m) max /p/-100% min. F /t/-15% (-t, p/t) max /k/-35% (p/t) /p/-65% (-p) max /d/-4% (-d, b/b/d) max /m/-4% (n/m) max, B^D^G^ (syllable)-100% min (co-artic)-100% min (slow production), vocab retention (city)-65% max (park)-85% min, on-topic ans-100% mod
03/06/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	B^D^G^ (syllable) 60% mod (co-artic)-85% min, min pairs 1 /t/-100% /k/-35% max (s/t, -t) /p/-100% /m/-100%, F ?/t-100%/ /k/-100%/ /p/-100%/ /m/-0%/ (n/m, -/m), /d/-65% (-d), vocab retention (city)-65% mod (park)-75% min
03/12/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	B^D^G^ (syllables)-100% min (co-artic) 100% min (slowly), min pairs 1 /t/-100% min /k/-50% max (m/k, b/k) /p/-100% min /m/-100% min /b/-45% max (t/b, m/b, t/b) /n/-0% (n/m), F /t/-80% (p/b) k-35% max (-k, p/k, n/k) /b/-100% min /m/-100% min /n/-100% min, vocab retention (city)-80% mod
03/13/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	He needed a lot of repetitions today for all activities (hub? or what did you say w/ used frequently) Min pairs 1 /t/-100% min /k/-50% max (p/k, -k, b/k) /n/ 80% m /b/-100% min /m/-100% min, F /t/-100% min /k/-25% max (p/k, -k), /d/-100% min /n/-100% min /m/-0% max (n/n), vocab Retention (park)-95% mod
03/19/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	B^D^G^ (syllable)-100% min (co-artic)-80% mod support (self corrected once), min pairs 1 /t/ 85% min (p/t) /k/-7% min (p/k) /p/-100% min /b/-50% max (p/b, n/p, p/b, -b) /m/-100% min, F /t/-80% min (-t) /k/-80% min (-k) /p/-100% min /d/ 100% min /m/-100% min /n/-100% min, scenarios (retention) park-85% mod
03/20/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	B^D^G^ (syll) 100% min (co-artic)-100% min, min pairs 1 /t/-100% min /k/-10% max (t/k, p/k) /p/-80% min (t/p) /m/-100% min /b/-55% max (p/b, t/b) F /t/-100% min /k/-35% max (p/k, t/k, -k) /n/-80% min /d/-100% min /m/-65% (n/m) max, /n/-100% min, vocab (country)-75% max
03/26/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Min Pairs 1 /k/-40% max (p/t/k), /b/-80% min (t/b), F /k/-20% max, B^D^G^ (syllable)-100% min (co-artic)-100% min, vocab (retention) country-75% max, (NEW) gas station-60% max
03/27/2024	Catherine Bognes	Connections Academy- SoCal	Brian Guillen	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	On-topic ans-85% min, min pairs 1 /k/-70% mod (t,h,p/k) /b/-100% min, F /k/-75% mod (-k) /m/-80% min (n/m), vocab baseline (new) airport-60% max, B^D^G^ (syllable)-100% min (co-artic)-100% min
03/05/2024	Catherine Bognes	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	4.00 Texted w/o reply, tried to leave msg but mail box was not accepting messages.
03/12/2024	Catherine Bognes	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Define vocab from context-65% mod, organize thoughts (grammar)-85% mod, body language (complex)-65% mod (infer)-100% min
03/19/2024	Catherine Bognes	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	Called and texted. Left msgs on both without response.
03/26/2024	Catherine Bognes	Connections Academy- SoCal	Jahmi Ivie	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	Left msg for team on Connexus to see if I am to continue offering services. There was not a response and it is not noted in her IA that all services should be placed on hold. I texted family at 1:02 pm and attempted to leave a VM when I called family at 1:04 pm, but the msg box was not accepting msgs.
03/06/2024	Catherine Bognes	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	2.00 Negative ?'s (exclusion)-75% mod, same-100% mod, different-45% max, simple inferences-75% mod
03/13/2024	Catherine Bognes	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Neg ?'s (exclusion) 70% max, same-75% mod, different-65% max, simple inferences-80% max
03/20/2024	Catherine Bognes	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	Late cancellation. Neighborhood lost power.
03/27/2024	Catherine Bognes	Connections Academy- SoCal	Jonathan Ramirez	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	inferences (easy)-45% max, same-85% min, different-70% max, neg ?'s (exclusion) -75% mod
03/05/2024	Catherine Bognes	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	2.00 Did not want to do speech or participate. After 15 min, he sat down and needed maximum prompts to participate. Inference ?'s-70% max, feelings (his)-100% max (others)-100% max (from inference ?'s)

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03/06/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Body lang (infer why) him-35% max others-85% min, /s/ CV-65% mod VC-100% min, sh/ch-production of sounds appropriate for entire session, Inferences-85% n (needed multiple repetitions but let me know he needed it repeated)
03/12/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Very difficult day. Exited out of Zoom 2 times and ignored therapist for most of session. Maximum support was required for him to be successful today on his lessons. Body lang inference (him)-65% (others)-65%, /s/ CV-100% VC-40%
03/13/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Did not work well today. Needed maximum prompting to stay focused and needed multiple repetition. Inference-100% max, body language (him)-30% max (others)-60% max (he easily states emotions during inferences-100% min)
03/19/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	Txt and call (left msgs on both) Parent texted 20 min into his session to let me know he was taking a test and she forgot about his speech session.
03/20/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Needed max support to pay attention to tasks. Inferences-60% max, body lang (him)-75% max (others)-100% mod, ask ?'s (start, continue, finish)-100% min
03/27/2024	Catherine Bogues	Connections Academy- SoCal	Zen Cooper	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	Infer-65% max, body language infer (him)-85% max (others)-75% max, /s/ CV-75% mod VC-75% mod, ask reciprocal ?'s-75% min
									3.50
									12.92

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/01/2024	Christine Torio	Connections Academy- SoCal	Arielle Oceano	IEP Attendance	03:00 PM	03:50 PM	0.83	IEP Attendance	Triennial IEP
03/15/2024	Christine Torio	Connections Academy- SoCal	Bryce Bartlett	IEP Attendance	01:30 PM	03:10 PM	1.67	IEP Attendance	IEP attendance
03/14/2024	Christine Torio	Connections Academy- SoCal	Treyce Miles	Speech Therapy	01:00 PM	01:15 PM	0.25	No Show	at beginning of session start time. No response
03/21/2024	Christine Torio	Connections Academy- SoCal	Treyce Miles	Speech Therapy	01:00 PM	01:15 PM	0.25	No Show	SLP emailed parent 5min after session start time. Student no-showed to session.
03/26/2024	Christine Torio	Connections Academy- SoCal	Treyce Miles	IEP Attendance	11:00 AM	12:00 PM	1.00	IEP Attendance	Annual IEP meeting attendance
							1.50		
							4.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decit Session Type	Note
03/06/2024	Dyanne Van Peter	Connections Academy- SoCal	Aiden Ilaoa	Occupational Therapy	11:30 AM	12:00 PM	0.50 Regular	Sight word BINGO on computer to improve letter recognition and visual perceptual/scanning skills. Copying A-Z > improving formation but still large and misalignment noted. Using STOP-n-GO wide adaptive paper. ST very motivated work today.
03/13/2024	Dyanne Van Peter	Connections Academy- SoCal	Aiden Ilaoa	Occupational Therapy	11:30 AM	12:00 PM	0.50 Late Cancel	LATE CANCEL 2/2 Parent taking ST to MD 2/2 possible pink eye infection w/ST reporting pain and eye fatigue.
03/20/2024	Dyanne Van Peter	Connections Academy- SoCal	Aiden Ilaoa	Occupational Therapy	11:00 AM	11:30 AM	0.50 Regular	Novel typing game for computer exposure, FM + cog skills, and accessing coping mechanisms. Excelled at WORD BINGO > worked on click-n-drag skills, good w/short drag > needs to work on control + longer distance.
03/27/2024	Dyanne Van Peter	Connections Academy- SoCal	Aiden Ilaoa	Occupational Therapy	11:30 AM	12:00 PM	0.50 Regular	Miss Emma LC today > noted ST tolerated more assistance and HOH today and less resistance. Min-Mod verb cues to maintain boundaries on paper and assistan to physically place marker point on line. Would benefit from raised lined paper o possibly STOP-n-GO. Needs to work on diagonal lines/strokes . NOTE: Talk to C regarding vision and eyeglasses at next OT.
03/06/2024	Dyanne Van Peter	Connections Academy- SoCal	Alexander Gomes	Occupational Therapy	01:30 PM	02:00 PM	0.50 Regular	(I) writing A-Z w/notes increased errors w/o visual grid. With grid increased productivity time and execution.
03/12/2024	Dyanne Van Peter	Connections Academy- SoCal	Alexander Gomes	Occupational Therapy	01:00 PM	01:30 PM	0.50 Regular	Increase FM strength, dexterity + following direction via drawing video > focus o increasing (I) w/cues. Excellent follow through and keeping up w/instructions in a timely manner.
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Alexander Gomes	Occupational Therapy	01:00 PM	01:30 PM	0.50 No Show	NO SHOW, OT waited online for 15 min, texted and called CT. CT returned text rapt ST was waiting paper this week. Completed Aa-Zz w/(I) self correction and improved size consistency. Good coping skills and very positive today.
03/26/2024	Dyanne Van Peter	Connections Academy- SoCal	Alexander Gomes	Occupational Therapy	01:00 PM	01:30 PM	0.50 Regular	Sensory Fine motor there ex warm up. Copied 3 sentences using whiteboard. LC at 1:21PM stating that ST cannot attend OT 2/2 behavior.
03/01/2024	Dyanne Van Peter	Connections Academy- SoCal	Anthony Almos	Occupational Therapy	09:00 AM	09:30 AM	0.50 Regular	ST worked on copying 3 sentences. Production very slow and has extreme difficulty with spelling. Worked on keyboarding skills to improve dexterity and learn letter location + arrow use.
03/15/2024	Dyanne Van Peter	Connections Academy- SoCal	Anthony Almos	Occupational Therapy	09:00 AM	09:30 AM	0.50 Regular	Focus on hand strength and following directions > overall excellent session. Min verb cue initially for spacing.
03/06/2024	Dyanne Van Peter	Connections Academy- SoCal	Antonio Aranda	Occupational Therapy	12:30 PM	01:00 PM	0.50 Regular	Struggles w/arrow use (+) click-n-drag skills on keyboard. Copied 3 sentences fro classic tale #26. Good support from LC.
03/13/2024	Dyanne Van Peter	Connections Academy- SoCal	Antonio Aranda	Occupational Therapy	12:30 PM	01:00 PM	0.50 Regular	Copied 3 sentences Classic Tale #28 on STOP-n-GO wide (change to narrow). Worked on click-n-drag w/noted improvement w/accuracy and duration of drag w/min-mod verb cue to hold "drag" longer before releasing.
03/27/2024	Dyanne Van Peter	Connections Academy- SoCal	Antonio Aranda	Occupational Therapy	12:30 PM	01:00 PM	0.50 Regular	Poor interconnectivity today. Copied story from screen w/Mod-Max verbal cues   scanning (+) staying on task, appears prompt dependent.
03/05/2024	Dyanne Van Peter	Connections Academy- SoCal	Charles White	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular	A-Z from memory per ST request. Noted increased errors. Intro'd UC+LC grid. Will write vertical at times vs horizontal across paper. Reversal "E" "N" "S" "Z"
03/20/2024	Dyanne Van Peter	Connections Academy- SoCal	Charles White	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular	Slow productivity writing Aa-Zz (w/grid) if LC is not at side full prompting. Completed 80% of alphabet in 28 mins.
03/27/2024	Dyanne Van Peter	Connections Academy- SoCal	Charles White	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular	Aa-Zz from lateral near point grid (20 mons to complete). Very distracted today LC rptd same behavior or all classes + Speech today used headphones to filter no Mod verb cues to stay on task 3 pt grasp on pencil at lower shaft > rests at PIP vs web space
03/05/2024	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular	Focus on using/typing grammatical marks. FM Ther-Ex warm up 3 min type test 12 wpm 2 errors 2) 11 wpm 100% 3) 11 wpm 100%
03/12/2024	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular	3 min type test 1) 14 wpm 1 error 2) 15 wpm 100% 3) 15 wpm 100%
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular	Sensory fine motor warm post 3 min type test #33 1) 12 wpm. 100% 2) 14 wpm. error 3) 18 wpm. 100% 5 min type test > 16 wpm 100%
03/26/2024	Dyanne Van Peter	Connections Academy- SoCal	Demetrius Guidry	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular	Novel task w/goal of following directions on video (+) increase (I) and resourcefulness Good following directions and great outcome w/artwork Mod verb cue to sequence & pace

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03/01/2024	Dyanne Van Peter	Connections Academy- SoCal	Eddie Camacho	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Cont'd focus on A-Z formation UC + LC Max verb + vis cues to complete ask towards end began repeating letter/sound.
03/08/2024	Dyanne Van Peter	Connections Academy- SoCal	Eddie Camacho	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Increased participation completing A-Z UC+LC w/visual model and Mod verb cues.
03/15/2024	Dyanne Van Peter	Connections Academy- SoCal	Eddie Camacho	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Mod > Min verb cues (+) visual model for A-Z Grasp (R) 4 POINT Copied 2 sentences > appeared to do better w/copying sentences > noted increasing size consistency and alignment.
03/29/2024	Dyanne Van Peter	Connections Academy- SoCal	Eddie Camacho	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	Aa-Zz copy w/grid and Mod-Max verb and vis cus to stay on task, sequence and completed. Better with sentences productivity once St understands task.
03/07/2024	Dyanne Van Peter	Connections Academy- SoCal	Isaiah Blanquet	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	2.00 Began scribbling on paper w/adequate but light force using crayon. Clearly stated "blue" "purple". Appears to be showing more interest w/"writing".
03/14/2024	Dyanne Van Peter	Connections Academy- SoCal	Isaiah Blanquet	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	Marker on whiteboard Post HOH carrying over vertical strokes (1st time) Workin on turn taking "coloring" on shapes 50% accuracy (L) adaptive grasp w/thumb
03/28/2024	Dyanne Van Peter	Connections Academy- SoCal	Isaiah Blanquet	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	Very calm again throughout the entire OT session. Sitting in place (Dly w/ and w/ LC in room. Noted increasing interest/tolerance w/drawing. (L) adaptive grasp @ mid > lower shaft.
03/29/2024	Dyanne Van Peter	Connections Academy- SoCal	Isaiah Blanquet	Occupational Therapy	01:30 PM	02:00 PM	0.50	Make-Up	MU for 3/21/24 Cont'd emphasis on prolonged scribbling. vertical/horizontal/diagonal strokes > slowly emerging. Improved sitting tolerance able to remain most of a 30 min session seated on floor.
03/05/2024	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	2.00 Held marker (Dly) < 30 sec x2. Brought marker to paper w/o marking. Tolerated removing tv control from hand > 20 mins w/use of distractions
03/12/2024	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Decreased interest and tolerance holding marker > pushing away Focused on learning/reviewing shapes and numbers. LC rpts ST did not engage in Speech today, which is unusual. Calm but decreased engagement.
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Holding marker (R) adaptive grasp 3-7 sec x3 For vertical strokes UE forearm support provided. ST reached for computer x1. Good visual attention and toleran w/preskill writing activities.
03/26/2024	Dyanne Van Peter	Connections Academy- SoCal	Jackson Vincent	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	Per CL, ST is now sleeping (Dly) in his own room and bed. Tolerating HOH w/writing practice. 22 min working w/OT + LC at computer. 1st time ST gave "thumb's up" today at end of session.
03/01/2024	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	2.00 Good coping skills with higher level typing challenges. FM Thex Ex Warm up 3 min type test Best of 3: 14 wpm 2 errors
03/08/2024	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	Post ther ex warm up 3 min type test 1) 15 wpm 100% 2) 17 WPM 100% 3) 14 WPM 100% Improved used of grammatical marks
03/15/2024	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	Noted increased difficulty with typing fluidity today 3 min type test 1) 10 wpm 100% 2) 9 wpm 100% 3) 15 wpm 100%
03/28/2024	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	SBA 2 navigate internet apps 3 min type test 1) 15 wpm 100% 2) 14 wpm 100# 3) 15 wpm 100%
03/29/2024	Dyanne Van Peter	Connections Academy- SoCal	Jaeden Srey	Occupational Therapy	09:30 AM	10:00 AM	0.50	Make-Up	MU for 3/22/24 Cont'd improvement computer navigational skills The r ex warm up prior to typing 3 min type tesy 1) 15 wpm 100% 2) 14 wpm 100% 3) 13 wpm 100% 4) 15 wpm 100%
03/05/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	2.50 Warm up FM ther ex 5 min type test > 12 wpm 100%
03/06/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	3 min type test 1) 12 wpm 100% 2) 10 wpm 100% 3) 13 wpm 100%
03/12/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Post FM ther ex warm up 3 min type test 1) 13 wpm 100% 2) 12 wpm 100% 3) 13 wpm 100%
03/13/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50	Regular	Worked on click-n-drag skills 3 min type test 1) 14 wpm 100% 2) 15 wpm 100% 5 min type test 1) 13 wpm 100%
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Completed higher level visual perpetual + executive functioning task w/ 2 verbal cues. Task included folding, drawing, coloring, following directions per video w/good self pacing. Excellent focus and productivity today.
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50	Make-Up	MU session for next day 03/20/24 due to schedule time conflict. Min-Mod verb cu to reorg for OT (1-2 mins) 3 min type test #33 1) 14 wpm. 100% 2) 16 wpm. 100 3) 16 wpm 100%
03/26/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	Post Sensory FM There Ex warm up 3 min type test 1) 14 wpm 100% #33 2) 14 wpm 100% #30 3) 16 wpm 100% #32

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/27/2024	Dyanne Van Peter	Connections Academy- SoCal	Mohammed Illeez	Occupational Therapy	03:30 PM	04:00 PM	0.50 Regular	Improved computer keyboarding skills and navigating internet. Min verb cue (decreasing) to return to task as set up. 3 min type test (1)12 wpm 100% (2)15 wpm 100% (3)14 wpm 100%
03/05/2024	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50 Regular	Copy from screen 3 (6 word) sentences 4x verb cues to sit up right at computer 17 mins to copy 3 sentences.
03/12/2024	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50 Regular	(1) Aa-Zz w/self correcting using alpha grid Copied 2 sentences (4 - 11wrods) 7 mins to complete Noted inconsistent sizing improving + alignment awareness Uses (R) tripod > 4 point grasp at lower end of shaft. Cont'd focused on writing A-Zz and slow productivity > 18' 44" to completed with min verb cues. Per CT, ST "having a bad day". Mod verb cues to sit upright w/torso, tends to slouch or lay U.E. while sitting (NOTE: ST at low table).
03/19/2024	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50 Regular	NO SHOW for 11:30am appt. OT waited online for 15 mins, text and emailed family. CT returned text at 12:48pm stating older son at "Fitness testing" and thought more time than anticipated. Confirmed next OT Tues 4/02/24 at 11:30am
03/26/2024	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50 No Show	
							2.00	
							24.50	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/01/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/04/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/05/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/06/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/07/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/08/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/12/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/13/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/14/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/15/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/18/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	45 min	
03/19/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/20/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/21/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/22/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/25/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/26/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/27/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/28/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	
03/29/2024	Edna Guerrero	Connections Academy- SoCal	Adam Martinez	IIS-340	03:30 PM	04:15 PM	0.75 Regular	AJ	

15.75  
15.75

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/04/2024	Jessica Chermezi	Connections Academy- SoCal	Cora Whittingham	Counseling	01:30 PM	02:15 PM	0.75 Regular	REC PLUS MAKEP
03/08/2024	Jessica Chermezi	Connections Academy- SoCal	Paige Soto-Montoya	Counseling	01:00 PM	01:30 PM	0.50 No Show	no show case manager notified
03/04/2024	Jessica Chermezi	Connections Academy- SoCal	Salvador Ruiz	Counseling	02:30 PM	03:00 PM	0.50 Regular	Coping skills workseet
							1.75	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/06/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	ST participated in an open-ended conversation and demonstrated appropriate responses with highly preferred topic.
03/13/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	ST identified her zone and responded appropriately to highly preferred topic but continued to be very selective with the task she would like to engage in. ST camera was off but participated in an open-ended on a highly-preferred topic conversation and reported she was in a green zone. Demonstrated self-directive behavior 75% of time.
03/20/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	ST logged in late but had a valid reason. Was very receptive and responsive toda
03/27/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	OT consult and collaboration with CM and CT.
03/28/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	Occupational Therapy	11:00 AM	12:00 PM	1.00	Regular	OT consult and collaboration with CM and CT.
03/29/2024	Jocelyn Del Rosario	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	11:00 AM	12:00 PM	1.00	IEP Attendan	Annual IEP held and completed today.
							6.00		
							6.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/05/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/07/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/12/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/14/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/18/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/21/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/26/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/28/2024	Joyce Carrillo	Connections Academy- SoCal	Adam Martinez	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/11/2024	Joyce Carrillo	Connections Academy- SoCal	Bryce Bartlett	Progress Reporting	08:00 AM	08:15 AM	0.25 Regular	4.00 progress report
03/01/2024	Joyce Carrillo	Connections Academy- SoCal	Lucian McColl	Counseling	03:30 PM	04:00 PM	0.50 Regular	0.25 Counseling
03/15/2024	Joyce Carrillo	Connections Academy- SoCal	Lucian McColl	Counseling	03:30 PM	04:00 PM	0.50 Regular	Counseling
03/22/2024	Joyce Carrillo	Connections Academy- SoCal	Lucian McColl	Counseling	12:30 PM	01:00 PM	0.50 Regular	Counseling
03/29/2024	Joyce Carrillo	Connections Academy- SoCal	Lucian McColl	Counseling	12:30 PM	01:00 PM	0.50 Regular	Counseling
03/01/2024	Joyce Carrillo	Connections Academy- SoCal	Marc Sweeney	Counseling	10:00 AM	10:15 AM	0.25 Regular	2.00 counseling
03/08/2024	Joyce Carrillo	Connections Academy- SoCal	Marc Sweeney	Counseling	10:00 AM	10:15 AM	0.25 Regular	Counseling
03/15/2024	Joyce Carrillo	Connections Academy- SoCal	Marc Sweeney	Counseling	10:00 AM	10:15 AM	0.25 Regular	Counseling
								0.75
								7.00

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/20/2024	Kimberley Springer	Connections Academy- SoCal	Alexander Oropeza	Counseling	02:00 PM	02:20 PM	0.33 Regular	0.33 Regular	Introduced self, reviewed limits to confidentiality.
03/27/2024	Kimberley Springer	Connections Academy- SoCal	Alexander Oropeza	Counseling	01:00 PM	01:20 PM	0.33 Regular	0.33 Regular	Introduced self, reviewed limits to confidentiality.
03/19/2024	Kimberley Springer	Connections Academy- SoCal	Alexicon Howard	Counseling	09:00 AM	10:00 AM	1.00 Regular	0.66	Joined at 9:16, introducing self
03/26/2024	Kimberley Springer	Connections Academy- SoCal	Alexicon Howard	Counseling	09:00 AM	10:00 AM	1.00 Regular	1.00 Regular	weekly counseling session
03/19/2024	Kimberley Springer	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50 Regular	2.00	introduced myself and went over limits of confidentiality
03/26/2024	Kimberley Springer	Connections Academy- SoCal	Chloe Proenca-Hagerman	Counseling	03:00 PM	03:30 PM	0.50 Regular	0.50 Regular	weekly session completed
03/21/2024	Kimberley Springer	Connections Academy- SoCal	Cole Ridgley	IEP Prep	07:00 AM	07:15 AM	0.25 IEP Prep	1.00	emailed parents to get their input since school counseling has not yet begun
03/27/2024	Kimberley Springer	Connections Academy- SoCal	Cole Ridgley	IEP Attendance	02:00 PM	03:40 PM	1.67 IEP Attendance	1.92	IEP team met to review assessment results and offer of FAPE. Meeting ran over 90 minutes scheduled and adjourned at 3:38.
03/20/2024	Kimberley Springer	Connections Academy- SoCal	Cora Whittingham	Counseling	03:00 PM	03:30 PM	0.50 Regular	0.50 Regular	Met with student (and mom at student's request) and went over introductions and limits to confidentiality.
03/22/2024	Kimberley Springer	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50 Regular	0.50 Regular	Introduced self, explained limits of confidentiality.
03/26/2024	Kimberley Springer	Connections Academy- SoCal	Masterson Young	IEP Attendance	08:00 AM	09:00 AM	1.00 IEP Attendance	1.00 IEP Attendance	One hour booked for IEP progress monitoring meeting. IEP team met to review accommodations, parent concerns, and plan for enrolling in local district.
03/29/2024	Kimberley Springer	Connections Academy- SoCal	Masterson Young	Counseling	02:00 PM	02:30 PM	0.50 Regular	2.00	weekly session, discussed upcoming school change
03/22/2024	Kimberley Springer	Connections Academy- SoCal	Paige Soto-Montoya	Counseling	03:30 PM	04:00 PM	0.50 Regular	0.50 Regular	Introduced self, explained limits of confidentiality.
03/29/2024	Kimberley Springer	Connections Academy- SoCal	Paige Soto-Montoya	Counseling	03:30 PM	04:00 PM	0.50 Regular	0.50 Regular	weekly session, reviewed managing anxiety
03/19/2024	Kimberley Springer	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50 Regular	1.00	Re-introducing self to Rylee, review limits to confidentiality
03/26/2024	Kimberley Springer	Connections Academy- SoCal	Rylee Wintland	Counseling	12:30 PM	01:00 PM	0.50 Regular	0.50 Regular	weekly counseling session
03/28/2024	Kimberley Springer	Connections Academy- SoCal	Rylee Wintland	IEP Attendance	11:30 AM	12:00 PM	0.50 IEP Attendance	1.50	IEP team met for triennial review, review of records. Parent asked team meet without her. New counseling goal proposed. Service to continue at same rate.
03/21/2024	Kimberley Springer	Connections Academy- SoCal	Salvador Ruiz	IEP Prep	07:15 AM	07:30 AM	0.25 IEP Prep	1.50	emailed parents to get their input since school counseling has not yet begun
03/25/2024	Kimberley Springer	Connections Academy- SoCal	Salvador Ruiz	Counseling	03:00 PM	03:30 PM	0.50 Regular	0.50 Regular	introduced self, explained limits to confidentiality
03/25/2024	Kimberley Springer	Connections Academy- SoCal	Salvador Ruiz	IEP Attendance	01:00 PM	02:30 PM	1.50 IEP Attendance	2.25	90 minutes cleared for Salvador's IEP meeting per school. Meeting was translated for parent, ended at 2pm.
03/18/2024	Kimberley Springer	Connections Academy- SoCal	Santiago Padilla	Counseling	02:30 PM	03:00 PM	0.50 No Show	1.00	Texted and emailed with no response. Waited full 30 minutes just in case.
03/25/2024	Kimberley Springer	Connections Academy- SoCal	Santiago Padilla	Counseling	02:30 PM	03:00 PM	0.50 Regular	0.50 Regular	Texted reminders to student and parents. Student joined at 2:49 and responded in chat. Microphone and camera were off. Introduced self and explained limits of confidentiality.
03/27/2024	Kimberley Springer	Connections Academy- SoCal	Savannah Cash	Counseling	03:40 PM	04:20 PM	0.67 No Show	0.67	Counseling session was scheduled for 3:30 but began late due to IEP running over
03/18/2024	Kimberley Springer	Connections Academy- SoCal	Seven Isaacs	Counseling	01:30 PM	02:00 PM	0.50 Regular	0.50 Regular	Parent was notified via text with no response. Email was sent reminding of open zoom room session. Savannah did not attend or respond by 4pm, so the room was closed.
03/26/2024	Kimberley Springer	Connections Academy- SoCal	Seven Isaacs	Counseling	01:30 PM	02:00 PM	0.50 Regular	1.00	re-introducing myself to Seven as his counseling provider, as we spoke a year ago discussed goals and calming strategies
03/18/2024	Kimberley Springer	Connections Academy- SoCal	Sincere Miller	Counseling	12:00 PM	12:30 PM	0.50 No Show	1.00	Had emailed link to family. Texted and emailed I was waiting. Family responded.
03/25/2024	Kimberley Springer	Connections Academy- SoCal	Sincere Miller	Counseling	12:00 PM	12:30 PM	0.50 Regular	0.50 Regular	12:21 asking for link to be texted. It was sent but student did not arrive by 12:30. Introduced self, explained limits to confidentiality
03/22/2024	Kimberley Springer	Connections Academy- SoCal	Zen Cooper	Counseling	01:30 PM	02:00 PM	0.50 Regular	1.00	Introduced self, explained limits of confidentiality.
03/29/2024	Kimberley Springer	Connections Academy- SoCal	Zen Cooper	Counseling	01:30 PM	02:00 PM	0.50 Regular	1.00	weekly session, reviewed social skills and discussed

Date Provider School Student(s) Service Start Time End Time Billable Decir Session Type Note  
17:50

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/06/2024	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Late Cancel	LC
03/13/2024	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	Addressed making social inferences when given a picture and a written scenario and providing the appropriate action, comment, response.
03/27/2024	Kylie Buatsi	Connections Academy- SoCal	Ivan Juarez	Speech Therapy	10:00 AM	10:15 AM	0.25	Late Cancel	LC
03/08/2024	Kylie Buatsi	Connections Academy- SoCal	Jeremias Alvarado Guzman	IEP Prep	08:00 AM	08:30 AM	0.50	IEP Prep	IEP Prep
03/14/2024	Kylie Buatsi	Connections Academy- SoCal	Jeremias Alvarado Guzman	IEP Attendance	02:30 PM	03:30 PM	1.00	IEP Attendan	IEP meeting
03/05/2024	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	LC due to sickness
03/12/2024	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	NS
03/19/2024	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	NS
03/26/2024	Kylie Buatsi	Connections Academy- SoCal	Matthew Ovalle	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	NS
							2.00		
							4.25		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/05/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	Speech Therapy	02:10 PM	02:30 PM	0.33	Late Cancel	The student logged in late at 2:35 pm; by that time, the session was over, and the therapist had another class.
03/11/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	IEP Prep	04:30 PM	05:00 PM	0.50	Regular	IEP Paperwork, goals, progress, present levels
03/12/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	Speech Therapy	02:10 PM	02:30 PM	0.33	Regular	Bryce had difficulty accurately producing the vocalic /r/ sound in conversation at on the word level; he replaced the sound with/uh/ most of the time. He accurately produced /l/ sound to 80% accuracy; and /th/ sound to 90% accuracy during conversation. minimal support provided
03/15/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	IEP Attendance	02:30 PM	04:15 PM	1.75	Regular	IEP attendance
03/19/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	Speech Therapy	02:10 PM	02:30 PM	0.33	Late Cancel	The parent notified the therapist that the student couldn't be reached via phone and that he would probably not log in. The therapist waited online, the student did not log in
03/26/2024	Laura Kovalenko	Connections Academy- SoCal	Bryce Bartlett	Speech Therapy	03:10 PM	03:30 PM	0.33	Regular	worked on producing vocalic /r/ sounds, moderate support, and models provided respond to 77% accuracy
03/05/2024	Laura Kovalenko	Connections Academy- SoCal	Destiny Saucedo Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	3.58 The parent is not responsive, the team is notified via Connexus, email was sent to the parent via webmail.
03/12/2024	Laura Kovalenko	Connections Academy- SoCal	Destiny Saucedo Ratcliffe	Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	Student didn't log in, parent have been notified via webmail
03/18/2024	Laura Kovalenko	Connections Academy- SoCal	Destiny Saucedo Ratcliffe	IEP Attendance	11:30 AM	12:30 PM	1.00	Regular	MD IEP meeting
03/04/2024	Laura Kovalenko	Connections Academy- SoCal	Isaac Layfield	IEP Attendance	09:00 AM	10:00 AM	1.00	Regular	3.00 IEP Subbing Attendance
03/08/2024	Laura Kovalenko	Connections Academy- SoCal	Isaac Layfield	IEP Attendance	09:00 AM	10:00 AM	1.00	Regular	IEP Attendance (Sub)
03/05/2024	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	2.00 Ryan worked on analyzing target reading and answering questions to make comments and ask follow-up questions, with minimal support provided to respond with 80% accuracy to social scenarios.
03/12/2024	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Answered 3/5 critical thinking questions correctly given moderate support, reading level Lexile 890
03/19/2024	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	Answered critical thinking questions in 2 out of 5 trials with minimal support and to 60% accuracy when moderate support was provided, reading text level 5-6
03/26/2024	Laura Kovalenko	Connections Academy- SoCal	Ryan Kraxberger	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	accurately answered critical thinking questions in 2 out of 5 trials with min prompts, increased accuracy to 3 out of 5 with moderate prompts
									1.67
									10.25

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/26/2024	Megan Chimenti	Connections Academy- SoCal	Aenghus Decker-Knealing	IEP Attendance	10:30 AM	11:00 AM	0.50 IEP Attendance	0.50
03/11/2024	Megan Chimenti	Connections Academy- SoCal	Agustin Perez	Counseling	08:00 AM	08:30 AM	0.50 No Show	No show- parent emailed 10 minutes before to confirm. Waited for 15 minutes at the start of the session and student did not log on. Sent communication to parent. First session- Auggie appeared uninterested and would only contribute to conversation when asked direct questions. He is not interested in exploring coping skills. Will continue to work on conversational dialect. No show.
03/13/2024	Megan Chimenti	Connections Academy- SoCal	Agustin Perez	Counseling	08:00 AM	08:30 AM	0.50 Make-Up	1.50
03/25/2024	Megan Chimenti	Connections Academy- SoCal	Agustin Perez	Counseling	08:00 AM	08:30 AM	0.50 No Show	
03/12/2024	Megan Chimenti	Connections Academy- SoCal	Nikai Young	IEP Attendance	02:30 PM	03:30 PM	1.00 IEP Attendance	
03/13/2024	Megan Chimenti	Connections Academy- SoCal	Nikai Young	Counseling	02:00 PM	02:30 PM	0.50 No Show	No show. Will connect with parent to reschedule.
03/20/2024	Megan Chimenti	Connections Academy- SoCal	Nikai Young	Counseling	02:00 PM	02:30 PM	0.50 No Show	No show. Will contact CM as this is the 2nd "no show".
03/27/2024	Megan Chimenti	Connections Academy- SoCal	Nikai Young	Counseling	02:00 PM	02:30 PM	0.50 No Show	No show #3
								2.50
								4.50

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/11/2024	Megan Velasco	Connections Academy- SoCal	Cole Johnson	Occupational Therapy	01:30 PM	02:20 PM	0.83 Regular	0.83	Cole was excited to do a crossword puzzle about Walt Disney. He needed moderate verbal cues and visual cues to understand how to put one letter in each box for I answer. Extended time required by student to complete each answer. Themed writing assignment finished after the crossword puzzle. Cole was able to create his sentences and then write them independently with verbal cues only for aligning each new sentence to the margin correctly.
03/25/2024	Megan Velasco	Connections Academy- SoCal	Izaak Mendez	IEP Prep	04:00 PM	04:30 PM	0.50 IEP Prep	0.50	IEP prep for Izaak's IEP as it is due soon.
03/05/2024	Megan Velasco	Connections Academy- SoCal	Roman Martinez	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular		Roman completed the session with his mother present. Mom reports that Roman struggles with sensory regulation that affects his ability to focus in many environments including school. Therapist and Roman performed some proprioceptive activities as part of an introduction to HEP. Roman participated in some fine motor games to increase hand strength. Roman perseverates on his ide; and requires moderate verbal cues to continue through with the plan.
03/11/2024	Megan Velasco	Connections Academy- SoCal	Roman Martinez	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular		Roman is a tough cookie. He needs to be fully "in" to doing therapy and it must be engaging for him. He immediately crumpled all the hand outs mom had printed and said he didn't want to do it. Therapist had him do a scavenger hunt around the house to bring different objects. Vestibular input + eagerness= willingness to do some writing. Roman was able to correctly form uppercase letters of the alphabet however he needs cues for sizing. Would benefit from highlighted paper, line guide etc.
03/18/2024	Megan Velasco	Connections Academy- SoCal	Roman Martinez	Occupational Therapy	02:00 PM	02:30 PM	0.50 Regular		After the session started I got a text from mom saying sorry Roman's not coming, he's not feeling well.
03/25/2024	Megan Velasco	Connections Academy- SoCal	Roman Martinez	Occupational Therapy	02:00 PM	02:30 PM	0.50 Late Cancel	2.00	Treyce participated in OT with his dad and mom present. Treyce needed mod/ma verbal cues to attend to the task he was assigned. (about 75% of the time needed cues). Treyce participated in fine motor activities to address hand strength. He identified and circled letters in a word that were not properly aligned and rewrote the words. He used the wrong casing about 30% of the time. Specifically with the and E.
03/05/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular		Treyce attended his session with both mom and dad present. He was unable to print out worksheets that were sent over prior to our appointment. Therapist and student took turns rolling a dice and building a cartoon face based off the number on the dice that was shown. He required minimal verbal prompts for turn taking and minimal verbal prompts to scan the page and find what body part we were supposed to be drawing. He chooses to write on college lined paper which leads to writing to be improperly sized, spaced, and aligned. Therapist had mom create elementary type line guide and he was able to stay within the boundary without verbal cues. He did improperly case letters within each word and required verbal cues to fix it.
03/11/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	Occupational Therapy	10:00 AM	10:30 AM	0.50 Regular		Treyce did not have his dad sitting next to him to help with distraction today. Treyce was hard to keep on task requiring maximum verbal cues. When he was focused on the work, he gets it correctly. Able to follow a visual perceptual scanning activity with verbal cues to stay on task. Able to copy most uppercase letters to form words for sentences. He has specific letters that he only writes in uppercase, and some for lowercase. Attempting to teach uppercase B but he is fixated on the lowercase b. For movement break, therapist had treyce do a scavenger hunt around the house to bring different items to write about. He enjoyed this very much. Additionally, we stopped writing with pen and paper and wrote on his fuzzy pillow, that was very helpful.
03/18/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular		
03/22/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	IEP Attendance	11:00 AM	12:15 PM	1.25 IEP Attendance		
03/25/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	IEP Prep	07:00 AM	07:45 AM	0.75 IEP Prep		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/25/2024	Megan Velasco	Connections Academy- SoCal	Treyce Miles	Occupational Therapy	09:30 AM	10:00 AM	0.50 Regular	Treyce seen with no LC sitting right next to him. His mom was nearby but helping little sister. Treyce came unprepared b/c printer was out of ink. All he had to use was college lined notebook paper. Treyce and therapist created a story about a fo to write about. He was shown how to make a line guide on the notebook paper an then was able to accurately space and align the words and phrases we wrote. He required 50% verbal cues today. He got up from his seat 1-12 times this session b returned quickly.
							4.00	
							7.33	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/04/2024	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50 No Show		student did not show for appt
03/18/2024	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		treatment with emphasis on goal: Aenghus will be able to complete an upper extremity and lower extremity synchronous task (such as jumping jacks or runne
03/25/2024	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	IEP Prep	03:30 PM	04:00 PM	0.50 IEP Prep		lunges switch jumps) for 10 reps on 2 out of 3 trials over 2 consecutive PT visits to demonstrate improved upper and lower extremity coordination.
03/25/2024	Michelle Perry	Connections Academy- SoCal	Aenghus Decker-Knealing	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		phone call with parent and IEP prep session with emphasis on goals
03/07/2024	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50 Regular		session with emphasis on goal By January 2024, Athena will be able to run 30 feet in 10 seconds with good upright posture and forward gaze on 3 out of 5 trials to promote improved posture and safety.
03/21/2024	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50 Late Cancel		late cancel
03/28/2024	Michelle Perry	Connections Academy- SoCal	Athena Lindsay	Physical Therapy	09:30 AM	10:00 AM	0.50 Late Cancel		late cancel
03/07/2024	Michelle Perry	Connections Academy- SoCal	Chesnee Pederson	Physical Therapy	01:00 PM	01:30 PM	0.50 Late Cancel		late cancel
03/21/2024	Michelle Perry	Connections Academy- SoCal	Chesnee Pederson	Physical Therapy	01:00 PM	01:30 PM	0.50 Regular		S: student and parent present for session O: session with session on reviewing goals, HEP and progress A: student shy and hesitant for session but able to participate today. P : cont with IEP goals
03/06/2024	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		session with emphasis on goal for stair training.
03/20/2024	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		session with emphasis on stair training goal
03/27/2024	Michelle Perry	Connections Academy- SoCal	Dajanique Harding	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		session with emphasis on stair training and endurance
03/01/2024	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50 Late Cancel		late cancel for scheduled appt
03/08/2024	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50 Regular		session with emphasis on IEP goals
03/22/2024	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50 Regular		S: student present for session O: session with emphasis on IEP goals A: Improve strength in push ups in session P: cont with IEP goals
03/29/2024	Michelle Perry	Connections Academy- SoCal	Layla Stewart	Physical Therapy	09:30 AM	10:00 AM	0.50 Late Cancel		late cancel for appt
03/05/2024	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		session with emphasis on Mune will be able to ascend 2 flights of stairs using a reciprocal pattern and one handrail and contact guard assistance, 3/4 trials as measured by observation. 12/7/23 left Le leading step to gait pattern reciprocal with 2 hands with verbal cues
03/19/2024	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		S: parent and student present for session O: session with emphasis on goal for sta training A: Student demonstrated Descending with step to gait pattern with right LE leading with single hand hand with two hand hold he demonstrates reciprocation gait pattern P: cont with IEP goals
03/26/2024	Michelle Perry	Connections Academy- SoCal	Munemitsu Matsuyama	Physical Therapy	12:30 PM	01:00 PM	0.50 Regular		session with emphasis on IEP goals
							1.50		
							9.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic inferences	
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic semantics	
03/08/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	IEP Prep	09:00 AM	10:00 AM	1.00 IEP Prep	IEP PREP	
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic semantics	
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	semantics/syntax artic	
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	IEP Attendance	11:30 AM	12:00 PM	0.50 IEP Attendan	IEP meeting	
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic voc	
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic semantics pragmatics	
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	semantics artic	
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Andrew Hall	Speech Therapy	10:30 AM	11:00 AM	0.50 Regular	artic semantics	
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	artic questions syntax	5.50
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	describe pictures recall and respond	
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	artic/voice questions- sentence responses	
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	voc. emotion recognition	
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	questions semantics	
03/22/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	09:00 AM	09:30 AM	0.50 Regular	receptive and expressive skills	
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	questions semantics	
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Antonio Aranda	Speech Therapy	01:30 PM	02:00 PM	0.50 Regular	expressive language skills	
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	Adjectives syntax	4.00
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	syntax/semantics conversational skills	
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	pragmatic skills semantics	
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	voc. exercises	
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	semantics fluency pragmatics	
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Late Cancel	CT texted-LC	
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Late Cancel	LC	
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Armando Gomes	Speech Therapy	08:00 AM	08:30 AM	0.50 Regular	Wh questions syntax	
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Caillou Dennis	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular	WH questions comprehension	4.00
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Caillou Dennis	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular	expressive and receptive language skills	
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Caillou Dennis	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular	semantics comprehension	
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Caillou Dennis	Speech Therapy	10:00 AM	10:30 AM	0.50 Late Cancel	Texted CT- LC	
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	Semantics syntax fluency	2.00
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	01:00 PM	01:30 PM	0.50 Regular	fluency semantics	
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	artic/fluency/intelligibility	
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	intelligibility semantics	
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	intelligibility semantics/syntax	
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	semantics/syntax intelligibility	
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	artic semantics syntax	
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Damarai Barbosa	Speech Therapy	02:00 PM	02:30 PM	0.50 Regular	intelligibility semantics	
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50 Regular	motor planning pragmatic skills	4.00
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular	intelligibility strategies self-monitoring speech pragmatic skills	
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50 Regular	artic/intelligibility pragmatics	
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular	artic pragmatic skills	
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50 Regular	artic/ motor planning pragmatics	
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular	artic/motor planning	
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	01:00 PM	01:30 PM	0.50 Regular	motor planning artic	
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Demetrius Guidry	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular	pragmatics artic	
03/22/2024	Nichole Dziama	Connections Academy- SoCal	Dennis David	IEP Prep	11:30 AM	12:30 PM	1.00 IEP Prep	IEP PREP	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type Note
03/29/2024	Nichole Dziama	Connections Academy- SoCal	Dennis David	IEP Attendance	02:30 PM	03:00 PM	0.50 IEP Attendan IEP Meeting
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	IEP Attendance	03:00 PM	04:00 PM	1.50 IEP Attendan IEP MEETING
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular initiate conversation questions
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Late Cancel CT texted-LC
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular CT carryover strategies
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Late Cancel CT texted-sick
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular semantics pragmatics
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	11:00 AM	11:30 AM	0.50 Regular receptive and expressive skills
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular responding to WH questions pragmatics
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Elisabeth Holmes	Speech Therapy	11:00 AM	11:30 AM	0.50 Regular expressive language skills
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	12:00 PM	12:30 PM	5.00 noun naming
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular voc/repeating
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	12:00 PM	12:30 PM	0.50 Late Cancel CT texted-LC
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	09:00 AM	09:30 AM	0.50 Regular functional naming
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular imitation of verbs attending
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular Voc- imitation level
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular voc- imitation level
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Jazzmine Battieste	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular expressive language
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	02:30 PM	03:00 PM	4.00 conversational speech/target sounds social skills
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	02:30 PM	03:00 PM	0.50 Regular conversational speech
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	02:30 PM	03:00 PM	0.50 Regular conversational speech
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Kai Hall	Speech Therapy	02:30 PM	03:00 PM	0.50 Regular conversational skills
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	2.00 semantics syntax artic
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular artic semantics/syntax
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular artic semantics syntax
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular target sound semantics
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular fronting semantics
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular Artic semantics
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular artic semantics
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Kay'Mari Porter	Speech Therapy	10:00 AM	10:30 AM	0.50 Regular artic semantics
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	4.00 Conversational speech/ intelligibility and pragmatics
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50 Regular artic pragmatic skills
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50 Regular conversational speech
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Kyan Spies	Speech Therapy	12:30 PM	01:00 PM	0.50 Regular conversational speech
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	2.00 WHO questions speech intelligibility
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular WHO questions with prompts recall/questions with questions
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50 Late Cancel CT texted-LC
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular questions recall-following directions artic
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular WHO questions artic
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular Wh questions recall/associations
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	12:00 PM	12:30 PM	0.50 Regular sentences- 4 words WH questions
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Marston Judkins	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular initial sounds wh questions
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	4.00 questions with pictures cues functional requesting
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular functions with pictures
03/06/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular functions/ pictures actions
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular WH questions- choice of 3 pictures emotions- functional

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03/12/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	verbs- choice of 3 Wh questions
03/13/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	verbs/questions functional requesting
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	questions- field of 3 requesting
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	Who questions functional emotions
03/20/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	questions simple sentences
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	simple sentences questions
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	questions functional requesting
03/27/2024	Nichole Dziama	Connections Academy- SoCal	Neil Murphy	Speech Therapy	12:30 PM	12:50 PM	0.33 Regular	functional voc
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50 Regular	4.00 semantics/syntax artic
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50 Late Cancel	CT texted-LC
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50 Regular	artic semantics
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Reese Merrill	Speech Therapy	11:00 AM	11:30 AM	0.50 Regular	artic semantics
03/04/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular	2.00 artic/motor planning semantics
03/11/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular	artic semantics
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	IEP Prep	03:00 PM	04:00 PM	1.00 IEP Prep	IEP prep
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	IEP Attendance	01:30 PM	02:30 PM	1.00 IEP Attendan	IEP meeting
03/18/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular	artic/ motor planning semantics
03/25/2024	Nichole Dziama	Connections Academy- SoCal	Savannah Catano	Speech Therapy	11:30 AM	12:00 PM	0.50 Regular	artic/motor planning
03/05/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	4.00 context clues artic
03/07/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	Multiple meanings
03/12/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	Semantics artic
03/14/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	follow multi-step directions pragmatics
03/19/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	intelligibility semantics
03/21/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	semantics pragmatics
03/22/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	IEP Prep	09:30 AM	10:30 AM	1.00 IEP Prep	IEP PREP
03/26/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	multiple meanings
03/28/2024	Nichole Dziama	Connections Academy- SoCal	Tyrone Price	Speech Therapy	08:30 AM	09:00 AM	0.50 Regular	semantics syntax

61.00

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/01/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student arrived on time to therapy. Worked on labeling skills and speech clarity. Lots of glottal stops used for sounds in spontaneous speech. Intelligibility increases when context is known. Student uses strategies of segmenting sounds in syllables ("f...a...ce"). There are some phrases that he can do without effort ("good grief" Responded well to playful sabotage and followed models of what to say to clarify what he wanted (longer beard, spiderman arr). Continue per IEP.
03/08/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student arrived on time to therapy with mother. Happy affect and had just done cooking class this morning. Provider shared spaghetti project pictures for rapping Student requested to draw the face of his Buddy the Elf. Used face-building game on USLP. Interesting occurrence when provider shared different screen (google earth) and the Zoom artwork for Buddy was still up..Made minor changes and created Buddy the Earth. Student still highly unintelligible today and had slightly visible frustration when provider needed help understanding him. Continue per IEP.
03/15/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student arrived on time to therapy. Worked on intelligibility, as it was again significantly reduced and required parent to interpret, especially for longer/decontextualized utterances. Did better with short phrases that were with context and was observed to take a little more care in his phrases. There were a couple really clear words but there was still significant impact overall. For activ we decorated a face (Mr. T) and made him look like Mr. Incredible. Continue per IEP.
03/18/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attendan	IEP attendance (meeting to discuss communication and possible AAC evaluation) consideration of AAC)
03/18/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	IEP Prep	07:45 AM	09:00 AM	1.25	IEP Prep	IEP Prep (Communication-focused meeting presenting info to team for Student no-showed, but parent responded via text that he had choked this morning and was still coughing and upset.
03/22/2024	Nohemi Moffatt	Connections Academy- SoCal	Aiden Ilaoa	Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	4.25
03/01/2024	Nohemi Moffatt	Connections Academy- SoCal	Akiyemi Ola	Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	Student arrived 15 minutes late to therapy (we changed the hour for today so this may have contributed). Student presented his latest project in Scratch games on MIT website. He demonstrated how the game worked and the coding behind it. Provider transitioned to comparing code that communicates with other code analogously and the need to repair when it happens. Seemed to follow along, but not much time to talk more at length due to tardiness today. Continue per IEP.
03/08/2024	Nohemi Moffatt	Connections Academy- SoCal	Akiyemi Ola	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Student arrived on time to therapy. Reviewed process of communication and started discussing nonverbal cues. Discussed how nonverbal cues can support wh the message is saying, but can also contradict it, leading to confusion possibly, or resulting in breakdown and needing a repair strategy. Student seemed distracted but was answering questions. He seems to be able to multitask while participating Continue per IEP.
03/15/2024	Nohemi Moffatt	Connections Academy- SoCal	Akiyemi Ola	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Student arrived on time to therapy. Was multitasking working on his new platformer game on Scratch (MIT website). He demo'd it for provider and it was actually mostly developed. Discussion about the usefulness of these game activitie for speech and possibly making one for use when talking about the process of communication and breakdowns/repairs. He seemed in to the idea. Continue per IEP.
03/22/2024	Nohemi Moffatt	Connections Academy- SoCal	Akiyemi Ola	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Student arrived 20 minutes late. He shared his finished prototype for the game he has been making in Scratch on MIT website. He demo'd it and then provider attempted to play it with limited results. He troubleshoot one of the issues but the game was still difficult. Not much time left to continue discussion about process of communication and nonverbal cues. Rapport-maintenance. Continue per IEP.
03/29/2024	Nohemi Moffatt	Connections Academy- SoCal	Akiyemi Ola	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	Student arrived on time to therapy. Reviewed basic process of communication an student was able to state in his own words, though he confused encode/decode. Introduced topic of nonverbal cues and explained what they are. Used text chat as an example and explained how breakdowns in communication can happen when there is a mismatch between the message being sent and the nonverbal cues that accompany it. Also reiterated that breakdowns happen frequently and sometimes that are small and inconsequential, but other times they can impact a relationship which is why it's important to repair them when they are discovered. Continue per IEP.
03/05/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attendan	2.50 IEP prep for PM meeting today
03/05/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	IEP Prep	09:00 AM	09:30 AM	0.50	IEP Prep	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/08/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	ST no-showed to session. Provider sent email and text with the following message: Hi there! Will your student be able to join today? Let me know, thank you! No response by end of session. Student arrived on time to therapy. Was a little abrupt in asking what we would be doing today. He was excited to share his YouTube channel that he just started (don't mess with the crabbo or you'll get stabbed). He enjoyed talking about Blox Fruits today. His brother joined him in game (was in the room with him) and together they demonstrated some of the cool in-game rewards for higher levels. Continue per IEP. No show, no response from parent.
03/15/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived 15 minutes late, citing that they had been waiting in the wrong room. Student shared screen of Blox Fruits and answered provider's questions about the game. There were some environmental distractions (younger brother) that interrupted the session, but he did still seem maximally engaged besides that. We agreed to look at a different game next week. Next week we are scheduled to complete his remaining comp sessions (2). Continue per IEP.
03/22/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	Student arrived 10 minutes late. Motivating activity of Fall TimeFun on USLP. Then worked on 'sh' in all word positions in sentences, WI 'sh' 60%, WM 80%, WF 80% today without cues or prompts. Continue per IEP.
03/29/2024	Nohemi Moffatt	Connections Academy- SoCal	Apollo Johnson	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	Student arrived on time to therapy. Worked on describing by attributes (taste, color, texture). Lots of distraction today as he kept eloping from session, which made him difficult to hear and see. He also needed repetitions of questions when he finally sat back down. Background noises suggested additional distractions. Provider suggested using a headset next time to help. Continue per IEP.
03/04/2024	Nohemi Moffatt	Connections Academy- SoCal	Charles White	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student arrived 8 minutes late to therapy. Reported that he was sick. Still participated using Bunny Hop race game on USLP targeting WM 'sh' in words (50%), phrases (50%) and sentences (40%) needing max cues and prompts. Very distracted and slow in responses today. Continue per IEP.
03/11/2024	Nohemi Moffatt	Connections Academy- SoCal	Charles White	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student no-showed, no response from CT via email or text.
03/18/2024	Nohemi Moffatt	Connections Academy- SoCal	Charles White	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	Student arrived on time to therapy. Wanted to read his story that he has been working on with his tutor, about him and his friends, Mickey Mouse and the Paw Patrol. He was observed to do some editing while he was reading (usually to change 'someone' to 'somebody'). The story was not completed so provider asked what he planned to do next and he was not sure. He asked provider for ideas and provider suggested describing a mission. He was inspired and decided to include a villain, problem, solution, etc. Next topic was expanding on this idea of planning the initiating process of creating a new game. The game will look like a typical game board with 30 spaces, taking a trip from Disneyland to Disney World. Continue per IEP.
03/25/2024	Nohemi Moffatt	Connections Academy- SoCal	Charles White	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	Student arrived on time to therapy. Initial discussion about loss of loved ones, since she wanted to share about her grandfather passing and her trip to Belize for the funeral. She then appropriately transitioned topics to the national holiday. We discussed "national unplugged day" and the advent of the iPhone. She read passages and used /r/ in conversation with 95% accuracy. Approximations that were appropriate for her family's linguistic background were heard otherwise. Ended session with introduction of national Black Women in Jazz day and Billie Holiday. She seemed interested and wanted to research Billie Holiday after the session. Continue per IEP.
03/20/2024	Nohemi Moffatt	Connections Academy- SoCal	Cole Johnson	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	Student arrived 21 minutes late to therapy. May have been some confusion about start time, but she apologized for being late. Not a lot of time to practice skills, so rapport-building topic of what national holiday it is today. Of the choices, she chose Peanut Cluster Day as her favorite. Her background was very noisy and she seemed distracted. Continue per IEP.
03/01/2024	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	Student arrived 27 minutes late to therapy. Apologized and said there was confusion because her calendar said 8am (but she didn't arrive to that one either). Google Calendar still said 9:30am. Confirmed future 9:30am appointments with student and corrected her online planner.
03/08/2024	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
03/15/2024	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/22/2024	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular	0.50 Regular	Student arrived on time to therapy but had initial technical issues that took about 10 minutes to resolve. Once resolved she fully participated in discussion and was fully intelligible. Discussion of today's holidays (Nauryz becoming the focus). Incidental opportunity to explain what the phrase 'ill will' means and contrast it with 'good will'. Continue per IEP.
03/29/2024	Nohemi Moffatt	Connections Academy- SoCal	Deydra Ramirez	Speech Therapy	09:30 AM	10:00 AM	0.50 Regular	0.50 Regular	Student arrived on time to therapy. Worked on /r/ production in conversation and while reading a paragraph about Niagara Falls (Niagara Falls Runs Dry Day is today, celebrating the day the falls were blocked up by ice from Lake Erie). Great productions today as well as great examples of repairing breakdowns and advocating for herself when not all of the paragraph appeared on her screen to read. Continue per IEP.
03/04/2024	Nohemi Moffatt	Connections Academy- SoCal	Eddie Camacho	Speech Therapy	09:00 AM	09:45 AM	0.75 No Show	0.75 No Show	ST no-showed; no response form CT.
03/11/2024	Nohemi Moffatt	Connections Academy- SoCal	Eddie Camacho	Speech Therapy	09:00 AM	09:45 AM	0.75 No Show	0.75 No Show	Student no-show. Provider emailed mother, texted all three numbers in profile. Mother responded to text that father would have student join late. Student never arrived. Provider asked if they need a different time. Mother confirmed she wants to keep the scheduled time. Continue per IEP.
03/18/2024	Nohemi Moffatt	Connections Academy- SoCal	Eddie Camacho	Speech Therapy	09:00 AM	09:45 AM	0.75 Regular	0.75 Regular	Student arrived 5 minutes late to therapy accompanied by grandmother. She reported that he uses his finger a lot to communicate with her (says 'no' with finger, nods head for 'yes'). He has said "baby," "no" and "mommy" before, as well as imitated some words like "Train". She reports he will attend to lips and understands a lot more than he shows. Worked on Identification of animals (2/3), food (3/7), and color (1/1) using USLP 3-choice pictures. Then used family's flash cards from when they were teaching him to count, for similar activity. ID pictures in F:2 choice with preparation 2/2, without preparation 2/3, with F:3 choices with preparation (3/3), and without preparation (8/14). Preparation is support where it told what the pictures are before asked to identify them. Family instructed to continue practicing with the cards in 2 and 3 choices every day, with preparation and without. Grandmother also said she would ask mother about AAC device. Continue per IEP.
03/25/2024	Nohemi Moffatt	Connections Academy- SoCal	Eddie Camacho	Speech Therapy	09:00 AM	09:45 AM	0.75 Regular	0.75 Regular	Student arrived on time to therapy. Worked on identifying objects in F:3 where two objects are the same. Overall 60% accuracy (considered correct identification on first prompt). Tendency to start with center picture toward the beginning, but did better as he completed trials. He touched as well as tried using the cursor on a computer, which provider encouraged as well. He started getting sleepy toward the end. Father to make sure AAC device is packed and ready for next session. Provider encouraged father to practice making sentences with it so he could get familiar with it. Continue per IEP.
03/07/2024	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	IEP Prep	07:30 AM	08:00 AM	0.50 IEP Prep	3.00	IEP Prep (updating attendance and present levels, communicating with team)
03/13/2024	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	IEP Prep	04:45 PM	05:00 PM	0.25 IEP Prep	0.25 IEP Prep	Prep for Manifest Determination IEP meeting
03/13/2024	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	Speech Therapy	03:00 PM	03:30 PM	0.50 No Show	0.50 No Show	No show, no response by end of session.
03/14/2024	Nohemi Moffatt	Connections Academy- SoCal	Isaac Layfield	IEP Attendance	02:30 PM	03:30 PM	1.00 IEP Attendance	1.00 IEP Attendance	Manifest Determination IEP meeting. Parent did not show; meeting held anyway.
03/04/2024	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	IEP Attendance	01:30 PM	02:30 PM	1.00 Late Cancel	2.25	IEP meeting late cancelled by team pending student withdrawal.
03/05/2024	Nohemi Moffatt	Connections Academy- SoCal	Jayden Taylor	IEP Attendance	01:30 PM	02:30 PM	1.00 Late Cancel	2.00	Meeting scheduled for 3/5 and cancelled 3/4 due to ST WD from school.
03/13/2024	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	04:00 PM	04:45 PM	0.75 Regular	0.75 Regular	Student arrived on time to therapy. Camera off but unmuted today. Initially pleasant greeting but was mostly distracted (denied being distracted by anything today). Provider took opportunity to point out cues that someone is not paying attention (always needed questions repeated, not responding right away to comments or questions, having very little to say and minimally answering). Tinsley minimally participated in today's topics, though they were topics known to be of interest to her previously, including Wings of Fire and WarriorCats, as well as Pokemon. She finally started to participate more when provider started a game on Jeopardy Labs about Warrior Cats canon. She did offer comments/responses about who authors the Warrior Cats books and whether there will be a TV show based on Wings of Fire. She answered every question and was more responsive. Session ended on a positive note. Continue per IEP.

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/20/2024	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	03:30 PM	04:00 PM	0.50 Regular	Student arrived on time to therapy. Rapport-building activity of WoF quiz on JeopardyLabs. Tinsley was noticeably distracted because of delayed responses and needing questions repeated. When it came time to do speech tasks, she declined, citing some kind of ailment. Provider let her know she can always advocate for herself at the beginning of a session so demands are changed. Continue per IEP.
03/26/2024	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	09:00 AM	10:15 AM	1.25 IEP Prep	IEP prep, all parts. Student arrived on time to therapy. Provider reviewed process of communication with her and how there are contextual nonverbal cues that generally accompany messages, and how mismatched messages and cues can send the wrong information or just interfere with the message, leading to a breakdown in communication. Discussion further led emojis and the different meanings they convey, and how mismatching emojis with messages can lead to breakdown also. Student seemed mostly participatory and seemed to agree with many of the statements, but there were times she either seemed distracted or confused. Continue per IEP.
03/27/2024	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	Speech Therapy	03:30 PM	04:15 PM	0.75 Regular	
03/29/2024	Nohemi Moffatt	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	11:00 AM	12:00 PM	1.00 IEP Attendance	
							4.25	
							26.75	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/04/2024	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Knealing	BII- BCBA	02:00 PM	02:30 PM	0.50 Regular	Regular	Student arrived, checked in with BIS and reviewed self regulation and emotional state when feeling upset or frustrated. Student reviewed and practiced all of the strategies BIS has modeled for the student. Student worked on and completed assessments in LA and science. BIS discussed the importance of reading each less before taking the assessment. Student understood and said he will go over his material with his parents. Student required help sharing his sound and was able to figure it out. Student remained calm and used a calm tone in his voice.
03/11/2024	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Knealing	BII- BCBA	02:00 PM	02:30 PM	0.50 Regular	Regular	BIS sent parent a reminder via text. Student joined right away. BIS checked in with student, and reviewed self regulation skills. Student shared he has been using them when he is feeling overwhelmed. Student shared it helps. Student worked on his math assessment. BIS redirected student to stop, take deep breaths and regulate. Student followed through. Student worked through each problem, BIS gave indirect prompts. Student completed the assessment with 100% accuracy. Student arrived on time and checked in with BIS. BIS and student reviewed self regulation techniques and what to do when feeling overwhelmed and frustrated. Student asked for help with science and math. BIS prompted student to follow the 3 step problems. Student followed through and answered the questions correctly given to minimal to moderate prompting.
03/18/2024	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Knealing	BII- BCBA	02:00 PM	02:30 PM	0.50 Regular	Regular	BIS attended progress monitoring and amendment to discuss students current progress and if there is any regression. BIS discussed students strengths, areas of progress and if there is any regression. BIS gave recommendations for ES. Y.
03/26/2024	Sheri Kennedy	Connections Academy- SoCal	Aenghus Decker-Knealing	BII- BCBA	10:30 AM	11:00 AM	0.50 IEP Attendan	2.00	
03/05/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00 No Show	No Show	BIS sent a reminder to the parent via email. Provider waited 15 minutes. Parent did not respond and student did not show. BIS will follow up with CM.
03/12/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00 Regular	Regular	Student arrived and greeted BIS. Student asked for help with his lessons. BIS assisted student with his science and the solar system. Student read the information out loud and required 3-4 prompts to stay focused and completed the lesson. Student escalated when he saw he had to take a test. BIS redirected student to use self coping skills and he followed through. Student completed his test and earned free time. BIS and parent collaborated on students progress.
03/14/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	02:00 PM	02:15 PM	0.25 IEP Attendan	4.25	BIS attended progress monitoring and discussed students attendance and progress.
03/19/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	11:00 AM	1.00 Regular	Regular	Student arrived on time and checked in with BIS. Student shared what he is looking forward to doing after completing his work. Student completed a lesson in science and social studies. Student took turns reading out loud, reviewed vocabulary and answered questions in an interactive activity. Student completed two assessments with 80% and 100% accuracy. Student ended early due to throwing up towards the end of the session. Parent and BIS collaborated on students progress and challenges attending classes.
03/26/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	10:00 AM	10:30 AM	0.50 Regular	Regular	BIS sent parent an update about changes to the time of the session due to being scheduled for a meeting. Parent and BIS rescheduled the second half of the session for Thursday. Student greeted BIS, shared his emotional state and asked for help with science. Student protested 1-2 times due to the lesson being a unit test. BIS reassured student and reminded student to take it one question at a time. Student followed through and responded to 80% of the questions independently. Student required a few of the questions to be reworded so he understood. Student received 15/15 on his test and yelled out "I got 15 out of 15!" Student worked on 2 pages of math and will continue with BIS during the next session.
03/28/2024	Sheri Kennedy	Connections Academy- SoCal	Angel Hernandez	BII- BCBA	09:15 AM	09:45 AM	0.50 No Show	No Show	Make up from 3/26 session due to BIS scheduled to attend an IEP meeting during half of the session. BIS sent parent a reminder prior to the session via email. Provider waited 10 minutes. Parent did not respond and student did not show.
03/04/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	09:00 AM	10:00 AM	1.00 Late Cancel	4.25	Parent sent BIS late cancellation notice due to student feeling sick and vomiting. Student arrived, greeted BIS and stated he felt better and ready to work. Student had his materials ready for the lessons. Student attended to the first lesson given minimal prompting and redirection. Student completed the questions in social studies and drew a picture about natural resources. Student required moderate prompting to attend and complete a portion of his LA. BIS prompted student using Premack Principle. First work, then videos. Student followed through and earned a preferred break.
03/06/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BII- BCBA	12:00 PM	01:00 PM	1.00 Regular	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/11/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BIL- BCBA	09:00 AM	10:00 AM	1.00	Regular	Student arrived late due to not waking up in time. Student required moderate prompting to stay focused throughout the LA lesson. Student completed the interactive activity and assessment given prompting and redirection. Student arrived, checked in with BIS and said he felt great. Student gathered materials for the session. Student attended, followed along and responded to questions. Student wrote out a response to the reading in social studies on transportation and drew a picture. Student completed the lesson and assessment with 100% accuracy. Student completed LA lesson and assessment given moderate prompting to respond accurately. Student earned a free draw at the end of the session. BIS sent parent a reminder via text. Parent sent late cancellation due to student not feeling well.
03/13/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BIL- BCBA	12:00 PM	01:00 PM	1.00	Regular	Student arrived, checked in with BIS and stated he felt good. BIS reviewed the lessons he needs to complete. Student chose health and community. Student stay on task and motivated to participate in the lesson. Student wrote two sentences about what he does to stay healthy and drew a picture. Student asked not to work on math. BIS gave student choices, he chose reading. BIS shared IXL and student protested. BIS redirected student to first work, then preferred activity. Student agreed, but protested two more times. BIS talked to student and focused on one sentence about the reading. Student followed through and earned free time.
03/18/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BIL- BCBA	09:00 AM	10:00 AM	1.00	Late Cancel	BIS sent parent a reminder via text. Provider waited 15 minutes. Parent did not respond and student did not show.
03/20/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BIL- BCBA	12:00 PM	01:00 PM	1.00	Regular	BIS and parent collaborated because Connexus was not working. BIS pulled up IXL for student to work on reading, writing and drawing a picture about animals. Student completed 3 reading passages, wrote 2-3 sentences per animal and drew a picture. Student stayed on task and was focused throughout the session. Student earned free time at the end.
03/27/2024	Sheri Kennedy	Connections Academy- SoCal	Armando Gomes	BIL- BCBA	12:00 PM	01:00 PM	1.00	Regular	BIS sent parent a reminder via text and student joined. Student did not work on any assignments since they met due to internet connections. Student completed a social studies lesson and health lesson. Student required minimal to moderate prompting to focus and scroll down during reading passages. Student completed social studies with 1/3 correct and 15/17 correct.
03/01/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	12:30 PM	01:30 PM	1.00	Regular	Student arrived on time and checked in with BIS. Student stated he felt great and ready to work on his lessons. Student asked BIS to read the information out loud. Student completed a lesson in social studies and art. Student responded to questions throughout the reading passage and stayed focused. Student received 2 and 3/5 on his assessments. BIS talked to student and parent about previewing questions before going through the lesson due to the amount of reading and information in each lesson. Parent will assist student during the next lesson. Parent sent BIS notification of late cancellation due to a doctors appointment.
03/05/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived and shared his weekend events and meeting new friends. BIS and student discussed the importance of friendships. Student and BIS reviewed questions from two lessons in social studies prior to reviewing the lesson. This helped the student stay focused on key points in each lesson. Student completed the first assessment 4/4 and the second 4/5 correct.
03/08/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	12:30 PM	01:30 PM	1.00	Late Cancel	Student arrived, checked in with BIS. Student shared his screen and worked on a and science lesson. Student completed 2 lessons. He stayed on task and focused throughout the reading passage. Student earned 3/4 and 2/4 on his assessments. Student and BIS discussed making up a session the following week due to a meeti BIS has to attend.
03/12/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	03:00 PM	04:00 PM	1.00	Regular	Student arrived, checked in with BIS and parent confirmed make up session due BIS attending a meeting during the regular scheduled session Friday. BIS prompted student to go back to unfinished work and begin with incomplete lesson. Student followed through. BIS read the information out loud and had student go back to review specific information so he is prepared for the assessments. Student completed two lessons in LA, interactive lessons and assessments. Student received 4/5 on both assessments. Student agreed to continue to work on unfinished work after the session ended.
03/15/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	12:30 PM	01:30 PM	1.00	Regular	BIS attended and participated in a progress monitoring IEP meeting. BIS gave input on students progress and areas of concern. BIS discussed alternative options to PE log and teacher gave input on how student can access social study lessons by 1.00 IEP Attendan monitoring study guide.
03/19/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	03:00 PM	04:00 PM	1.00	Regular	
03/22/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BIL- BCBA	02:00 PM	03:00 PM	1.00	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decir Session Type	Note
03/26/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	03:00 PM	04:00 PM	1.00 Regular	Student arrived and checked in with BIS. BIS discussed with student and parent how to access work out videos for PE in order to complete his log. Parent and student agreed to pull up the videos. Student asked for help in social studies. BIS helped student read through the lesson, additional reading texts and discuss portions of the Renaissance. Student completed quiz and received 10/11 correct. Student expressed relief and happiness with his score. Student and parents arrived. Student expressed having difficulties with starting his work. Parent expressed feeling challenged because the student refused to work on any lessons earlier in the day. BIS talked to parents and student about asking his CM questions about what he needs to complete to pass his classes, and what w happen if he does not. BIS talked to student about fulfilling his role by helping hi parents, working on 3-4 lessons per day, and doing his best to participate. Student understood. Student attended and completed 1 lesson in art and completed 65% of the second lesson. Student agreed to continue the lesson with his L.C. Student received 4/4 on his assessment.
03/29/2024	Sheri Kennedy	Connections Academy- SoCal	Oliver Hernandez	BII- BCBA	12:30 PM	01:30 PM	1.00 Regular	9.00 Student arrived, parent collaborated with BIS on student needing help to use her computer. BIS gave student a choice of activities. Student chose to work on his science lesson. Student required moderate prompting to stay focused on the lesson instead of discussing preferred topics. Student completed the lesson and the assessment.
03/07/2024	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50 Regular	Student arrived, greeted BIS and shared excitement getting a lap top and headphones. BIS talked to student about how important it will be to take care of his lap top, discussed using two hands and calm hands. Student understood. Student asked for help with math. BIS gave corrective feedback and student accepted the input. Student made the corrections. Student stayed on task until th end when he lost connection. Student returned to say good bye.
03/14/2024	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50 Regular	Student arrived, greeted BIS and used appropriate words to ask his sister to leave him alone. Student required moderate prompting to begin and stay on task, follow the correct numbers in the example problem. Student followed through after 4-5 prompts. Student asked for free time, BIS redirected student to solve one more problem to practice the 2 step instructions. Student followed through and earned free time.
03/21/2024	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50 Regular	Student arrived, greeted BIS, and reviewed the emotions list. BIS added information from student after feeling frustrated with his sister. Student required multiple prompts to stay focused. BIS redirected and reminded student of earnin free time. Student understood and followed through. Student stayed on task for the remainder of the session. Student completed science lesson and half of L.A. Student earned free time the last 2 minutes of the session.
03/28/2024	Sheri Kennedy	Connections Academy- SoCal	Zen Cooper	BII- BCBA	08:00 AM	08:30 AM	0.50 Regular	2.00 25.25

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Descr	Session Type	Note
03/15/2024	Takia Fischer	Connections Academy- SoCal	Darius Pollard	IEP Prep	11:00 AM	11:45 AM	0.75	IEP Prep	prep for upcoming IEP meeting 3/19/24
03/25/2024	Takia Fischer	Connections Academy- SoCal	Darius Pollard	Comp Time	03:45 PM	04:15 PM	0.50	Make-Up	compensatory according to IEP
03/25/2024	Takia Fischer	Connections Academy- SoCal	Darius Pollard	IEP Attendance	12:00 PM	01:15 PM	1.25	IEP Attendance	annual IEP
									2.50
03/11/2024	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	No Show	Spoke with mom to inform that Isabella did not log on to session, Mother informed that she would remind Isabella, SP waited 17 minutes before logging off.
03/18/2024	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:30 PM	03:00 PM	0.50	Regular	Isabella arrived to session on time today. Check in completed at the beginning of session. Lesson focused on social problem solving, Isabella required prompts on 2 out of 8 scenarios presented.
03/28/2024	Takia Fischer	Connections Academy- SoCal	Isabella Guardado	Counseling	02:00 PM	02:30 PM	0.50	Regular	Isabella arrived to session on time. Lesson focused on perspective taking and recognizing cues related to stress.
									1.50
03/04/2024	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Leanna arrived to session on time; lesson completed which focused on perspective taking. Student did not require prompts.
03/11/2024	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Leanna arrived to session on time, lesson focused on anxiety triggers. Leanna independently identified triggers in 97% of opportunities.
03/18/2024	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	Regular	Leanna arrived to session on time. Lesson focused on self advocacy. Leanna required minimal prompts.
03/26/2024	Takia Fischer	Connections Academy- SoCal	Leana Gutierrez	Counseling	12:00 PM	12:30 PM	0.50	No Show	SP sent call and text message to parent; no response. SP logged on to session and waited 15 minutes.
									2.00
03/14/2024	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:45 PM	0.75	Regular	Tinsley arrived to session on time. SP repeated many instructions often. Tinsley had her camera off. It is recommended to request student to have camera on to ensure focus and attention.
03/15/2024	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	12:00 PM	12:45 PM	0.75	IEP Prep	Prep for upcoming IEP meeting
03/25/2024	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Prep	05:00 PM	05:45 PM	0.75	IEP Prep	for IEP meeting
03/28/2024	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	Counseling	12:00 PM	12:45 PM	0.75	Regular	Tinsley arrived to session on time. Camera was off but SP spoke to Tinsley regarding focus and attention. Tinsley was receptive and responded well. Lesson focused on social awareness.
03/29/2024	Takia Fischer	Connections Academy- SoCal	Tinsley Twyman	IEP Attendance	11:00 AM	12:00 PM	1.00	IEP Attendance	annual IEP meeting
									4.00
									10.00



Corporate Headquarters  
 300 Corporate Center Drive  
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"Your Staffing Source for Educational and Therapeutic Professionals."

# Invoice

Date	Invoice #
3/31/2024	163795

<b>Bill To</b>
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services Provided in March 2024		
		Paraprofessional Services Grade Band Para Support		
	1,758.5	CalOPS Grade Band Para Support	45.00	79,132.50
		Verification forms attached		
<b>Total</b>				<b>\$79,132.50</b>

Grade Band

Service Date (Actual Service Date)	Service Provider/ Therapist Name	Service Provided (Please use SEIS Service Code Number and Name)	Service Duration - Hourly (Actual Length of Service)	Hourly Fee (Rate from	Amount Due (Service Duration x Hourly Fee)	Notes
3/1/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Natalie Hoss	Paraprofessional	7.00	\$45.00	\$315.00	
3/7/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Natalie Hoss	Paraprofessional	7.00	\$45.00	\$315.00	
3/14/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Natalie Hoss	Paraprofessional		\$45.00	\$0.00	Sick
3/19/2024	Natalie Hoss	Paraprofessional		\$45.00	\$0.00	Sick
3/20/2024	Natalie Hoss	Paraprofessional	7.00	\$45.00	\$315.00	
3/21/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Natalie Hoss	Paraprofessional		\$45.00	\$0.00	off
3/26/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/27/2024	Natalie Hoss	Paraprofessional	7.00	\$45.00	\$315.00	
3/28/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Natalie Hoss	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>112.00</b>		<b>\$5,040.00</b>	
3/1/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00	

3/5/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/6/2024	Laurelle Flax	Paraprofessional	7.00	\$45.00	\$315.00
3/7/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/8/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/11/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/12/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/13/2024	Laurelle Flax	Paraprofessional	7.00	\$45.00	\$315.00
3/14/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/15/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/18/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/19/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Laurelle Flax	Paraprofessional	7.00	\$45.00	\$315.00
3/21/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
3/26/2024	Laurelle Flax	Paraprofessional	6.50	\$45.00	\$292.50
3/27/2024	Laurelle Flax	Paraprofessional	7.00	\$45.00	\$315.00
3/28/2024	Laurelle Flax	Paraprofessional	5.50	\$45.00	\$247.50
3/29/2024	Laurelle Flax	Paraprofessional	6.00	\$45.00	\$270.00
			<b>130.00</b>		<b>\$5,580.00</b>
3/1/2024	Kourtney Clark	Paraprofessional	7.00	\$45.00	\$315.00
3/4/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00
3/5/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00
3/6/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00
3/7/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00
3/8/2024	Kourtney Clark	Paraprofessional	7.00	\$45.00	\$315.00
3/11/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00

3/12/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/14/2024	Kourtney Clark	Paraprofessional	6.50	\$45.00	\$292.50	
3/15/2024	Kourtney Clark	Paraprofessional	6.50	\$45.00	\$292.50	
3/18/2024	Kourtney Clark	Paraprofessional	6.75	\$45.00	\$303.75	
3/19/2024	Kourtney Clark	Paraprofessional	6.25	\$45.00	\$281.25	
3/20/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/21/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/26/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/27/2024	Kourtney Clark	Paraprofessional	6.50	\$45.00	\$292.50	
3/28/2024	Kourtney Clark	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Kourtney Clark	Paraprofessional	6.50	\$45.00	\$292.50	
			<b>131.00</b>		<b>\$5,895.00</b>	
3/1/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Gabriella Martinez	Paraprofessional	7.00	\$45.00	\$315.00	
3/7/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Gabriella Martinez	Paraprofessional		\$45.00	\$0.00	Sick
3/11/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Gabriella Martinez	Paraprofessional	7.00	\$45.00	\$315.00	
3/14/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00	

3/19/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Gabriella Martinez	Paraprofessional	7.00	\$45.00	\$315.00
3/21/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/26/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/27/2024	Gabriella Martinez	Paraprofessional	7.00	\$45.00	\$315.00
3/28/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
3/29/2024	Gabriella Martinez	Paraprofessional	6.00	\$45.00	\$270.00
			<b>124.00</b>		<b>\$5,580.00</b>
3/1/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/4/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/5/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/6/2024	Edna Guerrero	Paraprofessional	6.75	\$45.00	\$303.75
3/7/2024	Edna Guerrero	Paraprofessional	6.25	\$45.00	\$281.25
3/8/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/11/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/12/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/13/2024	Edna Guerrero	Paraprofessional	7.00	\$45.00	\$315.00
3/14/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/15/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/18/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/19/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Edna Guerrero	Paraprofessional	7.00	\$45.00	\$315.00
3/21/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00

3/26/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/27/2024	Edna Guerrero	Paraprofessional	7.00	\$45.00	\$315.00
3/28/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
3/29/2024	Edna Guerrero	Paraprofessional	6.00	\$45.00	\$270.00
			<b>130.00</b>		<b>\$5,850.00</b>
3/1/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/4/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/5/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/6/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/7/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/8/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/11/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/12/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/13/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/14/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/15/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/18/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/19/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/21/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/26/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/27/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/28/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00
3/29/2024	Heather Hilaman	Paraprofessional	6.00	\$45.00	\$270.00

				<b>126.00</b>				<b>\$5,670.00</b>
3/1/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/4/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/5/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/6/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/7/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/8/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/11/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/12/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/13/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/14/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/15/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/18/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/19/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/20/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/21/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/22/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/25/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/26/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/27/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/28/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
3/29/2024	Lauren Fleischmann	Paraprofessional		6.00	\$45.00		\$270.00	
				<b>126.00</b>			<b>\$5,670.00</b>	
3/1/2024	Raquel Salazar	Paraprofessional		6.00	\$45.00		\$270.00	
3/4/2024	Raquel Salazar	Paraprofessional		6.00	\$45.00		\$270.00	
3/5/2024	Raquel Salazar	Paraprofessional		6.00	\$45.00		\$270.00	
3/6/2024	Raquel Salazar	Paraprofessional		6.00	\$45.00		\$270.00	

3/7/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/14/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/19/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/20/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/21/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/26/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/27/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/28/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Raquel Salazar	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>126.00</b>		<b>\$5,670.00</b>	
3/1/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Lorie Nieva	Paraprofessional	7.00	\$45.00	\$315.00	
3/7/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Lorie Nieva	Paraprofessional	7.00	\$45.00	\$315.00	

3/14/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/19/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/20/2024	Lorie Nieva	Paraprofessional	7.00	\$45.00	\$315.00	
3/21/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/26/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/27/2024	Lorie Nieva	Paraprofessional	7.00	\$45.00	\$315.00	
3/28/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Lorie Nieva	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>130.00</b>		<b>\$5,850.00</b>	
3/1/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Patricia Cruz	Paraprofessional	7.00	\$45.00	\$315.00	
3/7/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Patricia Cruz	Paraprofessional	7.00	\$45.00	\$315.00	
3/14/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/19/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/20/2024	Patricia Cruz	Paraprofessional	7.00	\$45.00	\$315.00	

3/21/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/26/2024	Patricia Cruz	Paraprofessional	7.00	\$45.00	\$315.00	
3/27/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/28/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Patricia Cruz	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>130.00</b>		<b>\$5,850.00</b>	
3/1/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Leticia Filer	Paraprofessional		\$45.00	\$0.00	Sick
3/7/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Leticia Filer	Paraprofessional	7.00	\$45.00	\$315.00	
3/14/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/19/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/20/2024	Leticia Filer	Paraprofessional	7.00	\$45.00	\$315.00	
3/21/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/26/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/27/2024	Leticia Filer	Paraprofessional	7.00	\$45.00	\$315.00	

3/28/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Leticia Filer	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>123.00</b>		<b>\$5,535.00</b>	
3/1/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/4/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/5/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/6/2024	Jessica Johnson	Paraprofessional	7.00	\$45.00	\$315.00	
3/7/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/8/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/11/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/12/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/13/2024	Jessica Johnson	Paraprofessional	7.00	\$45.00	\$315.00	
3/14/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/15/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/18/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/19/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/20/2024	Jessica Johnson	Paraprofessional	7.00	\$45.00	\$315.00	
3/21/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/22/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/25/2024	Jessica Johnson	Paraprofessional		\$45.00	\$0.00	Sick
3/26/2024	Jessica Johnson	Paraprofessional		\$45.00	\$0.00	Sick
3/27/2024	Jessica Johnson	Paraprofessional	7.00	\$45.00	\$315.00	
3/28/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
3/29/2024	Jessica Johnson	Paraprofessional	6.00	\$45.00	\$270.00	
			<b>118.00</b>		<b>\$5,310.00</b>	
3/1/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00	

3/4/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/5/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/6/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/7/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/8/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/11/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/12/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/13/2024	Danielle Vasquez	Paraprofessional	7.00	\$45.00	\$315.00
3/14/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/15/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/18/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/19/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Danielle Vasquez	Paraprofessional	7.00	\$45.00	\$315.00
3/21/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Danielle Vasquez	Paraprofessional	3.50	\$45.00	\$157.50
3/26/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/27/2024	Danielle Vasquez	Paraprofessional	7.00	\$45.00	\$315.00
3/28/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
3/29/2024	Danielle Vasquez	Paraprofessional	6.00	\$45.00	\$270.00
			<b>126.50</b>		<b>\$5,692.50</b>
3/1/2024	Harpreet Kaur	Paraprofessional	-		
3/4/2024	Harpreet Kaur	Paraprofessional	-		
3/5/2024	Harpreet Kaur	Paraprofessional	-		
3/6/2024	Harpreet Kaur	Paraprofessional	-		
3/7/2024	Harpreet Kaur	Paraprofessional	-		

3/8/2024	Harpreet Kaur	Paraprofessional	-					
3/11/2024	Harpreet Kaur	Paraprofessional	-					
3/12/2024	Harpreet Kaur	Paraprofessional	-					
3/13/2024	Harpreet Kaur	Paraprofessional	-					
3/14/2024	Harpreet Kaur	Paraprofessional	-					
3/15/2024	Harpreet Kaur	Paraprofessional	-					
3/18/2024	Harpreet Kaur	Paraprofessional	6.00	\$45.00	\$270.00		1st Day	
3/19/2024	Harpreet Kaur	Paraprofessional	6.00	\$45.00	\$270.00			
3/20/2024	Harpreet Kaur	Paraprofessional	6.07	\$45.00	\$273.15			
3/21/2024	Harpreet Kaur	Paraprofessional	7.00	\$45.00	\$315.00			
3/22/2024	Harpreet Kaur	Paraprofessional	2.00	\$45.00	\$90.00			
3/25/2024	Harpreet Kaur	Paraprofessional	-	\$45.00			Off	
3/26/2024	Harpreet Kaur	Paraprofessional	-	\$45.00			Off	
3/27/2024	Harpreet Kaur	Paraprofessional	-	\$45.00			Off	
3/28/2024	Harpreet Kaur	Paraprofessional	6.00	\$45.00	\$270.00			
3/29/2024	Harpreet Kaur	Paraprofessional	6.00	\$45.00	\$270.00			
			<b>39.07</b>		<b>\$1,758.15</b>			
3/1/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/4/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/5/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/6/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/7/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/8/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/11/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/12/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			
3/13/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00			

3/14/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/15/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/18/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/19/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/20/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/21/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/22/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/25/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/26/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/27/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/28/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
3/29/2024	Evelyn Wimby	Paraprofessional	6.00	\$45.00	\$270.00
			126.00		\$5,670.00
	<b>TOTALS</b>		1,758.50		#####



# INVOICE

Speech-Language Pathology Services - March 2024

**Milestones Therapy Group, A Prof. SLP Corporation**  
 1968 S. Coast Hwy., Suite 370  
 Laguna Beach, California 92651  
 United States

949-229-2021  
[www.milestonestherapygroup.com](http://www.milestonestherapygroup.com)

**BILL TO**  
**California Online Public Schools,**  
**Connections Academy**  
 33272 Valle Road  
 San Juan Capistrano, California 92675  
 United States

**Invoice Number:** 1124

**Invoice Date:** April 12, 2024

**Payment Due:** May 27, 2024

**Amount Due (USD): \$78,101.15**

[Pay Securely Online](#)

Services	Amount
<b>Speech-language pathology services</b> SoCal (03/01/2024-03/31/2024)	\$43,733.44
<b>Speech-language pathology services</b> NorCal (03/01/2024-03/31/2024)	\$13,219.50
<b>Speech-language pathology services</b> Central Valley (03/01/2024-03/31/2024)	\$11,944.76
<b>Speech-language pathology services</b> Central Coast (03/01/2024-03/31/2024)	\$254.76
<b>Speech-language pathology services</b> Monterey Bay (03/01/2024-03/31/2024)	\$7,062.93
<b>Speech-language pathology services</b> North Bay (03/01/2024-03/31/2024)	\$1,885.76



# INVOICE

Speech-Language Pathology Services - March 2024

**Milestones Therapy Group, A Prof. SLP Corporation**  
1968 S. Coast Hwy., Suite 370  
Laguna Beach, California 92651  
United States

949-229-2021  
[www.milestonetherapygroup.com](http://www.milestonetherapygroup.com)

**Subtotal:** \$78,101.15

**Total:** \$78,101.15

**Amount Due (USD):** \$78,101.15

Pay Securely Online



[link.waveapps.com/f5ypub-rkprc3](https://link.waveapps.com/f5ypub-rkprc3)

### Notes / Terms

For details of the services listed on this summary invoice, please:  
Refer to the email attachment sent to [sped-finance@californiaops.org](mailto:sped-finance@californiaops.org)

Thank you for your business!

# INVOICE

**TTC4SUCCESS**  
 937 Pearl Drive  
 San Marcos, CA 92078

tasha@ttc4success.com  
 +1 (951) 775-4292



## Connections

**Bill to**  
 California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano, CA 92675

**Ship to**  
 California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano, CA 92675

## Invoice details

Invoice no.: 1382  
 Terms: Net 30  
 Invoice date: 04/04/2024  
 Due date: 05/04/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		<b>SPED Services</b>	March 2024 Southern CA	1	\$64,430.46	\$64,430.46
2.		<b>SPED Services</b>	March 2024 Northern CA	1	\$33,577.65	\$33,577.65
3.		<b>SPED Services</b>	March 2024 North Bay	1	\$8,391.15	\$8,391.15
4.		<b>SPED Services</b>	March 2024 Monterrey Bay	1	\$4,285.62	\$4,285.62
5.		<b>SPED Services</b>	March 2024 Central Coast	1	\$313.20	\$313.20
6.		<b>SPED Services</b>	March 2024 Central Valley	1	\$2,583.90	\$2,583.90
<b>Total</b>						<b>\$113,581.98</b>

CAPCO

BILLING INVOICE

Invoice #	3268	Bill To:	California Online Public School
Invoice Date:	2/29/24	Attn:	La Chelle Carter
Name:	El Pasao Children's Center, Inc	la.carter@calca.connectionsacademy.org	
Mailing Address	74075 El Paseo Drive, Suite A2B	SPED-Finance@californiaops.org	
Telephone	Palmdesert, CA 92260	abatfin@calca.connectionsacademy.org	
	760-342-4900		

Invoice #	Region	Student	Service Type	Service	Actual Service	Billable Service in	Hourly Fee	Amount Due for	Miles	Miles Traveled x .87
3268	CapCo	Anthony Harutyunian	IEP Meeting	2/9/24	1.50	1.5	100	\$150.00		\$0.00
3268	CapCo	Belén Martínez	AAC Consultation	2/9/24	0.50	1	120	\$120.00		\$0.00
3268	CapCo	Belén Martínez	IEP Meeting	2/14/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Belén Martínez (n/s)	AAC Consultation	2/15/24	0.50	0.5	120	\$60.00		\$0.00
3268	CapCo	Jayden Taylor	IEP Meeting	2/23/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Maya Melgoza Cruz	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Tyrone Price	Speech Assessment	2/29/24	10.50	10.5	110	\$1,155.00		\$0.00
3268	CapCo	Aenghus Decker-Knealing	OT Services	2/16/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Aenghus Decker-Knealing	OT Services	2/13/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Aenghus Decker-Knealing	OT Services	2/20/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Aenghus Decker-Knealing	OT Services	2/27/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Anthony Gomez (n/s)	IEP Meeting	2/28/24	0.50	0.5	100	\$55.00		\$0.00
3268	CapCo	Athlena Lindsay	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Athlena Lindsay	OT Services	2/14/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Athlena Lindsay	OT Services	2/21/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Athlena Lindsay	OT Services	2/28/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Athlena Lindsay (n/s)	OT Services	2/7/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Cynthia Navarro	OT Services	2/5/24	1.00	1	110	\$110.00		\$0.00
3268	CapCo	Cynthia Navarro	OT Services	2/16/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Cynthia Navarro	OT Services	2/20/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Cynthia Navarro	OT Services	2/27/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Konnor Tichenor (n/s)	OT Services	1/31/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Miguel Antonio Ylagan	OT Services	2/15/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Miguel Antonio Ylagan (m/u 2/23)	OT Services	2/29/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Miguel Antonio Ylagan (n/s)	OT Services	2/9/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Tony Escobar	IEP Meeting	2/27/24	1.75	1.75	100	\$175.00		\$0.00
3268	CapCo	Tony Escobar	OT Assessment	1/18/24	10.50	10.5	110	\$1,155.00		\$0.00
3268	CapCo	Tony Escobar	OT Services	2/22/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Tony Escobar	OT Services	2/29/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Tony Escobar (m/u 1/25)	OT Services	2/15/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Aaron Scott	Ed Psych Assessment	2/27/24	n/a	n/a	n/a	\$1,950.00	189.00	\$126.63
3268	CapCo	Austin Comito	Ed Psych Assessment	2/23/24	n/a	n/a	n/a	\$1,950.00	180.00	\$120.60
3268	CapCo	Jaikob James	Ed Psych Assessment	2/9/24	n/a	n/a	n/a	\$1,950.00	179.00	\$119.93
3268	CapCo	Jaikob James	IEP Meeting	2/15/24	1.50	1.5	100	\$150.00		\$0.00
3268	CapCo	Jayden Lures	FBA	2/28/24	n/a	n/a	n/a	\$1,950.00	167.00	\$111.89
3268	CapCo	Jayden Lures	IEP Meeting	2/29/24	1.50	1.5	100	\$150.00		\$0.00
3268	CapCo	Joel Oliver Mejia	Ed Psych Assessment	2/16/24	n/a	n/a	n/a	\$1,950.00	159.00	\$106.53
3268	CapCo	Joseph Russi	Ed Psych Assessment	2/20/24	n/a	n/a	n/a	\$1,950.00	179.00	\$123.95
3268	CapCo	Nicholas Kargl	FBA	2/21/24	n/a	n/a	n/a	\$1,950.00	185.00	\$123.95
3268	CapCo	Sebastian Neal	Ed Psych Assessment	2/12/24	n/a	n/a	n/a	\$1,950.00	173.00	\$115.91
3268	CapCo	Sebastian Neal	IEP Meeting	2/13/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Uriel Reynada Gonzalez	Ed Psych Assessment	2/10/24	n/a	n/a	n/a	\$1,950.00	139.00	\$93.13
3268	CapCo	Anthony Gomez (n/s)	OT Services	2/9/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Ari Amaya	OT Services	2/9/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Ari Amaya	OT Services	2/16/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Ari Amaya	OT Services	2/23/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Gabriel Aguirre	OT Services	2/9/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Gabriel Aguirre	OT Services	2/23/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Ray Flores	OT Services	2/16/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Ray Flores	OT Services	2/23/24	0.50	1	110	\$110.00		\$0.00
3268	CapCo	Savannah Erwin (n/s)	OT Services	2/9/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Savannah Erwin (n/s)	OT Services	2/16/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Savannah Erwin (n/s)	OT Services	2/23/24	0.50	0.5	110	\$55.00		\$0.00
3268	CapCo	Isai Morales Lomeli	Speech Assessment	2/29/24	10.50	10.5	110	\$1,155.00		\$0.00
3268	CapCo	Koda Froese	IEP Meeting	2/6/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Xexilia Pharm	Speech Assessment	2/5/24	10.50	10.5	110	\$1,155.00		\$0.00
3268	CapCo	Angel Hernandez	IEP Meeting	2/1/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Angel Hernandez	IEP Meeting	2/15/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Dayana Ramos	IEP Meeting	2/29/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Jason Butts	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Jayden Baylor	IEP Meeting	2/9/24	1.00	1	100	\$100.00		\$0.00
3268	CapCo	Andrew Hall	IEP Meeting	2/9/24	1.25	1.25	100	\$125.00		\$0.00

Alicia Paoletta	3268	CapCo	Anthony Hanutynian	IEP Meeting	2/9/24	1.50	1.5	100	\$150.00		\$0.00
Alicia Paoletta	3268	CapCo	Dakota Bell	IEP Meeting	2/28/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Dakota Bell	Manifestation Determination	2/24/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Destiny Saucedo Ratcliffe	Manifestation Determination	2/9/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Destiny Saucedo Ratcliffe (n/s)	IEP Meeting	2/14/24	0.50	0.5	100	\$50.00		\$0.00
Alicia Paoletta	3268	CapCo	Faith Dietzel	IEP Meeting	2/15/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Faith Dietzel	Manifestation Determination	2/11/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Isabella Robledo	IEP Meeting	2/6/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Isabella Robledo	Manifestation Determination	2/2/2024	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	James Rawls	Ed Psych Assessment	2/6/24	n/a	n/a	n/a	\$1,950.00	23.40	\$15.68
Alicia Paoletta	3268	CapCo	Jeriah Diaz	IEP Meeting	2/12/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Jeriah Diaz	Manifestation Determination	2/1/2024	n/a	n/a	n/a	\$1,950.00	0.00	\$0.00
Alicia Paoletta	3268	CapCo	Jiraya Fierro	Ed Psych Assessment	2/12/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Justice Engstrom	IEP Meeting	2/12/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Justice Engstrom	Manifestation Determination	2/1/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Kevin Arami	Ed Psych Assessment	2/17/24	n/a	n/a	n/a	\$1,950.00	26.00	\$17.42
Alicia Paoletta	3268	CapCo	Leovixildo Lopez	IEP Meeting	2/26/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Leovixildo Lopez	Manifestation Determination	2/24/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Tanner Winters	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3268	CapCo	Tanner Winters	Manifestation Determination	2/14/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3268	CapCo	Vincent Ibarias	Ed Psych Assessment	1/28/24	n/a	n/a	n/a	\$1,950.00	22.40	\$15.01
Alicia Paoletta	3268	CapCo	Vincent Ibarias	IEP Meeting	2/22/24	1.50	1.5	100	\$150.00		\$0.00
Alicia Paoletta	3268	CapCo	Zipporah Smith	Ed Psych Assessment	1/21/24	n/a	n/a	n/a	\$1,950.00	7.60	\$5.09
Alyce Rouse	3268	CapCo	Armonie Stewart	IEP Meeting	2/16/24	1.50	1.5	100	\$150.00		\$0.00
Alyce Rouse	3268	CapCo	Armonie Stewart	IEP Meeting	2/28/24	1.00	1	100	\$100.00		\$0.00
Alyce Rouse	3268	CapCo	Jasmine Rios	IEP Meeting	1/31/24	1.00	1	100	\$100.00		\$0.00
Alyce Rouse	3268	CapCo	Justin Perez	Speech Assessment	2/26/24	10.50	10.5	110	\$1,155.00		\$0.00
Alyssa Guerrero	3268	CapCo	Angel Hernandez	IEP Meeting	2/8/24	1.00	1	100	\$100.00		\$0.00
Alyssa Guerrero	3268	CapCo	Chesnee Pederson	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
Alyssa Guerrero	3268	CapCo	Clarissa Sierra	OT Services	2/28/24	0.50	1.5	110	\$165.00	5.20	\$3.48
Alyssa Guerrero	3268	CapCo	Gilberto Polanco	OT Assessment	2/15/24	10.50	10.5	110	\$1,155.00		\$0.00
Alyssa Guerrero	3268	CapCo	Joshua Blackburn	IEP Meeting	2/29/24	1.00	1	100	\$100.00		\$0.00
Alyssa Guerrero	3268	CapCo	Joshua Blackburn	OT Assessment	2/15/24	10.50	10.5	110	\$1,155.00		\$0.00
Alyssa Guerrero	3268	CapCo	Liam Spearman	IEP Meeting	2/1/24	1.00	1	100	\$100.00		\$0.00
Alyssa Guerrero	3268	CapCo	Zya Taylor	IEP Meeting	2/29/24	1.00	1	100	\$100.00		\$0.00
Alyssa Guerrero	3268	CapCo	Zya Taylor	OT Assessment	2/15/24	10.50	10.5	110	\$1,155.00		\$0.00
manda Olley	3268	CapCo	Ari Amaya	510	2/6/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Ari Amaya	510	2/13/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Ari Amaya	510	2/20/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Ari Amaya	510	2/27/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	510	2/5/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	510	2/23/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	510	2/26/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	510	2/23/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	510	2/23/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3268	CapCo	Brighton Kieman	520	2/23/24	0.50	1	120	\$120.00		\$0.00
manda Olley	3268	CapCo	Cassandra Kosman	520	2/5/24	0.50	1	120	\$120.00		\$0.00
manda Olley	3268	CapCo	Cassandra Kosman	520	2/12/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Elma Younus	510	2/5/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Elma Younus	510	2/12/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Elma Younus	510	2/22/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Elma Younus	510	2/26/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Eric Hernandez	515	2/5/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Eric Hernandez	515	2/26/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Isaac Aguilar Jimenez	510	2/23/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Isaiah Mayoral	510	2/22/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Isaiah Mayoral	510	2/29/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Isaiah Mayoral	520	2/29/24	0.50	1	120	\$120.00		\$0.00
manda Olley	3268	CapCo	Jesse Matzen	515	2/7/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Jesse Matzen	515	2/14/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Jesse Matzen	515	2/21/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Jesse Matzen	515	2/28/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Joshua Blackburn	535	2/23/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3268	CapCo	Julian Parra-Villanueva	510	2/9/24	1.00	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Julian Parra-Villanueva	510	2/23/24	1.00	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Keyliana Sanchez	515	2/5/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Keyliana Sanchez	515	2/14/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Keyliana Sanchez	515	2/28/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Keyliana Sanchez	530	2/23/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3268	CapCo	Lucas Vazquez	515	2/26/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3268	CapCo	Lucas Vazquez	515	2/7/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3268	CapCo	Marc Sweeney	510	2/21/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Marc Sweeney	510	2/23/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3268	CapCo	Marc Sweeney	510	2/26/24	0.50	1	100	\$100.00		\$0.00

Amanda Olley	3268	CapCo	Marc Sweeney	520	2/13/24	0.50	1	120	\$120.00	\$0.00
Amanda Olley	3268	CapCo	Marc Sweeney	520	2/23/24	0.50	1	120	\$120.00	\$0.00
Amanda Olley	3268	CapCo	Marc Sweeney	IEP Meeting	2/23/24	1.00	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	510	2/15/2024	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	510	2/23/2024	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	510	2/26/2024	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	515	2/17/2024	0.50	1	95	\$95.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	515	2/14/2024	0.50	1	95	\$95.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	515	2/21/2024	0.50	1	95	\$95.00	\$0.00
Amanda Olley	3268	CapCo	Mikayla Campbell-Johnston	515	2/28/2024	0.50	1	95	\$95.00	\$0.00
Amanda Olley	3268	CapCo	Nicholas Kargl	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Nicholas Kargl	510	2/23/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Nicholas Kargl	510	2/26/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Patricia Gonzales	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Patricia Gonzales	510	2/23/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Patricia Gonzales	510	2/26/24	0.50	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Patricia Gonzales	IEP Meeting	2/26/24	1.00	1	100	\$100.00	\$0.00
Amanda Olley	3268	CapCo	Zoey Hidalgo	515	2/14/24	0.50	1	95	\$95.00	\$0.00
Amanda Olley	3268	CapCo	Zoey Hidalgo	515	2/28/24	0.50	1	95	\$95.00	\$0.00
Angelica Diaz	3268	CapCo	Heidi Romero	DIH Services	2/23/24	0.25	1	110	\$110.00	\$0.00
Angelica Diaz	3268	CapCo	Maitzen Stevens	DIH Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Anthony Ramirez	OT Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Anthony Ramirez	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Anthony Ramirez (n/s)	OT Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Benjamin Lackey	OT Services	2/4/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Benjamin Lackey	OT Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Benjamin Lackey (n/s)	OT Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Brighton Kieman	OT Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Brighton Kieman (n/s)	OT Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Dajanique Harding	OT Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Dajanique Harding (n/s)	OT Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Dejay Aquino	OT Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Dejay Aquino (n/s)	OT Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Dejay Aquino (n/s)	OT Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Dejay Aquino (n/s)	OT Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Diego Olvera	OT Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Diego Olvera	OT Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Donald Hartley	OT Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Donald Hartley	OT Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Donald Hartley	OT Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Donald Hartley (n/s)	OT Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Donald Hartley (n/s)	OT Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Gabriel Nichols	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Gabriel Nichols	OT Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	George Thomson	OT Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	George Thomson	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	George Thomson	OT Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Giovanni Jimenez-Ramirez	OT Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Giovanni Jimenez-Ramirez (n/s)	OT Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Henry Hesselman	OT Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Jabez Arevalo	OT Services	2/16/24	0.66	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Jabez Arevalo	OT Services	2/13/24	0.66	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Jabez Arevalo	OT Services	2/20/24	0.66	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Jabez Arevalo	OT Services	2/27/24	0.66	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Katelynn Cardona	OT Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Katelynn Cardona (n/s)	OT Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Leilani Sylvester-Carr	OT Services	2/17/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Leilani Sylvester-Carr (n/s)	OT Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Leilani Sylvester-Carr (n/s)	OT Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Leilani Sylvester-Carr (n/s)	OT Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Liam Eдора	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Liam Eдора	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ariana Vista	3268	CapCo	Liam Eдора (n/s)	OT Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Vista	3268	CapCo	Nathan Padilla	OT Services	2/17/24	0.50	1	110	\$110.00	\$0.00



Danielle Walker	3268	CapCo	Clarissa Iraheta	1/29/24	1.50	1.5	100	\$150.00	\$0.00
Danielle Walker	3268	CapCo	Clarissa Iraheta	1/6/24	10.50	10.5	110	\$1,155.00	\$0.00
Danielle Walker	3268	CapCo	Knystyle Collier	2/8/24	1.00	1	100	\$100.00	\$0.00
Danielle Walker	3268	CapCo	Knystyle Collier	1/13/24	10.50	10.5	110	\$1,155.00	\$0.00
Diana Cadigan	3268	CapCo	Aleysha Santiago	2/5/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Aleysha Santiago	2/12/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Aleysha Santiago	2/20/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Aleysha Santiago	2/27/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Da'Shaun Andrewin	2/7/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak	2/14/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak	2/14/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak	2/28/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak	2/28/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak	2/20/24	1.00	1	100	\$100.00	\$0.00
Diana Cadigan	3268	CapCo	Deanna Spiwak (n/s)	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/5/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/6/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/7/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/8/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/9/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/12/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/13/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/14/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/16/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/20/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/21/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/22/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/23/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling	2/26/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling (n/s)	2/15/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling (n/s)	2/27/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling (n/s)	2/28/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Alyssa Sterling (n/s)	2/29/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Eric Gunn	2/8/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Eric Gunn	2/14/24	1.5	1.5	100	\$150.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/9/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/16/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/23/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/5/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/9/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/12/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/23/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/23/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/26/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/16/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Georgio Stewart	2/27/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/16/24	0.50	1	120	\$120.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/23/24	0.50	1	120	\$120.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/9/24	0.50	1	120	\$120.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/8/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/12/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/13/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/15/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/16/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/20/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/22/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/26/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/29/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz	2/27/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz (n/s)	2/5/24	2.00	2	110	\$220.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz (n/s)	2/6/24	2.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Jacob Ortiz (n/s)	2/9/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/15/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/23/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/29/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/5/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/6/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/7/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/9/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/12/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/14/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/15/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/20/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	2/21/24	1.00	1	110	\$110.00	\$0.00

Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/22/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/23/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/26/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/27/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/28/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart	535 Student	2/29/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart (n/s)	535 Student	2/8/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Layla Stewart (n/s)	535 Student	2/13/24	1.00	0.5	110	\$55.00	\$0.00
Eleonora Magri	3268	CapCo	Shyanna Rivera	535 Student	2/15/24	1.00	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Shyanna Rivera	535 Student	2/16/24	0.50	1	110	\$110.00	\$0.00
Eleonora Magri	3268	CapCo	Shyanna Rivera	535 Student	2/29/24	0.50	1	110	\$110.00	\$0.00
Elizabeth Vosseler	3268	CapCo	Gilberto Polanco	IEP Meeting	2/16/24	1.50	1.5	100	\$150.00	\$40.20
Elizabeth Vosseler	3268	CapCo	Aldon Thompson	Ed Psych Assessment	2/16/24	n/a	n/a	n/a	\$1,950.00	60.00
Elizabeth Vosseler	3268	CapCo	Armonie Stewart	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
Elizabeth Vosseler	3268	CapCo	Douglas Shannon	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
Elizabeth Vosseler	3268	CapCo	Jadyn Suarez-Sellers	Ed Psych Assessment	2/29/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Elizabeth Vosseler	3268	CapCo	Jayden Gerona	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$0.00
Elizabeth Vosseler	3268	CapCo	Jorel Arocha	Ed Psych Assessment	2/24/24	n/a	n/a	n/a	\$1,950.00	\$58.96
Emily Chupek	3268	CapCo	Morgan Haas	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$0.00
Emily Chupek	3268	CapCo	Angelina Romero	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Angelina Romero	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Angelina Romero	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Angelina Romero	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Angelina Romero (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Anna Clay	Speech Services	2/6/24	0.25	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ava Bates	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Carlos Bautista Quiroz (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Carlos Bautista Quiroz (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Christian Martinez	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Christian Martinez	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Christian Vega	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Christian Vega	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Christian Vega	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Christian Vega	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ciaran Lennon	Speech Services	2/6/24	0.67	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ciaran Lennon	Speech Services	2/27/24	0.67	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ciaran Lennon	Speech Services	2/27/24	0.67	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ciaran Lennon	Speech Services	2/27/24	0.67	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Ciaran Lennon (n/s)	Speech Services	2/13/24	0.67	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Clarissa Iraheta	Speech Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Clarissa Iraheta	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Clarissa Iraheta	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Eli Ramirez	Speech Services	2/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Eli Ramirez	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Eli Ramirez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Eli Ramirez	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Eli Ramirez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Hailey Vasquez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Hailey Vasquez	Speech Services	2/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Hailey Vasquez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Hailey Vasquez	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Hailey Vasquez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Henry Hesselman	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Henry Hesselman	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Henry Hesselman	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Henry Hesselman	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles	Speech Services	2/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles (n/s)	Speech Services	2/23/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Jason Knowles (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Kaycee Valenzuela	Speech Services	2/5/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kaycee Valenzuela	Speech Services	2/12/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kaycee Valenzuela	Speech Services	2/28/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00

Emily Chupek	3268	CapCo	Kennedy Vanias	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Kennedy Vanias (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Krystyle Collier	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Krystyle Collier	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Krystyle Collier	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Leah Morales	Speech Services	2/16/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Leah Morales	Speech Services	2/13/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Leah Morales	Speech Services	2/20/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Leah Morales	Speech Services	2/27/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Liam Spearman	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Liam Spearman (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Liam Spearman (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Lillian Dahlan	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Mason Vidana	Speech Services	2/6/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Mason Vidana	Speech Services	2/13/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Mason Vidana	Speech Services	2/20/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Mason Vidana	Speech Services	2/27/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Matthew Gonzalez	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Matthew Gonzalez	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Matthew Gonzalez (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Munemitsu Matsuyama	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Nathan Mendoza	Speech Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Noah Flores	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Petra Arteaga	Speech Services	2/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Petra Arteaga	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Petra Arteaga	Speech Services	2/22/2024	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Petra Arteaga	Speech Services	2/29/2024	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Raymond Monteiro	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Madrigal	Speech Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Madrigal	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Madrigal	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Madrigal	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Madrigal	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Sean Torres (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3268	CapCo	Selena Nebres	Speech Services	2/7/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Selena Nebres	Speech Services	2/14/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Selena Nebres	Speech Services	2/21/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3268	CapCo	Selena Nebres	Speech Services	2/28/24	0.75	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Adam Block	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Adam Block	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Adam Block	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Adam Block	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Aenghus Decker-Knealing	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Aenghus Decker-Knealing	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00

Erika Panayi	3268	CapCo	Aenghus Decker-Knealing	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas (comp time)	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas (comp time)	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Akilah Lucas (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Alexander Mendoza	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Alexander Mendoza	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Alexander Mendoza	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blial Ahmad	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blial Ahmad	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blial Ahmad	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blake Phavorachit	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blake Phavorachit	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blake Phavorachit	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Blake Phavorachit	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Brodie Ashley Lackey	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Brodie Ashley Lackey (n/s)	Speech Services	2/19/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Brodie Ashley Lackey (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Brodie Ashley Lackey (n/s)	Speech Services	2/23/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Brodie Ashley Lackey (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Dajanique Harding	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Dajanique Harding	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Dajanique Harding (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Douglas Shannon	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Douglas Shannon (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Elijah Avakian	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Giovanni Jimenez-Ramirez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Giovanni Jimenez-Ramirez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Giovanni Jimenez-Ramirez (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Giovanni Jimenez-Ramirez (n/s)	Speech Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/19/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/23/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Ivory Mirsky (n/s)	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Jay Bedassie Jr	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Jay Bedassie Jr	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Jay Bedassie Jr	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Jay Bedassie Jr (n/s)	Speech Services	2/19/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Jay Bedassie Jr (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Joshua Jimenez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalel Larios	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalel Larios	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalel Larios	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalel Larios	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalvin Marcellus Tan	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalvin Marcellus Tan	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Kalvin Marcellus Tan	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Liam Eдора	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Liam Eдора	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Liam Eдора	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Liam Eдора	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00

Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Mason Diaz	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Miguel Antonio Ylagan	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Miguel Antonio Ylagan	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Miguel Antonio Ylagan	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3268	CapCo	Miguel Antonio Ylagan	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ivana White	Ed Psych Assessment	2/23/24	n/a	n/a	n/a	\$1,950.00	\$45.56
Evelin Farias-Mireis	3268	CapCo	Ivana White	IEP Meeting	2/29/24	1.50	1.5	100	\$150.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Julian Parra-Villanueva	IEP Meeting	2/22/24	1.00	1	100	\$100.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Timothy Vidal	IEP Meeting	2/20/24	0.50	1.5	100	\$150.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abbott Jacobson	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abbott Jacobson (n/s)	Speech Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abbott Jacobson (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abel Sainz	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abel Sainz	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abel Sainz	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abraham Landero	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abraham Landero	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Abraham Landero	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Alexander Gomes	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Alexander Gomes	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Alexander Gomes	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Alexander Gomes (n/s)	Speech Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Angel Hernandez (n/s)	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Anthony Ramirez	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Anthony Ramirez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Anthony Ramirez	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Anthony Ramirez (n/s)	Speech Services	2/17/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Ari Amaya (n/s)	Speech Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Auron Descartes	Speech Services	2/17/24	0.25	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Auron Descartes	Speech Services	2/14/24	0.25	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Aurora Gallegos	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Aurora Gallegos	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Aurora Gallegos	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Aurora Gallegos	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Belan Martinez	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Christopher Baltes	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Christopher Baltes	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Christopher Baltes	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Christopher Baltes (n/s)	Speech Services	2/17/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Dayana Ramos	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Dayana Ramos	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Dayana Ramos	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Dayana Ramos	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley (n/s)	Speech Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Donald Hartley (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eduardo Garduno Aviles	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eduardo Garduno Aviles	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eduardo Garduno Aviles (n/s)	Speech Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eduardo Garduno Aviles (n/s)	Speech Services	2/19/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eric Hernandez (n/s)	Speech Services	2/27/24	1.00	0.5	110	\$55.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eric Ledesma	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mireis	3268	CapCo	Eric Ledesma	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00

3268	CapCo	Eric Ledesma	2/20/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Eric Ledesma	2/23/2024	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Eric Ledesma	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Eric Ledesma	2/29/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Eric Ledesma (n/s)	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Eric Ledesma (n/s)	2/22/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Gavin Eernisse	2/14/24	1.00	1	110	\$110.00	\$0.00
3268	CapCo	Gavin Eernisse	2/21/24	1.00	1	110	\$110.00	\$0.00
3268	CapCo	Gavin Eernisse	2/23/24	1.00	1	110	\$110.00	\$0.00
3268	CapCo	Gavin Eernisse (n/s)	2/28/24	1.00	0.5	110	\$55.00	\$0.00
3268	CapCo	Jason Butts	2/12/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jason Butts	2/26/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jayden Baylor	2/8/24	1.00	1	110	\$110.00	\$0.00
3268	CapCo	Jesus Lezama	2/8/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jesus Lezama	2/29/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jesus Lezama (n/s)	2/22/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Jordan Murry	2/21/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jordan Murry	2/28/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Jordan Murry (n/s)	2/17/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Jordan Murry (n/s)	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kayelynn Santos (n/s)	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kayelynn Santos (n/s)	2/13/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kayelynn Santos (n/s)	2/20/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kayelynn Santos (n/s)	2/28/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kian Arami	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Kian Arami	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Kian Arami (n/s)	2/20/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Lloyd Spearman	2/15/24	0.25	1	110	\$110.00	\$0.00
3268	CapCo	Lloyd Spearman	2/12/24	0.25	1	110	\$110.00	\$0.00
3268	CapCo	Lloyd Spearman	2/26/24	0.25	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/16/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/8/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/20/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/22/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Logan Messner	2/29/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Maximus Lopez	2/26/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Maximus Lopez (n/s)	2/15/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Maximus Lopez (n/s)	2/12/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Michael Bayona	2/8/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Michael Bayona	2/22/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Michael Bayona (n/s)	2/29/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/15/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/7/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/12/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/21/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/26/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Mila Rhines (n/s)	2/28/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Morgan Haas	2/17/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Morgan Haas	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Morgan Haas (n/s)	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Morgan Haas (n/s)	2/21/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Raven Descartes	2/17/24	0.33	1	110	\$110.00	\$0.00
3268	CapCo	Raven Descartes	2/14/24	0.33	1	110	\$110.00	\$0.00
3268	CapCo	Samantha Morales Lomeli	2/16/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Samantha Morales Lomeli	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Samantha Morales Lomeli	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Samantha Morales Lomeli (n/s)	2/20/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Sara Adata Kamber	2/17/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sara Adata Kamber	2/14/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sara Adata Kamber	2/12/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sara Adata Kamber	2/21/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sara Adata Kamber	2/28/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sara Adata Kamber (n/s)	2/26/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Sheyera Plants	2/20/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sheyera Plants	2/23/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tessa Walker	2/21/24	1.00	1	110	\$110.00	\$0.00

3268	CapCo	Tessa Walker	Speech Services	2/28/24	1.00	1	110	\$110.00	\$0.00
3268	CapCo	Tessa Walker (n/s)	Speech Services	2/7/24	1.00	0.5	110	\$55.00	\$0.00
3268	CapCo	Tessa Walker (n/s)	Speech Services	2/14/24	1.00	0.5	110	\$55.00	\$0.00
3268	CapCo	Thiago De Jesus Gutierrez (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Thiago De Jesus Gutierrez (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tiara Neri-Booker	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tiara Neri-Booker	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tiara Neri-Booker (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tiara Neri-Booker (n/s)	Speech Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tiara Neri-Booker (n/s)	Speech Services	2/9/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Trevor Andrews (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Trevor Andrews (n/s)	Speech Services	2/23/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tyler Parker	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tyler Parker	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tyler Parker	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tyler Parker	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Tyler Paulino (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tyler Paulino (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tyler Paulino (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tyler Paulino (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Tyler Paulino (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Weston Stevens	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Weston Stevens	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Weston Stevens	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Weston Stevens	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Weston Stevens	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Anthony Jaquez	Ed Psych Assessment	1/31/24	n/a	n/a	n/a	\$1,950.00	\$0.00
3268	CapCo	Bianca Powell	Ed Psych Assessment	1/27/24	1.50	1.5	100	\$1,950.00	\$72.36
3268	CapCo	Jonathan Ramirez	IEP Meeting	2/28/24	n/a	n/a	n/a	\$195.00	\$0.00
3268	CapCo	Jonathan Ramirez	Ed Psych Assessment	2/12/24	n/a	n/a	n/a	\$195.00	\$140.70
3268	CapCo	Jonathan Ramirez (n/s)	Ed Psych Assessment	2/3/24	n/a	n/a	n/a	\$90.00	\$134.00
3268	CapCo	Ivan Gabriel Erese	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
3268	CapCo	Ivan Gabriel Erese	O & M Services	2/27/24	1.00	5	110	\$550.00	\$113.00
3268	CapCo	Sean Amoroso	O & M Services	2/24/24	1.00	7	110	\$770.00	\$154.00
3268	CapCo	Sean Amoroso (mu for January)	O & M Services	2/10/24	1.00	7.5	110	\$825.00	\$154.00
3268	CapCo	Alden Thompson	Nursing Assessments-Travel/Mileage	1/13/24	1.85	1.85	110	\$203.50	\$54.94
3268	CapCo	Aldene Thompson	Nursing Assessments-Travel/Mileage	2/3/24	1.20	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Arielle Oceano	Nursing Assessment Flat	2/3/24	1.20	1.2	110	\$132.00	\$41.21
3268	CapCo	Arielle Oceano	Nursing Assessment Flat	2/3/2024	n/a	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Austin Comito	Nursing Assessments-Travel/Mileage	1/27/24	1.50	1.5	110	\$165.00	\$42.21
3268	CapCo	Austin Comito	Nursing Assessment Flat	1/27/24	n/a	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Austin Comito	Nursing Assessment Flat	1/27/24	n/a	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Ivana White	Nursing Assessments-Travel/Mileage	2/3/24	1.75	1.75	110	\$192.50	\$50.92
3268	CapCo	Ivana White	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Jadyn Suarez-Sellers	Nursing Assessments-Travel/Mileage	2/24/24	1.30	1.3	110	\$143.00	\$40.20
3268	CapCo	Jadyn Suarez-Sellers	IEP Meeting	2/24/2024	n/a	n/a	n/a	\$500.00	\$0.00
3268	CapCo	Kevin Arami	Speech Services	2/29/24	1.50	1.5	100	\$150.00	\$0.00
3268	CapCo	Elijah Lester	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Elijah Lester	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Elijah Lester (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Elijah Lester (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Ivana White	IEP Meeting	2/29/24	1.50	1.5	100	\$150.00	\$0.00
3268	CapCo	Ivana White	Speech Assessment	2/27/24	10.50	10.5	110	\$1,155.00	\$0.00
3268	CapCo	Jordan Murry (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Kristina Martynov (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Lailani Sylvester-Carr (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Lailani Sylvester-Carr (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Maya Faison	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Maya Faison	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Vanessa Sotelo	Speech Services	2/9/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Vanessa Sotelo	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Vanessa Sotelo	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Winston O'Hagan	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Winston O'Hagan (n/s)	IEP Meeting	2/12/24	0.50	0.5	100	\$50.00	\$0.00
3268	CapCo	Winston O'Hagan (n/s)	Speech Services	2/9/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Winston O'Hagan (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00	\$0.00
3268	CapCo	Adam Block	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
3268	CapCo	Kyle McCullough	Ed Psych Assessment	2/12/24	n/a	n/a	n/a	\$1,950.00	\$0.00
3268	CapCo	Munemitsu Matsuyama	APE Services	2/6/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Munemitsu Matsuyama	APE Services	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Munemitsu Matsuyama	APE Services	2/20/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Munemitsu Matsuyama	APE Services	2/27/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sarkis Badalian	APE Services	2/6/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sarkis Badalian	APE Services	2/13/24	0.50	1	110	\$110.00	\$0.00
3268	CapCo	Sarkis Badalian	APE Services	2/20/24	0.50	1	110	\$110.00	\$0.00

Kanoa Elizondo	3268	CapCo	Sarkis Badalian	2/15/24	1.00	1	100	\$100.00	\$0.00
Kari Smith	3268	CapCo	James Rawls	2/7/24	n/a	n/a	n/a	\$500.00	\$0.00
Karina Lampitt	3268	CapCo	Andrew Hall	1/20/24	n/a	n/a	n/a	\$1,950.00	\$4.82
Karina Lampitt	3268	CapCo	Isai Morales Lomeli	2/19/24	n/a	n/a	n/a	\$1,950.00	6.80
Kasey Galik	3268	CapCo	Athema Lindsay	2/5/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/7/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/12/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/14/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/21/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/26/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/28/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Athema Lindsay	2/20/24	1.25	1.25	100	\$125.00	\$0.00
Kasey Galik	3268	CapCo	Elijah Romero	2/9/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Elijah Romero	2/23/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Eloy Mora	2/6/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Eloy Mora	2/15/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Eloy Mora	2/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Eloy Mora	2/27/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/5/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/6/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/7/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/8/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/9/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/12/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/13/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/14/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/15/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/20/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/21/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/22/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/23/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/26/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/27/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/28/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/29/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/29/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Evan Kowaltschuk	2/8/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Kaycee Valenzuela	2/15/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Kaycee Valenzuela	2/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Kaycee Valenzuela	2/29/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Marston Judkins	2/7/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Marston Judkins	2/14/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Marston Judkins	2/21/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Marston Judkins	2/28/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Mason Diaz	2/12/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Mason Diaz	2/26/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Uriel Reynada Gonzalez	2/5/24	10.50	10.5	110	\$1,155.00	\$0.00
Kasey Galik	3268	CapCo	Yarezi Sigala	2/7/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Yarezi Sigala	2/14/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3268	CapCo	Yarezi Sigala	2/21/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3268	CapCo	Yarezi Sigala	2/27/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3268	CapCo	Alexander Macias	2/26/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3268	CapCo	Alexander Macias (n/s)	5/15	0.5	0.5	95	\$47.50	\$0.00
Kate Clark	3268	CapCo	Alexander Macias (n/s)	2/15/24	0.50	0.5	95	\$47.50	\$0.00
Kate Clark	3268	CapCo	Jake Heffernan (n/s)	2/26/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3268	CapCo	Joshua Blackburn	2/29/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3268	CapCo	Juanjose Mendez Garcia (n/s)	2/26/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3268	CapCo	Sam Ramirez	2/26/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3268	CapCo	Scarlett (Sam) Ramirez Kozlenko	2/26/24	1.25	1.25	100	\$125.00	\$0.00
Kate Clark	3268	CapCo	Trevor Johnston	2/26/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3268	CapCo	Trevor Johnston	2/26/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3268	CapCo	Trevor Johnston	2/29/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3268	CapCo	Weston Vasquez	2/26/24	0.83	1	95	\$95.00	\$0.00
Kate Hollingsworth	3268	CapCo	Carlos Bautista Quiroz (n/s)	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Kate Hollingsworth	3268	CapCo	Carlos Bautista Quiroz (n/s)	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Kate Hollingsworth	3268	CapCo	Henry Hesselman	2/6/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Henry Hesselman	2/13/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Teri Lynn Jackson	2/6/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Teri Lynn Jackson	2/7/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Teri Lynn Jackson	2/13/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Teri Lynn Jackson	2/14/24	0.50	1	110	\$110.00	\$0.00
Kate Hollingsworth	3268	CapCo	Kaden Haist	2/1/24	1.00	1	100	\$100.00	\$0.00

Kelly Dunn	3268	CapCo	Matthew Gomez	AAC Consultation	2/2/24	0.50	1	120	\$120.00	\$0.00
Kelly Dunn	3268	CapCo	Neil Murphy	AT Services	2/26/24	0.50	1	120	\$120.00	\$0.00
Kelly Dunn	3268	CapCo	Niko Gentile	AT Consult Services	2/17/24	0.25	1	120	\$120.00	\$0.00
Kelly Hannum	3268	CapCo	Andrew Dwyer	Ed Psych Assessment	2/21/24	n/a	n/a	n/a	\$1,950.00	\$25.46
Kelly Hannum	3268	CapCo	Arielle Ocano	Ed Psych Assessment	2/11/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Kelly Hannum	3268	CapCo	Elma Younus	Ed Psych Assessment	2/17/24	n/a	n/a	n/a	\$1,950.00	\$38.86
Kelly Hannum	3268	CapCo	Nikal Young	Ed Psych Assessment	2/12/24	n/a	n/a	n/a	\$1,950.00	\$28.14
Kelly Hannum	3268	CapCo	Zya Taylor	Ed Psych Assessment	1/24/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Kelly Paolisso	3268	CapCo	Athema Abbenzi	Ed Psych Assessment	2/3/24	n/a	n/a	n/a	\$1,950.00	\$42.88
Kelly Paolisso	3268	CapCo	Jaila Halburton	IEP Meeting	12/14/23	1.00	1	100	\$100.00	\$0.00
Kelly Paolisso	3268	CapCo	Thea Bella Asuncion	IEP Meeting	1/18/24	1.50	1.5	100	\$150.00	\$0.00
Khaliah Condon	3268	CapCo	Andrew Konshak	FBA Assessment	2/14/24	n/a	n/a	n/a	\$1,950.00	\$88.00
Khaliah Condon	3268	CapCo	Angelina Romero	FBA Assessment	2/9/24	n/a	n/a	n/a	\$1,950.00	\$48.24
Khaliah Condon	3268	CapCo	Angelina Romero	IEP Meeting	18/24	1.50	1.5	100	\$150.00	\$0.00
Khaliah Condon	3268	CapCo	Angelina Romero	IEP Meeting	1/5/24	1.00	1	100	\$100.00	\$0.00
Khaliah Condon	3268	CapCo	Bentley Rivas	FBA Assessment	2/4/24	n/a	n/a	n/a	\$1,950.00	\$112.00
Khaliah Condon	3268	CapCo	Bentley Rivas	IEP Meeting	1/30/24	1.00	1	100	\$100.00	\$0.00
Khaliah Condon	3268	CapCo	Bentley Rivas	IEP Meeting	2/15/24	1.00	1	100	\$100.00	\$0.00
Khaliah Condon	3268	CapCo	Elijah Wicker	FBA Assessment	1/5/24	n/a	n/a	n/a	\$1,950.00	\$68.34
Khaliah Condon	3268	CapCo	Elijah Wicker	IEP Meeting	1/12/24	1.00	1	100	\$100.00	\$0.00
Khaliah Condon	3268	CapCo	Elijah Wicker	Staffing	1/10/24	1.00	1	100	\$100.00	\$0.00
Kimberly Valente	3268	CapCo	Romeo Jackiewicz	IEP Meeting	2/6/24	1.25	1.25	100	\$125.00	\$0.00
Lana Scott	3268	CapCo	Chike Ezeobiesi	IEP Meeting	2/27/24	1.50	1.5	100	\$150.00	\$0.00
Lauren Linhoff	3268	CapCo	Penelope Maestro	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
Lauren Linhoff	3268	CapCo	Sean Amoroso	APE Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Lauren White	3268	CapCo	Sean Amoroso	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Genina	IEP Meeting	2/14/24	1.00	1	100	\$100.00	\$0.00
Liza Zagayer	3268	CapCo	Angel Hernandez	OT Services	2/15/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Angel Hernandez	OT Services	2/22/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Angel Hernandez (n/s)	OT Services	2/18/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Angel Hernandez (n/s)	OT Services	2/29/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Auron Descartes (n/s)	OT Services	2/18/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Brysun Palmer (n/s)	OT Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Brysun Palmer (n/s)	OT Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Brysun Palmer (n/s)	OT Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Chesnee Pederson	OT Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Chesnee Pederson	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Chesnee Pederson	OT Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Chesnee Pederson	OT Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Chesnee Pederson (n/s)	OT Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Christopher Baltes	OT Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Christopher Baltes	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Elijah Avakian	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Eloy Mora (n/s)	OT Services	2/12/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Eloy Mora (n/s)	OT Services	2/12/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Gilberto Polanco	OT Services	2/26/24	1.00	0.5	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Gilberto Polanco	OT Services	2/5/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Gilberto Polanco (n/s)	OT Services	2/12/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Hailey Vasquez	OT Services	2/26/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Harlem Allen	OT Services	2/20/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Harlem Allen	OT Services	2/6/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Harlem Allen	OT Services	2/20/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Harlem Allen (n/s)	OT Services	2/27/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Harlem Allen (n/s)	OT Services	2/13/24	0.42	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Heidi Romero	OT Services	2/14/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Heidi Romero (n/s)	OT Services	2/28/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Lures	OT Services	2/28/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Lures	OT Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Lures	OT Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Lures	OT Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Jayden Lures (n/s)	OT Services	2/26/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Joel Martinez	OT Services	2/15/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Joel Martinez (n/s)	OT Services	2/22/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Joel Martinez (n/s)	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Kaycee Valenzuela	OT Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Mavontay Hamilton	OT Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Mavontay Hamilton	OT Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Mavontay Hamilton	OT Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Mavontay Hamilton	OT Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Mavontay Hamilton (n/s)	OT Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Maximus Lopez	OT Services	2/8/24	0.50	1	110	\$110.00	\$0.00

Liza Zagayer	3268	CapCo	Maximus Lopez	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Maximus Lopez	OT Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Maximus Lopez (n/s)	OT Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Munemitsu Matsuyama	OT Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Munemitsu Matsuyama	OT Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Munemitsu Matsuyama	OT Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Munemitsu Matsuyama	OT Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Onyx-Ray Murrell	OT Services	2/8/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Onyx-Ray Murrell	OT Services	2/15/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Onyx-Ray Murrell	OT Services	2/22/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Roman Amenise (n/s)	OT Services	2/22/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Roman Amenise (n/s)	OT Services	2/16/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Roman Amenise (n/s)	OT Services	2/23/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Rudy Torres	OT Services	2/5/24	0.25	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Rudy Torres	OT Services	2/12/24	0.25	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Rudy Torres (n/s)	OT Services	2/19/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Tyler Parker	OT Services	2/22/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Yaretzi Sigala	OT Services	2/6/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Yaretzi Sigala	OT Services	2/20/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Yaretzi Sigala	OT Services	2/27/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Yaretzi Sigala (n/s)	OT Services	2/13/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3268	CapCo	Zya Taylor	OT Services	2/22/24	0.25	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Zya Taylor	OT Services	2/29/24	0.25	1	110	\$110.00	\$0.00
Liza Zagayer	3268	CapCo	Zya Taylor (n/s)	OT Services	2/18/24	0.25	0.5	110	\$55.00	\$0.00
Lynn Defino	3268	CapCo	Gilberto Polanco	515	2/5/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3268	CapCo	Gilberto Polanco	515	2/12/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3268	CapCo	Gilberto Polanco	515	2/26/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3268	CapCo	IEP Meeting	IEP Meeting	2/16/24	1.50	1.5	100	\$150.00	\$0.00
Lynn Defino	3268	CapCo	Michael Bayona	510	2/12/24	0.50	1	100	\$100.00	\$0.00
Lynn Defino	3268	CapCo	Michael Bayona	510	2/26/24	0.50	1	100	\$100.00	\$0.00
laebelene Vital	3268	CapCo	Anthony Gomez (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Anthony Gomez (n/s)	Speech Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Anthony Gomez (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Anthony Gomez (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Aphaea Drymon	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Aphaea Drymon (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Aphaea Drymon (n/s)	Speech Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Aphaea Drymon (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/13/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Brysun Palmer (n/s)	Speech Assessment	2/26/24	10.50	10.5	110	\$1,155.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Elma Younus	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Eloy Mora	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Eloy Mora	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Eloy Mora (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Harlem Allen	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Harlem Allen	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Harlem Allen	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Harlem Allen	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Harlem Allen	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Jordan Murry	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
laebelene Vital	3268	CapCo	Jose Magana	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
laebelene Vital	3268	CapCo	Jose Magana (n/s)	Speech Services	2/18/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Jose Magana (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Jose Magana (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
laebelene Vital	3268	CapCo	Jose Magana (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00	\$0.00

Item #	Staff Name	Staff Title	Meeting Type	Date	Time	Duration	Priority	Cost
3268	Maebelene Vital	CapCo	IEP Meeting	2/22/24	1:00	1	100	\$100.00
3268	Maebelene Vital	CapCo	Speech Assessment	2/5/24	10:50	10.5	110	\$1,155.00
3268	Maebelene Vital	CapCo	Speech Services	2/7/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/21/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/22/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/28/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/6/24	0:50	0.5	110	\$55.00
3268	Maebelene Vital	CapCo	Speech Services	2/13/24	0:50	0.5	110	\$55.00
3268	Maebelene Vital	CapCo	Speech Services	2/14/24	0:50	0.5	110	\$55.00
3268	Maebelene Vital	CapCo	Speech Services	2/29/24	0:50	0.5	110	\$55.00
3268	Maebelene Vital	CapCo	Speech Services	2/6/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/8/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/13/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/15/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/20/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/26/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/27/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/29/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	IEP Meeting	2/22/24	1:50	1.5	100	\$150.00
3268	Maebelene Vital	CapCo	Speech Services	2/8/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/15/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/29/24	0:50	1	110	\$110.00
3268	Maebelene Vital	CapCo	Speech Services	2/22/24	0:50	0.5	110	\$55.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/2/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/22/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/27/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/28/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/12/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/15/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/23/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/18/24	2:00	2	110	\$220.00
3268	Maite Saavedra	CapCo	Nursing Assessment-Flat	2/18/24	n/a	n/a	n/a	\$500.00
3268	Maite Saavedra	CapCo	Nursing Assessment-Travel/Mileage	2/4/24	2:00	2	110	\$220.00
3268	Maite Saavedra	CapCo	Nursing Assessment-Flat	2/4/24	n/a	n/a	n/a	\$500.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/27/2024	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	Ed Psych Assessment	2/6/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/7/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/27/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/11/24	n/a	n/a	n/a	\$1,950.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/13/24	1:50	1.5	100	\$150.00
3268	Maite Saavedra	CapCo	510	2/21/24	0:50	3.25	100	\$325.00
3268	Maite Saavedra	CapCo	510	2/28/24	0:50	3.5	100	\$350.00
3268	Maite Saavedra	CapCo	535 Student	2/20/24	1:00	3	110	\$330.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/29/2024	1:00	1	100	\$100.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/20/24	0:50	0.5	100	\$50.00
3268	Maite Saavedra	CapCo	535 Student	2/5/24	1:25	3.25	110	\$357.50
3268	Maite Saavedra	CapCo	535 Student	2/6/24	1:25	3	110	\$330.00
3268	Maite Saavedra	CapCo	535 Student	2/9/24	1:25	3.25	110	\$357.50
3268	Maite Saavedra	CapCo	535 Student	2/12/24	1:25	3	110	\$330.00
3268	Maite Saavedra	CapCo	535 Student	2/15/24	1:25	3.25	110	\$357.50
3268	Maite Saavedra	CapCo	535 Student	2/16/24	1:25	3.25	110	\$357.50
3268	Maite Saavedra	CapCo	535 Student	2/20/24	1:25	3	110	\$330.00
3268	Maite Saavedra	CapCo	535 Student	2/23/24	1:25	3.25	110	\$357.50
3268	Maite Saavedra	CapCo	535 Student	2/26/24	1:25	3	110	\$330.00
3268	Maite Saavedra	CapCo	IEP Meeting	2/12/24	1:00	1	100	\$100.00
3268	Maite Saavedra	CapCo	Speech Services	2/6/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/27/24	0:50	0.5	110	\$55.00
3268	Maite Saavedra	CapCo	Speech Services	2/12/24	0:50	0.5	110	\$55.00
3268	Maite Saavedra	CapCo	Speech Services	2/13/24	0:50	0.5	110	\$55.00
3268	Maite Saavedra	CapCo	Speech Services	2/26/24	0:50	0.5	110	\$55.00
3268	Maite Saavedra	CapCo	Speech Services	2/2/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/8/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/9/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/12/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/21/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/22/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/29/24	0:50	1	110	\$110.00
3268	Maite Saavedra	CapCo	Speech Services	2/14/24	0:50	1	110	\$110.00

Mercedes Alin	3268	CapCo	Jasmine Rios (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Mercedes Alin	3268	CapCo	Jeniah Diaz	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Jeniah Diaz	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Jeniah Diaz	Speech Services	2/22/2024	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Jeniah Diaz	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Joel Martinez	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Joel Martinez	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Mercedes Alin	3268	CapCo	Joel Martinez (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Mia Frimtzis	3268	CapCo	Adonis Tibbs-McClare	510	2/16/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Adonis Tibbs-McClare	510	2/13/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Adonis Tibbs-McClare	510	2/20/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Adonis Tibbs-McClare	510	2/26/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Angelina Romero	510	2/13/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Angelina Romero	510	2/27/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Audrey West	510	2/18/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Audrey West	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Audrey West	510	2/22/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Audrey West	510	2/29/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Bentley Rivas	535	2/29/24	0.50	1	110	\$110.00	\$0.00
Mia Frimtzis	3268	CapCo	Douglas Shannon	510	2/28/24	0.38	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Douglas Shannon	IEP Meeting	2/28/24	1.50	1.5	100	\$150.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	510	2/18/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	510	2/22/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	510	2/29/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	520	2/18/24	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Elliot Lopez Clarke	520	2/22/24	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Isaac Aguilar Jimenez	IEP Meeting	2/29/24	1.00	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Jacob Ortiz (No Show)	510	2/18/24	0.75	0.5	100	\$50.00	\$0.00
Mia Frimtzis	3268	CapCo	Jacob Ortiz (No Show)	510	2/15/24	0.75	0.5	100	\$50.00	\$0.00
Mia Frimtzis	3268	CapCo	Jacob Ortiz (No Show)	510	2/22/24	0.75	0.5	100	\$50.00	\$0.00
Mia Frimtzis	3268	CapCo	Jacob Ortiz (No Show)	510	2/29/24	0.75	0.5	100	\$50.00	\$0.00
Mia Frimtzis	3268	CapCo	Kennedy Wallace	510	2/16/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Kennedy Wallace	510	2/13/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Kennedy Wallace	510	2/20/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Kennedy Wallace	510	2/26/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Kloe Noonan	IEP Meeting	2/21/24	1.00	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Patricia Gonzales (n/s)	IEP Meeting	2/17/24	1.00	0.5	100	\$50.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	510	2/17/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	510	2/14/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	510	2/20/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	510	2/27/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	520	2/17/2024	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	520	2/14/24	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	520	2/20/24	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Phebe Luzzo	520	2/27/24	0.50	1	120	\$120.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	510	2/16/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	510	2/20/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	510	2/26/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	IEP Meeting	2/15/24	1.00	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
Mia Frimtzis	3268	CapCo	Samuel Reichardt	IEP Meeting	2/21/24	1.25	1.25	100	\$125.00	\$0.00
Mia Frimtzis	3268	CapCo	Shaunt Kumar	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
Michael Saunders	3268	CapCo	Jaidan-Kalei Badua	IEP Meeting	2/21/24	1.00	1	100	\$100.00	\$0.00
Michael Saunders	3268	CapCo	Kalvin Marcellus Tan	425 APE Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Kalvin Marcellus Tan	425 APE Services	2/15/2024	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Kalvin Marcellus Tan	425 APE Services	2/29/2024	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Liam Eдора	425 APE Services	2/17/24	0.33	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Liam Eдора	425 APE Services	2/14/24	0.33	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Liam Eдора	425 APE Services	2/21/24	0.33	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Liam Eдора	425 APE Services	2/28/24	0.33	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Robert Gray	425 APE Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3268	CapCo	Robert Gray	425 APE Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Mikayla Bell (Schramm)	3268	CapCo	Joshua Blackburn	IEP Meeting	2/29/24	1.00	1	100	\$100.00	\$0.00
Mikayla Bell (Schramm)	3268	CapCo	June O'Neal	OT Services	2/22/24	1.00	1	100	\$100.00	\$0.00
Monique Nguyen	3268	CapCo	Mason Diaz	OT Services	2/14/24	1.00	3	110	\$300.00	\$44.22
Myesha Sharpe	3268	CapCo	Anthony Hanutunian	IEP Meeting	2/19/24	1.50	1.5	100	\$150.00	\$0.00
Myesha Sharpe	3268	CapCo	Christian Vega	OT Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Myesha Sharpe	3268	CapCo	Christian Vega (n/s)	OT Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Myesha Sharpe	3268	CapCo	Liam Spearman	OT Services	2/29/24	0.75	1	110	\$110.00	\$0.00
Myesha Sharpe	3268	CapCo	Matthew Gonzalez	OT Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Myesha Sharpe	3268	CapCo	Matthew Gonzalez	OT Services	2/26/24	0.50	1	110	\$110.00	\$0.00

Myisha Sharpe	3268	CapCo	Matthew Gonzalez (n/s)	OT Services	2/12/24	0.50	0.5	110	\$55.00	78.00	\$0.00
Nadia Rojas	3268	CapCo	Alejandro Lopez	Nurse Assessments-Travel/Mileage	2/29/24	2.60	2.6	110	\$286.00		\$0.00
Nadia Rojas	3268	CapCo	Alejandro Lopez	Nursing Assessment Flat	2/29/24	n/a	n/a	n/a	\$300.00		\$0.00
Nadia Rojas	3268	CapCo	Elijah Edwards	ECp	2/3/24	3.00	3	110	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Elijah Edwards	Nurse Assessments-Travel/Mileage	2/3/24	0.41	0.41	110	\$45.10	9.40	\$6.30
Nadia Rojas	3268	CapCo	Ethan Wilson	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Ethan Wilson	ECp	2/28/24	1.50	1.5	110	\$165.00		\$0.00
Nadia Rojas	3268	CapCo	Ethan Wilson	Nurse Assessments-Travel/Mileage	2/28/24	2.11	2.11	110	\$232.10	78.00	\$52.26
Nadia Rojas	3268	CapCo	Ethan Wilson	Nursing Assessment Flat	2/28/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Holly Johns	Nursing Assessment Flat	2/14/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Jirayia Fierro	ECp	2/24/24	1.50	1.5	110	\$165.00		\$0.00
Nadia Rojas	3268	CapCo	Jirayia Fierro	Nurse Assessments-Travel/Mileage	2/24/24	0.50	0.5	110	\$55.00	14.00	\$9.38
Nadia Rojas	3268	CapCo	Jirayia Fierro	Nursing Assessment Flat	2/24/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Jonathan Ramirez	Nurse Assessments-Travel/Mileage	2/7/24	2.83	2.83	110	\$311.30	97.00	\$64.99
Nadia Rojas	3268	CapCo	Jonathan Ramirez	Nursing Assessment Flat	2/7/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Kevin Arami	Nurse Assessments-Travel/Mileage	2/24/24	1.43	1.43	110	\$157.30	55.00	\$36.85
Nadia Rojas	3268	CapCo	Kevin Arami	Nursing Assessment Flat	2/24/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Kyle McCullough	Nurse Assessments-Travel/Mileage	2/26/24	0.73	0.73	110	\$80.30	23.00	\$15.41
Nadia Rojas	3268	CapCo	Kyle McCullough	Nursing Assessment Flat	2/26/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Roman Del Valle	Nurse Assessments-Travel/Mileage	2/27/24	1.70	1.7	110	\$187.00	58.00	\$38.86
Nadia Rojas	3268	CapCo	Roman Del Valle	Nursing Assessment Flat	2/27/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Ryan Kurzma	Nurse Assessments-Travel/Mileage	2/22/24	1.76	1.76	110	\$193.60	70.00	\$46.90
Nadia Rojas	3268	CapCo	Ryan Kurzma	Nursing Assessment Flat	2/22/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Ryan Kurzma	Nurse Assessments-Travel/Mileage	2/22/24	1.50	1.5	110	\$165.00		\$0.00
Nadia Rojas	3268	CapCo	Stephen Gallin	ECp	2/24/24	1.01	1.01	110	\$111.10	60.00	\$40.20
Nadia Rojas	3268	CapCo	Stephen Gallin	Nurse Assessments-Travel/Mileage	2/24/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Stephen Gallin	Nursing Assessment Flat	2/16/24	0.33	0.33	110	\$36.30	9.60	\$6.43
Nadia Rojas	3268	CapCo	Vincent Ibarias	Nurse Assessments-Travel/Mileage	2/16/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3268	CapCo	Vincent Ibarias	Nursing Assessment Flat	2/16/24	n/a	n/a	n/a	\$187.00	76.00	\$50.92
Nadia Rojas	3268	CapCo	Zipporah Smith	Nurse Assessments-Travel/Mileage	2/16/24	1.70	1.7	110	\$187.00		\$0.00
Nadia Rojas	3268	CapCo	Zipporah Smith	Nursing Assessment Flat	2/16/24	n/a	n/a	n/a	\$500.00		\$0.00
Naomi McClutley	3268	CapCo	Alden Ilaoa	APE Services	1/30/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Alden Ilaoa	APE Services	2/16/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Alden Ilaoa	APE Services	2/13/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Alden Ilaoa	APE Services	2/20/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Alden Ilaoa	APE Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Eddie Camacho (n/s)	APE Services	1/30/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Eddie Camacho (n/s)	APE Services	2/6/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Eddie Camacho (n/s)	APE Services	2/13/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Izzy Arellano	APE Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Izzy Arellano (n/s)	APE Services	2/20/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Jayvon Acosta (n/s)	APE Services	1/30/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Jayvon Acosta (n/s)	APE Services	2/6/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Jayvon Acosta (n/s)	APE Services	2/13/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Michael Kanninen	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
Naomi McClutley	3268	CapCo	Sage Jacobs	APE Services	2/20/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Sage Jacobs	APE Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Sage Jacobs (n/s)	IEP Meeting	2/28/2024	1.00	1	100	\$100.00		\$0.00
Naomi McClutley	3268	CapCo	Sage Jacobs (n/s)	APE Services	2/22/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Syre Tart	APE Services	2/20/24	0.50	1	110	\$110.00		\$0.00
Naomi McClutley	3268	CapCo	Syre Tart (n/s)	535	2/22/24	0.50	0.5	110	\$55.00		\$0.00
Naomi McClutley	3268	CapCo	Syre Tart (n/s)	535	2/29/24	0.50	0.5	110	\$55.00		\$0.00
Patricia Slaback	3268	CapCo	Jenavee Munoz	OT Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria	Speech Services	1/3/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria	Speech Services	1/24/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria	Speech Services	1/31/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria	Speech Services	2/14/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria (m/u 1/17)	Speech Services	1/24/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Angel Vargas Santamaria (n/s)	Speech Services	1/10/24	0.50	0.5	110	\$55.00		\$0.00
Penny Lopez	3268	CapCo	Belen Martinez	Speech Services	1/10/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre	Speech Services	1/10/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre	Speech Services	1/24/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre	Speech Services	1/31/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre	Speech Services	2/14/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre (m/u 1/17)	Speech Services	1/24/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Gabriel Aguirre (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	12/14/23	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	1/3/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	1/10/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	1/24/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	1/31/24	0.50	1	110	\$110.00		\$0.00
Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00

Penny Lopez	3268	CapCo	Katelynn Cardona	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3268	CapCo	Wolfgang Seimbeck (n/s)	Speech Services	1/10/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3268	CapCo	Wolfgang Seimbeck (n/s)	Speech Services	1/24/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3268	CapCo	Wolfgang Seimbeck (n/s)	Speech Services	2/17/24	0.50	0.5	110	\$55.00	\$0.00
Roxanna Ware	3268	CapCo	Douglas Shannon	Ed Psych Assessment	2/17/24	n/a	n/a	n/a	\$1,950.00	30.00
Roxanna Ware	3268	CapCo	Eliana Bravo	ERMHS Assessment	2/14/24	n/a	n/a	n/a	\$1,950.00	24.00
Ryan Groff	3268	CapCo	Eliana Bravo	IEP Meeting	1/16/24	1.00	1	100	\$100.00	\$0.00
Ryan Groff	3268	CapCo	Jake Heffernan	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
Ryan Groff	3268	CapCo	Joseph Russi	IEP Meeting	2/23/24	1.00	1	100	\$100.00	\$0.00
Ryan Groff	3268	CapCo	Samaria Sova	IEP Meeting	2/26/24	1.00	1	100	\$100.00	\$0.00
Ryan Groff	3268	CapCo	Hailey Vasquez	510	2/18/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Isabel Marquez Navarrete	510	2/12/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Isabel Marquez Navarrete	510	2/26/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Isabel Marquez Navarrete (n/s)	510	2/15/24	1.00	0.5	100	\$50.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Jenavee Munoz	515 Couns & Guide	2/13/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kian Arami	515 Couns & Guide	2/16/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kian Arami	515 Couns & Guide	2/13/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kian Arami	515 Couns & Guide	2/20/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kian Arami	515 Couns & Guide	2/27/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kloje Noonan	515 Couns & Guide	2/20/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Leah Morales	515 Couns & Guide	2/18/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Leah Morales	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Leah Morales	510	2/22/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Leah Morales	510	2/29/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Margaret Navarro	515 Couns & Guide	2/16/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Margaret Navarro	515 Couns & Guide	2/13/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Margaret Navarro	515 Couns & Guide	2/20/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Margaret Navarro	515 Couns & Guide	2/27/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Minah Pulom	IEP Meeting	2/18/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Minah Pulom (n/s)	IEP Meeting	2/16/24	0.50	0.5	100	\$50.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Nevaeh Sohn	510	2/6/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Nevaeh Sohn	510	2/13/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Nevaeh Sohn	510	2/20/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Nevaeh Sohn	510	2/27/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Zion Smith	515 Couns & Guide	2/16/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Zion Smith	515 Couns & Guide	2/13/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Zion Smith	515 Couns & Guide	2/20/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Zion Smith	515 Couns & Guide	2/27/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Anthony Jaquez	IEP Meeting	2/17/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Byanca Powell	IEP Meeting	2/11/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Isaijah Garcia	IEP Meeting	2/14/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Joel Godfrey	Nurse Assessments-Travel/Mileage	2/14/24	2.00	2	110	\$220.00	98.80
Sarah Sabaghzadeh	3268	CapCo	Shanna Holtiger	Nursing Assessment Flat	2/14/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Kalia Spicer	IEP Meeting	2/14/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Olto Knight	IEP Meeting	2/14/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Rudy Torres	Speech Services	2/6/24	0.50	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Rudy Torres	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Rudy Torres	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Aaron Scott	IEP Meeting	2/3/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Aaron Scott	Nurse Assessments-Travel/Mileage	2/3/24	1.00	1	110	\$110.00	52.10
Sarah Sabaghzadeh	3268	CapCo	Aaron Scott	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Akner Guerrero	Nurse Assessments-Travel/Mileage	2/24/24	0.35	0.35	110	\$38.50	4.70
Sarah Sabaghzadeh	3268	CapCo	Akner Guerrero	Nursing Assessment Flat	2/24/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Elma Younus	Nurse Assessments-Travel/Mileage	2/17/24	1.77	1.77	110	\$194.70	87.50
Sarah Sabaghzadeh	3268	CapCo	Elma Younus	Nursing Assessment Flat	2/17/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Jorel Arocha	IEP Meeting	2/18/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Jorel Arocha	Nurse Assessments-Travel/Mileage	2/18/24	1.22	1.22	110	\$134.20	57.00
Sarah Sabaghzadeh	3268	CapCo	Jorel Arocha	Nursing Assessment Flat	2/18/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Joseph Russi	Nurse Assessments-Travel/Mileage	1/30/24	1.90	1.9	110	\$209.00	80.50
Sarah Sabaghzadeh	3268	CapCo	Joseph Russi	Nursing Assessment Flat	1/30/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Julian Ramos	IEP Meeting	2/3/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Julian Ramos	Nurse Assessments-Travel/Mileage	2/3/24	0.35	0.35	110	\$38.50	17.80
Sarah Sabaghzadeh	3268	CapCo	Julian Ramos	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Justin Perez	Nurse Assessments-Travel/Mileage	2/24/24	1.67	1.67	110	\$183.70	56.70
Sarah Sabaghzadeh	3268	CapCo	Justin Perez	Nursing Assessment Flat	2/24/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Shayan Shabattian	IEP Meeting	2/24/24	1.50	1.5	110	\$165.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Shayan Shabattian	Nurse Assessments-Travel/Mileage	2/24/24	1.03	1.03	110	\$113.30	54.10
Sarah Sabaghzadeh	3268	CapCo	Shayan Shabattian	Nursing Assessment Flat	2/24/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Xavier Bonner	IEP Meeting	2/18/24	3.00	3	110	\$330.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Xavier Bonner	Nurse Assessments-Travel/Mileage	2/18/24	2.03	2.03	110	\$223.30	108.00
Sarah Sabaghzadeh	3268	CapCo	Xavier Bonner	Nursing Assessment Flat	2/18/24	n/a	n/a	n/a	\$500.00	\$0.00
Sarah Sabaghzadeh	3268	CapCo	Jabez Arevalo	IEP Meeting	2/14/24	1.00	1	100	\$100.00	\$0.00

Syndt Shefer	3268	CapCo	Shaunt Kumar	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Syndt Shefer	3268	CapCo	Shaunt Kumar (n/s)	IEP Meeting	2/12/24	1.00	0.5	100	\$50.00	\$0.00
Syndt Shefer	3268	CapCo	Shaunt Kumar (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Syndt Shefer	3268	CapCo	Shaunt Kumar (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Teresa Nicole	3268	CapCo	Ivory Misky	Nurse Assessments-Travel/Mileage	2/12/24	2.50	2.5	110	\$275.00	\$95.81
Teresa Nicole	3268	CapCo	Ivory Misky	Nursing Assessment Flat	2/12/24	n/a	n/a	n/a	\$500.00	\$0.00
Teresa Nicole	3268	CapCo	Samaria Sova	Nurse Assessments-Travel/Mileage	2/3/24	4.00	4	110	\$440.00	\$131.99
Teresa Nicole	3268	CapCo	Samaria Sova	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Terrie Schoch	3268	CapCo	Adina Bukshpurn (n/s)	515	2/5/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Adina Bukshpurn (n/s)	515	2/12/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Adina Bukshpurn (n/s)	515	2/16/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Adina Bukshpurn (n/s)	515	2/23/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios	510	2/6/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios	510	2/21/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios	510	2/28/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios	515	2/6/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios	515	2/23/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios (n/s)	515	2/16/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Alexis Rios (n/s)	520	2/29/24	0.50	0.5	120	\$60.00	\$0.00
Terrie Schoch	3268	CapCo	Angel Vargas Santamaria	515	2/7/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Angel Vargas Santamaria	515	2/14/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Angel Vargas Santamaria	IEP Meeting	2/20/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Angel Vargas Santamaria (n/s)	515	2/21/2024	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Angel Vargas Santamaria (n/s)	515	2/28/2024	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Brianna Padilla (n/s)	510	2/20/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Ciaran Lennon	510	2/8/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Ciaran Lennon	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Ciaran Lennon	510	2/22/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Ciaran Lennon	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Ciaran Lennon (n/s)	510	2/29/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Cynthia Navarro	515	2/28/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos	535 Behavior Student	2/5/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Parent	2/23/24	0.50	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Parent	2/29/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Parent	2/5/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/9/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/12/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/15/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/20/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/23/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Hailey Banuelos (n/s)	535 Behavior Student	2/26/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3268	CapCo	Jadden McDonald	510	2/6/24	0.67	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jadden McDonald (n/s)	510	2/8/24	0.67	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Jadden McDonald (n/s)	510	2/13/24	0.67	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	510	2/15/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	510	2/21/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	510	2/22/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	510	2/25/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	515 Couns & Guide	2/7/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	515 Couns & Guide	2/9/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	IEP Meeting	2/29/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures	510	2/28/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures (m/u)	515 Couns & Guide	2/9/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures (m/u)	515 Couns & Guide	2/16/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3268	CapCo	Jayden Lures (n/s)	515 Couns & Guide	2/29/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Jesus Lezama (n/s)	515 Couns & Guide	2/7/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Jesus Lezama (n/s)	515 Couns & Guide	2/8/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Jesus Lezama (n/s)	515 Couns & Guide	2/14/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Jesus Lezama (n/s)	515 Couns & Guide	2/21/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Jesus Lezama (n/s)	515 Couns & Guide	2/28/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Joel Oliver Mejia	IEP Meeting	2/26/24	1.50	1.5	100	\$150.00	\$0.00
Terrie Schoch	3268	CapCo	Kayelynn Santos (n/s)	515 Couns & Guide	2/8/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Kayelynn Santos (n/s)	515 Couns & Guide	2/15/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Kayelynn Santos (n/s)	515 Couns & Guide	2/21/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Kayelynn Santos (n/s)	515 Couns & Guide	2/29/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Keyliana Sanchez (n/s)	515	2/15/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3268	CapCo	Kian Arami (n/s)	510	2/8/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Kian Arami (n/s)	510	2/15/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3268	CapCo	Morgan Haas	535 Behavior Student	2/5/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3268	CapCo	Morgan Haas	535 Behavior Student	2/7/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3268	CapCo	Morgan Haas	535 Behavior Student	2/12/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3268	CapCo	Morgan Haas	535 Behavior Student	2/23/24	1.00	1	110	\$110.00	\$0.00

3268	Terrie Schoch	CapCo	Morgan Haas	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$0.00
3268	Terrie Schoch	CapCo	Morgan Haas (n/s)	535 Behavior Student	2/9/24	1.00	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Morgan Haas (n/s)	535 Behavior Student	2/14/24	1.00	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Morgan Haas (n/s)	535 Behavior Student	2/15/24	1.00	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Morgan Haas (n/s)	535 Behavior Student	2/26/24	1.00	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang	IEP Meeting	2/15/24	1.00	1	100	\$100.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/5/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/8/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/20/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/22/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/26/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	2/27/24	0.50	0.5	100	\$50.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	530	2/18/24	0.33	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	530	2/12/24	0.33	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Se Do Kang (n/s)	530	2/13/24	0.33	0.5	110	\$55.00	\$0.00
3268	Terrie Schoch	CapCo	Trever Andrews	510	2/18/24	0.50	1	100	\$100.00	\$0.00
3268	Terrie Schoch	CapCo	Trever Andrews	510	2/20/24	0.50	1	100	\$100.00	\$0.00
3268	Terrie Schoch	CapCo	Trever Andrews	510	2/27/24	0.50	1	100	\$100.00	\$0.00
3268	Terrie Schoch	CapCo	Trever Andrews (n/s)	510	2/15/24	0.50	0.5	100	\$50.00	\$0.00
3268	Vahe Amnian	CapCo	Alant Sargant	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Alejandro Lopez	Ed Psych Assessment	2/24/24	n/a	n/a	n/a	\$1,950.00	121.00
3268	Vahe Amnian	CapCo	Armonie Stewart	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Da'Shaun Andrewin	IEP Meeting	2/1/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Damian Cortes	Ed Psych Assessment	2/1/24	n/a	n/a	n/a	\$1,950.00	172.00
3268	Vahe Amnian	CapCo	Damian Cortes	IEP Meeting	2/20/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Eric Gunn	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$0.00
3268	Vahe Amnian	CapCo	Gilberto Polanco	Ed Psych Assessment	1/28/24	n/a	n/a	n/a	\$1,950.00	111.00
3268	Vahe Amnian	CapCo	Jazmin Alvarez	Ed Psych Assessment	2/10/24	n/a	n/a	n/a	\$1,950.00	57.00
3268	Vahe Amnian	CapCo	Justin Perez	Ed Psych Assessment	2/25/24	n/a	n/a	n/a	\$1,950.00	112.00
3268	Vahe Amnian	CapCo	Kaden Haist	IEP Meeting	2/1/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Konnor Bauer	IEP Meeting	2/12/24	1.30	1.3	100	\$130.00	\$0.00
3268	Vahe Amnian	CapCo	Kvystyle Collier	IEP Meeting	2/8/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Leah Morales	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Mariah Camarena	Ed Psych Assessment	2/17/24	n/a	n/a	n/a	\$1,950.00	128.00
3268	Vahe Amnian	CapCo	Michael Terry	Ed Psych Assessment	2/10/24	n/a	n/a	n/a	\$1,950.00	77.00
3268	Vahe Amnian	CapCo	Nevaeh Sohn	IEP Meeting	2/27/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Robert Luna	Ed Psych Assessment	2/13/24	n/a	n/a	n/a	\$1,950.00	76.00
3268	Vahe Amnian	CapCo	Sahara Gonzalez	IEP Meeting	2/21/24	1.25	1.25	100	\$125.00	\$0.00
3268	Vahe Amnian	CapCo	Sapphyre Lewis	IEP Meeting	2/16/24	1.00	1	100	\$100.00	\$0.00
3268	Vahe Amnian	CapCo	Tony Escobar	IEP Meeting	2/27/24	1.75	1.75	100	\$175.00	\$0.00
3268	Vanessa Abraham	CapCo	Xavier Bonner	Ed Psych Assessment	2/6/24	n/a	n/a	n/a	\$1,950.00	98.00
3268	Vanessa Abraham	CapCo	Ani Zuniga	Speech Assessment	2/28/24	10.50	10.5	110	\$1,155.00	\$0.00
3268	Vanessa Abraham	CapCo	Claran Lennon	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
3268	Vanessa Abraham	CapCo	Destiny Saucedo Ratcliffe	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
3268	Vanessa Abraham	CapCo	Leah Morales	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
3268	Vanessa Abraham	CapCo	Liam Spearman	IEP Meeting	2/8/24	1.00	1	100	\$100.00	\$0.00
3268	Vanessa Abraham	CapCo	Morgan Haas	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$0.00
3268	Vanessa Abraham	CapCo	Nathan Mendoza	Speech Assessment	2/25/24	10.50	10.5	110	\$1,155.00	\$0.00
3268	Vanessa Abraham	CapCo	Nathan Mendoza	IEP Meeting (Pre)	2/16/24	1.00	1	100	\$100.00	\$0.00
3268	Virginia Granados	CapCo	Abraham Marujo (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Aurora McCoy	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Aurora McCoy	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Aurora McCoy	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Caleb Lamb	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Caleb Lamb	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Caleb Lamb	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	Joshua Blackburn (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
3268	Virginia Granados	CapCo	June O'neal	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	June O'neal	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
3268	Virginia Granados	CapCo	June O'neal	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00

Virginia Granados	3268	CapCo	June O'neal	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	June O'neal	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	June O'neal (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Kristopher Jackson	Speech Services	2/9/24	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Kristopher Jackson	Speech Services	2/16/2024	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Kristopher Jackson	Speech Services	2/23/24	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Latae Spearman (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Latae Spearman (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Latae Spearman (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Latae Spearman (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Maya Melgoza Cruz (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Miracle Winters	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Skye Sylvester-Burris	Speech Services	2/14/24	0.33	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Skye Sylvester-Burris (n/s)	Speech Services	2/7/24	0.33	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Skye Sylvester-Burris (n/s)	Speech Services	2/21/24	0.33	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Skye Sylvester-Burris (n/s)	Speech Services	2/28/24	0.33	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis (n/s)	Speech Services	2/5/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3268	CapCo	Trystin Lewis (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	1/16/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	1/19/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	1/22/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	1/24/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	1/31/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/5/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/7/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/12/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/21/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/26/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Gavin Cuenca	535 Behavior Student	2/28/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3268	CapCo	Jackson Vincent	FBA	2/15/24	n/a	n/a	n/a	\$1,950.00	\$103.18
				<b>Total for Service:</b>	<b>Total for Mileage:</b>	<b>Total Due:</b>			<b>\$299,354.80</b>	<b>\$5,592.02</b>
					\$299,354.80	\$	5,592.02	\$304,946.82	8,346.30	\$5,592.02
				<b>Total</b>						

**BILLING INVOICE**  
 Invoice # 3299  
 Invoice Date: 3/31/24  
 Name: El Paseo Children's Center, Inc.  
 Mailing Address: 74075 El Paseo Drive, Suite A2B  
 Palm Desert, CA 92260  
 Telephone: 760-342-4900

Bill To:  
 California Online Public School  
 Attn: La Chelle Carter  
 lacarter@calca.connectionsacademy.org  
 SPED-Finance@californiops.org  
 abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .67
Abigail Smalligan	3299	CapCo	Anthony Harutyunian	IEP Meeting	3/12/24	1.00	1	100	\$100.00		\$0.00
Abigail Smalligan	3299	CapCo	Jackson Vincent	AAC Assessment	3/29/24	n/a	n/a	n/a	\$1,783.00		\$0.00
Abigail Smalligan	3299	CapCo	Jasmine Battiste	AAC Assessment	3/29/24	n/a	n/a	n/a	\$1,783.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Aenghus Decker-Knealing	IEP Meeting	3/26/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Aenghus Decker-Knealing	OT Services	3/5/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Aenghus Decker-Knealing	OT Services	3/12/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Aenghus Decker-Knealing	OT Services	3/26/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Anthony Gomez (n/s)	OT Services	3/6/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Anthony Gomez (n/s)	OT Services	3/13/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Anthony Gomez (n/s)	OT Services	3/20/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Anthony Gomez (n/s)	OT Services	3/27/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Athens Lindsay	OT Services	3/13/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Athens Lindsay	OT Services	3/20/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Athens Lindsay	OT Services	3/27/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Athens Lindsay (n/s)	OT Services	3/6/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Cynthia Navarro	OT Services	3/4/24	1.00	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Cynthia Navarro	OT Services	3/22/24	1.00	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Miguel Antonio Ylagan	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Miguel Antonio Ylagan	OT Services	3/15/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Miguel Antonio Ylagan	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Miguel Antonio Ylagan	OT Services	3/12/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Miguel Antonio Ylagan (n/s)	OT Services	3/14/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Tony Escobar	OT Services	3/14/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Tony Escobar	OT Services	3/28/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Tyler Paulino	IEP Meeting	3/8/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	hmire McKoy	IEP Meeting	3/23/24	1.50	1.5	100	\$150.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Rowan Grant	Ed Psych Assessment	3/28/24	n/a	n/a	n/a	\$1,950.00	146.00	\$97.82
Adrianna Covarrubias	3299	CapCo	Scarlett (Sam) Ramirez Kozlenko	Ed Psych Assessment	1/18/24	n/a	n/a	n/a	\$1,950.00		\$0.00
Adrianna Covarrubias	3299	CapCo	hmire McKoy	IEP Meeting	3/18/24	1.50	1.5	100	\$150.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Scarlett (Sam) Ramirez Kozlenko	IEP Meeting	3/12/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ari Amaya	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ari Amaya	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ari Amaya	OT Services	3/15/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ari Amaya	OT Services	3/29/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Gabriel Aguirre	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Gabriel Aguirre	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ray Flores	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ray Flores	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Savannah Erwin	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Savannah Erwin (n/s)	OT Services	3/14/24	0.50	0.5	110	\$55.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Angel Hernandez	IEP Meeting	3/14/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Aurora Gallegos	IEP Meeting	3/27/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Logan Messner	IEP Meeting	3/20/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Tyler Paulino	IEP Meeting	3/8/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Alexander Pulido	Manifestation Determination	3/7/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Alicia Paolletta	Manifestation Determination	3/23/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Anapilar Munoz	Manifestation Determination	3/12/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Issac Layfield	IEP Meeting	3/14/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Issac Layfield	Manifestation Determination	3/10/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Jayvon Acosta	IEP Meeting	3/15/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Jayvon Acosta	Manifestation Determination	3/10/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Liam Rodriguez	IEP Meeting	3/20/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Liam Rodriguez	Manifestation Determination	3/7/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Sabrina Shareef	IEP Meeting	3/13/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Sabrina Shareef	Manifestation Determination	3/7/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Trever Andrews	IEP Meeting	3/19/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Trever Andrews	Manifestation Determination	3/14/24	n/a	n/a	n/a	\$750.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Roman Handy	Speech Assessment	3/25/24	10.50	10.5	110	\$1,155.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Angel Hernandez	IEP Meeting	3/14/24	1.00	1	100	\$100.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Ani Zuniga	OT Assessment	3/19/24	10.50	10.5	110	\$1,155.00		\$0.00
Adrianna Covarrubias	3299	CapCo	Clarissa Sierra	OT Services	3/21/24	0.50	1.5	110	\$165.00	5.25	\$3.52
Adrianna Covarrubias	3299	CapCo	Clarissa Sierra (n/u January)	OT Services	3/27/24	0.50	1.5	110	\$165.00	5.25	\$3.52





Ashton Guillard	3299	CapCo	Latae Spearman	535	3/14/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Latae Spearman	535	3/21/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Latae Spearman	535	3/28/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Lloyd Spearman	535	3/1/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Lloyd Spearman	535	3/8/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Lloyd Spearman	535	3/15/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Lloyd Spearman	535	3/22/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Lloyd Spearman	535	3/29/24	0.50	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Roman Armenise	535	3/6/24	0.83	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Roman Armenise	535	3/13/24	0.83	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Roman Armenise	535	3/20/24	0.83	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Roman Armenise	535	3/27/24	0.83	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Tristen Stidham	535	3/14/24	0.25	1	110	\$110.00	\$0.00
Ashton Guillard	3299	CapCo	Tristen Stidham (n/s)	535	3/7/24	0.25	0.5	110	\$55.00	\$0.00
Candice Gayle	3299	CapCo	Izzy Arellano	IEP Meeting	3/4/24	1.00	1	100	\$100.00	\$0.00
Candice Gayle	3299	CapCo	Izzy Arellano	PT Assessment	3/29/24	10.50	10.5	110	\$1,155.00	\$0.00
Candice Gayle	3299	CapCo	Izzy Arellano	PT Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Candice Gayle	3299	CapCo	Izzy Arellano	PT Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Candice Gayle	3299	CapCo	Taline Brubaker	IEP Meeting	3/26/24	1.00	1	110	\$110.00	\$0.00
Candice Gayle	3299	CapCo	Taline Brubaker	PT Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Candice Gayle	3299	CapCo	Thea Bella Asuncion	IEP Meeting	3/25/24	1.00	1	100	\$100.00	\$0.00
Carl Geiss	3299	CapCo	Cody McCoy	Ed Psych Assessment	3/27/24	n/a	n/a	88.00	\$1,950.00	\$58.96
Carl Geiss	3299	CapCo	Joel Godfrey	IEP Meeting	3/1/24	1.50	1.5	100	\$150.00	\$0.00
Carl Geiss	3299	CapCo	Violetta Bennett	Ed Psych Assessment	3/19/24	n/a	n/a	70.00	\$1,950.00	\$46.90
Carissa Nation	3299	CapCo	Matilda Brothers	Speech Services	3/1/24	0.83	3.8	110	\$418.00	\$56.95
Carissa Nation	3299	CapCo	Matilda Brothers	Speech Services	3/8/24	0.83	3.8	110	\$418.00	\$56.95
Carissa Nation	3299	CapCo	Matilda Brothers	Speech Services	3/16/24	0.83	3.75	110	\$412.50	\$55.61
Carissa Nation	3299	CapCo	Matilda Brothers	Speech Services	3/29/24	0.83	3.75	110	\$412.50	\$55.61
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/14/2024	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Nathan Padilla	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Carissa Nation	3299	CapCo	Tate Sharai	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Chelsey Lane	3299	CapCo	Amir Robinson	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Chelsey Lane	3299	CapCo	Amir Robinson	APE Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Chelsey Lane	3299	CapCo	Dajanique Harding	APE Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Chelsey Lane	3299	CapCo	Dajanique Harding	IEP Meeting	3/11/24	1.00	1	100	\$100.00	\$0.00
Chelsey Lane	3299	CapCo	Jayvon Acosta	IEP Meeting	3/15/24	1.00	1	100	\$100.00	\$0.00
Chelsey Lane	3299	CapCo	Stefanie Tomlinson	IEP Meeting	3/25/24	1.50	1.5	100	\$150.00	\$0.00
Chelsey Lane	3299	CapCo	Uriel Reynada Gonzalez (n/s)	IEP Meeting	3/8/24	0.50	0.5	100	\$50.00	\$0.00
Christy Dixon	3299	CapCo	Violetta Bennett	Speech Assessment	3/5/24	10.50	10.5	110	\$1,155.00	\$0.00
Danielle Roghair	3299	CapCo	Malonia Roman	IEP Meeting	3/25/24	1.00	1	100	\$100.00	\$0.00
Danielle Roghair	3299	CapCo	Romeo Jackiewicz	OT Assessment	3/3/24	10.50	10.5	110	\$1,155.00	\$0.00
Danielle Roghair	3299	CapCo	Sinal Marujo	OT Assessment	3/19/24	10.50	10.5	110	\$1,155.00	\$0.00
Diana Cadigan	3299	CapCo	Aleysha Santiago	DHH Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3299	CapCo	Aleysha Santiago	DHH Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3299	CapCo	Aleysha Santiago	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
Diana Cadigan	3299	CapCo	Aleysha Santiago	DHH Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak	DHH Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak	DHH Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak	IEP Meeting	3/12/24	2.00	2	100	\$200.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak	In Service Meeting Part 1	3/4/24	1.00	1	100	\$100.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak	In Service Meeting Part 1	3/29/24	1.00	1	100	\$100.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak (n/s)	DHH Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Diana Cadigan	3299	CapCo	Deanna Spiwak (n/s)	DHH Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Diana Cadigan	3299	CapCo	JoseAngel Fonseca	DHH Assessment	3/23/24	10.50	10.5	110	\$1,155.00	\$0.00
leonora Magri	3299	CapCo	Alyssa Sterling	535	3/5/24	1.00	1	110	\$110.00	\$0.00
leonora Magri	3299	CapCo	Alyssa Sterling	535	3/11/24	1.00	1	110	\$110.00	\$0.00
leonora Magri	3299	CapCo	Alyssa Sterling	535	3/12/24	1.00	1	110	\$110.00	\$0.00





Emily Chupek	3299	CapCo	Kaycee Valenzuela	3/11/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kaycee Valenzuela	3/18/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kaycee Valenzuela	3/25/24	0.33	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/4/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias	3/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Kennedy Vanias (n/s)	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier	3/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier	3/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier	3/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier	3/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier	3/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Krystyle Collier (n/s)	3/15/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Leah Morales	3/5/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Leah Morales	3/12/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Leah Morales	3/19/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Leah Morales	3/26/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Liam Spearman	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Liam Spearman	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Liam Spearman (n/s)	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Mason Vidana	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Mason Vidana	3/5/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Mason Vidana	3/12/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Mason Vidana	3/19/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Mason Vidana	3/26/24	1.00	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Matthew Gonzalez	3/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Matthew Gonzalez	3/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Matthew Gonzalez (n/s)	3/1/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Matthew Gonzalez (n/s)	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Matthew Gonzalez (n/s)	3/22/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/4/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/19/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Munemitsu Matsuyama	3/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Nathan Mendoza	3/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Nathan Mendoza	3/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Nathan Mendoza	3/19/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores	3/4/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores	3/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores (n/s)	3/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Noah Flores (n/s)	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Petra Arteaga	3/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Petra Arteaga	3/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Petra Arteaga (n/s)	3/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Petra Arteaga (n/s)	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/1/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro	3/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro (n/s)	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Raymond Monteiro (n/s)	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/1/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/4/24	0.50	1	110	\$110.00	\$0.00

Emily Chupek	3299	CapCo	Sean Madrigal	3/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Madrigal	3/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres	3/1/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres	3/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres	3/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres	3/25/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres (n/s)	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres (n/s)	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres (n/s)	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Sean Torres (n/s)	3/29/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3299	CapCo	Selena Nebres	3/6/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Selena Nebres	3/13/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Selena Nebres	3/20/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3299	CapCo	Selena Nebres	3/27/24	0.75	1	110	\$110.00	\$0.00
Emily Morales	3299	CapCo	Justin Perez	3/29/24	1.00	1	100	\$100.00	\$0.00
Emily Morales	3299	CapCo	Zipporah Smith	3/25/24	1.00	1	100	\$100.00	\$0.00
Erika Panayi	3299	CapCo	Adam Block	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Adam Block	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Adam Block	3/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Adam Block	3/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Aenghus Decker-Knealing	3/1/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Aenghus Decker-Knealing	3/8/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Aenghus Decker-Knealing	3/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Aenghus Decker-Knealing (n/s)	3/15/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Akilah Lucas	3/6/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Akilah Lucas	3/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Akilah Lucas	3/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Akilah Lucas	3/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Alexander Mendoza	3/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Alexander Mendoza	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Alexander Mendoza (n/s)	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Blail Ahmad	3/4/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blail Ahmad	3/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blail Ahmad	3/18/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blake Phavorachit	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blake Phavorachit	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blake Phavorachit	3/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Blake Phavorachit	3/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey	3/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey	3/18/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/1/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/22/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Brodie Ashley Lackey (n/s)	3/29/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Dajanique Harding	3/4/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Dajanique Harding	3/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Dajanique Harding	3/18/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Douglas Shannon	3/11/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Douglas Shannon (n/s)	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Douglas Shannon (n/s)	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Douglas Shannon (n/s)	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Elijah Avakian	3/7/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Elijah Avakian	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Elijah Avakian	3/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Elijah Avakian	3/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Giovanni Jimenez-Ramirez	3/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Giovanni Jimenez-Ramirez (n/s)	3/7/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Giovanni Jimenez-Ramirez (n/s)	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Giovanni Jimenez-Ramirez (n/s)	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Minsky (n/s)	3/1/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Minsky (n/s)	3/7/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Minsky (n/s)	3/8/24	0.50	0.5	110	\$55.00	\$0.00

Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/15/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/21/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/22/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Ivory Mirsky (n/s)	Speech Services	3/29/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Jay Bedassie Jr (n/s)	Speech Services	3/1/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Joshua Jimenez (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3299	CapCo	Kate Larios	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kate Larios	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kate Larios	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kalvin Marcellus Tan	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kalvin Marcellus Tan	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kalvin Marcellus Tan	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kalvin Marcellus Tan	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Kalvin Marcellus Tan	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Liam Edora	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Liam Edora	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Liam Edora	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Liam Edora	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Mason Diaz	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Miguel Antonio Ylagan	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Miguel Antonio Ylagan	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Miguel Antonio Ylagan	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3299	CapCo	Miguel Antonio Ylagan	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Andrew Dwyer	IEP Meeting	3/7/24	1.50	1.5	100	\$150.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Austin Comito	IEP Meeting	3/8/24	1.50	1.5	100	\$150.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Bentley Rivas	IEP Meeting	3/21/24	1.00	1	100	\$100.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Janah Diaz	Ed Psych Assessment	3/21/24	n/a	n/a	11.00	\$7.37	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abbott Jacobson	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abbott Jacobson	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abbott Jacobson	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abel Sainz	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abel Sainz	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abel Sainz	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abraham Landero	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abraham Landero	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Abraham Landero	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/8/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz (n/s)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz (n/s)	Speech Services	3/15/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Aiden Munoz (n/s)	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Alexander Gomes	Speech Services	3/4/24	0.50	0.5	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Alexander Gomes	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Alexander Gomes (n/s)	Speech Services	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Evelin Farias-Mirels	3299	CapCo	Alexander Gomes (n/s)	Speech Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00

Item	Category	Staff	Date	Time	Amount	Notes			
Evette Rios	3299	CapCo	Alexander Gomes (n/s)	Speech Services	0.50	3/21/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Alexander Gomes (n/s)	Speech Services	0.50	3/26/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez	Speech Services	0.50	3/21/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez (n/s)	Speech Services	0.50	3/5/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez (n/s)	Speech Services	0.50	3/14/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez (n/s)	Speech Services	0.50	3/19/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez (n/s)	Speech Services	0.50	3/26/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Angel Hernandez (n/s)	Speech Services	0.50	3/28/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez	Speech Services	0.50	3/4/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez	Speech Services	0.50	3/6/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez	Speech Services	0.50	3/19/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez	Speech Services	0.50	3/22/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez	Speech Services	0.50	3/26/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez (n/s)	Speech Services	0.50	3/13/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Anthony Ramirez (n/s)	Speech Services	0.50	3/29/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Ari Amaya	Speech Services	0.50	3/14/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Ari Amaya	Speech Services	0.50	3/18/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Ari Amaya	Speech Services	0.50	3/21/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Ari Amaya	Speech Services	0.50	3/25/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Ari Amaya	Speech Services	0.50	3/28/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Aurora Gallegos	Speech Services	0.50	3/6/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Aurora Gallegos	Speech Services	0.50	3/13/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Aurora Gallegos	Speech Services	0.50	3/20/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Aurora Gallegos	Speech Services	0.50	3/27/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Christopher Baltas	Speech Services	0.50	3/6/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Christopher Baltas	Speech Services	0.50	3/20/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Christopher Baltas (n/s)	Speech Services	0.50	3/27/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Dayana Ramos	Speech Services	0.50	3/5/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Dayana Ramos	Speech Services	0.50	3/12/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Dayana Ramos	Speech Services	0.50	3/19/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Dayana Ramos	Speech Services	0.50	3/26/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley	Speech Services	0.50	3/5/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/12/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/19/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/14/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/19/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/21/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/26/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Donald Hartley (n/s)	Speech Services	0.50	3/28/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eduardo Garduno Aviles	Speech Services	0.50	3/4/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eduardo Garduno Aviles	Speech Services	0.50	3/25/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eduardo Garduno Aviles (n/s)	Speech Services	0.50	3/18/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Hernandez (n/s)	Speech Services	1.00	3/5/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Hernandez (n/s)	Speech Services	1.00	3/8/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Hernandez (n/s)	Speech Services	1.00	3/11/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Hernandez (n/s)	Speech Services	1.00	3/19/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Hernandez (n/s)	Speech Services	1.00	3/26/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma	Speech Services	0.50	3/5/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma	Speech Services	0.50	3/14/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma	Speech Services	0.50	3/19/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma	Speech Services	0.50	3/21/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma (n/s)	Speech Services	0.50	3/7/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma (n/s)	Speech Services	0.50	3/26/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Eric Ledesma (n/s)	Speech Services	0.50	3/28/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/6/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/8/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/13/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/15/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/15/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/20/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/22/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse	Speech Services	0.50	3/27/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse (n/s)	Speech Services	0.50	3/29/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Gavin Eermisse (n/s)	Speech Services	0.50	3/12/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Jason Butts	Speech Services	0.50	3/4/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jason Butts	Speech Services	0.50	3/18/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jason Butts	Speech Services	0.50	3/25/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jesus Lezama	Speech Services	0.50	3/14/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jesus Lezama	Speech Services	0.50	3/21/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jesus Lezama (n/s)	Speech Services	0.50	3/28/24	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Jordan Murry	Speech Services	0.50	3/21/24	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Jordan Murry	Speech Services	0.50	3/28/24	110	\$110.00	\$0.00

Evette Rios	3299	CapCo	Kayelynn Santos (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Kayelynn Santos (n/s)	Speech Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Kayelynn Santos (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Kayelynn Santos (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Kian Arami	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Kian Arami (n/s)	Speech Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Kian Arami (n/s)	Speech Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Koda Froese	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Koda Froese (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Koda Froese (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Lloyd Spearman	Speech Services	3/4/24	0.25	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Lloyd Spearman	Speech Services	3/18/24	0.25	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Lloyd Spearman	Speech Services	3/25/24	0.25	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Logan Messner	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Lucian McCol (n/s)	Speech Services	3/28/24	1.00	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Maximus Lopez	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Maximus Lopez	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Maximus Lopez	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Michael Bayona	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Michael Bayona	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Michael Bayona	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Mila Rhines (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Morgan Haas	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Morgan Haas (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Morgan Haas (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Morgan Haas (n/s)	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Samantha Morales Lomeli	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Samantha Morales Lomeli	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Samantha Morales Lomeli	Speech Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Samantha Morales Lomeli (n/s)	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber (n/s)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber (n/s)	Speech Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Sara Adauta Kamber (n/s)	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Shyera Plants	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Shyera Plants	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Shyera Plants	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Shyera Plants (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Teri Lynn Jackson	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Teri Lynn Jackson	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Teri Lynn Jackson	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Teri Lynn Jackson	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tessa Walker	Speech Services	3/6/24	1.00	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tessa Walker	Speech Services	3/13/24	1.00	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tessa Walker	Speech Services	3/20/24	1.00	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tessa Walker (n/s)	Speech Services	3/27/24	1.00	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Thiago De Jesus Gutierrez (n/s)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Thiago De Jesus Gutierrez (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Thiago De Jesus Gutierrez (n/s)	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Tiarra Neri-Booker	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tiarra Neri-Booker	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tiarra Neri-Booker	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Tiarra Neri-Booker	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Trever Andrews	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Trever Andrews	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3299	CapCo	Trever Andrews (n/s)	Speech Services	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Trever Andrews (n/s)	Speech Services	3/15/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3299	CapCo	Tyler Parker	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00

Item	Staff	Location	Service	Date	Time	Duration	Amount
3299	CapCo	Tyler Parker	Speech Services	3/20/24	0.50	1	\$110.00
3299	CapCo	Tyler Parker	Speech Services	3/27/24	0.50	1	\$110.00
3299	CapCo	Tyler Paulino	Speech Services	3/6/24	0.50	1	\$110.00
3299	CapCo	Tyler Paulino	Speech Services	3/13/24	0.50	1	\$110.00
3299	CapCo	Tyler Paulino	Speech Services	3/20/24	0.50	1	\$110.00
3299	CapCo	Tyler Paulino	Speech Services	3/27/24	0.50	1	\$110.00
3299	CapCo	Weston Stevens	Speech Services	3/5/24	0.50	1	\$110.00
3299	CapCo	Weston Stevens	Speech Services	3/19/24	0.50	1	\$110.00
3299	CapCo	Weston Stevens	Speech Services	3/26/24	0.50	1	\$110.00
3299	CapCo	Anthony Jaquez	IEP Meeting	3/11/24	1.50	100	\$150.00
3299	CapCo	Byanca Powell	IEP Meeting	3/15/24	1.00	1	\$100.00
3299	CapCo	Jacob Mayfield	Ed Psych Reevaluation	2/28/24	n/a	n/a	\$1,250.00
3299	CapCo	Jacob Mayfield	IEP Meeting	3/25/24	1.00	1	\$100.00
3299	CapCo	Steven Delgado-Velazquez	Ed Psych Assessment	3/6/24	n/a	n/a	\$1,950.00
3299	CapCo	Steven Delgado-Velazquez	IEP Meeting	3/28/24	1.00	1	\$100.00
3299	CapCo	Ivan Gabriel Erase	O & M Services	3/12/24	1.00	5	\$50.00
3299	CapCo	Sean Amoroso	O & M Services	3/9/24	1.00	7	\$70.00
3299	CapCo	Anthony Ramirez	Nurse Assessments-Travel/Mileat	3/2/24	2.00	2	\$220.00
3299	CapCo	Anthony Ramirez	Nursing Assessment Flat	3/2/2024	n/a	n/a	\$500.00
3299	CapCo	Athena Albenzi	Nurse Assessments-Travel/Mileat	2/3/24	0.20	110	\$22.00
3299	CapCo	Athena Albenzi	Nursing Assessment Flat	2/3/24	n/a	n/a	\$500.00
3299	CapCo	Athena Albenzi	Nurse Assessments-Travel/Mileat	3/12/24	1.90	110	\$209.00
3299	CapCo	Bryce Bartlett	Nurse Assessments-Travel/Mileat	3/12/2024	n/a	n/a	\$500.00
3299	CapCo	Bryce Bartlett	Nursing Assessment Flat	3/16/24	0.76	110	\$83.60
3299	CapCo	Caleb Ervin	Nurse Assessments-Travel/Mileat	3/16/2024	n/a	n/a	\$500.00
3299	CapCo	Elijah Calhoun	Nurse Assessments-Travel/Mileat	3/2/24	1.00	1	\$110.00
3299	CapCo	Elijah Calhoun	Nursing Assessment Flat	3/2/24	n/a	n/a	\$500.00
3299	CapCo	Gabriel Kosmala	Nurse Assessments-Travel/Mileat	2/3/24	0.50	110	\$55.00
3299	CapCo	Gabriel Kosmala	Nursing Assessment Flat	2/3/24	n/a	n/a	\$500.00
3299	CapCo	Harper Rower	Nurse Assessments-Travel/Mileat	2/23/24	1.40	110	\$154.00
3299	CapCo	Harper Rower	Nursing Assessment Flat	2/23/24	n/a	n/a	\$500.00
3299	CapCo	Iyad Bouchaib	Nurse Assessments-Travel/Mileat	3/27/24	1.25	110	\$137.50
3299	CapCo	Iyad Bouchaib	Nursing Assessment Flat	3/27/24	n/a	n/a	\$500.00
3299	CapCo	Izzy Arellano	Nurse Assessments-Travel/Mileat	3/17/24	0.40	110	\$44.00
3299	CapCo	Izzy Arellano	Nursing Assessment Flat	3/17/24	n/a	n/a	\$500.00
3299	CapCo	Jeriah Diaz	Nurse Assessments-Travel/Mileat	2/25/24	1.40	110	\$154.00
3299	CapCo	Jeriah Diaz	Nursing Assessment Flat	2/25/24	n/a	n/a	\$500.00
3299	CapCo	Jim Joyner	Nurse Assessments-Travel/Mileat	2/25/24	1.55	110	\$170.50
3299	CapCo	Jim Joyner	Nursing Assessment Flat	2/25/24	n/a	n/a	\$500.00
3299	CapCo	JoseAngeli Fonseca	Nursing Assessment Flat	3/26/24	n/a	n/a	\$500.00
3299	CapCo	Landyn Williams	Nurse Assessments-Travel/Mileat	1/30/24	1.00	1	\$110.00
3299	CapCo	Landyn Williams	Nursing Assessment Flat	1/30/2024	n/a	n/a	\$500.00
3299	CapCo	Madison Merritt	Nurse Assessments-Travel/Mileat	2/16/24	2.25	110	\$247.50
3299	CapCo	Madison Merritt	Nursing Assessment Flat	2/16/24	n/a	n/a	\$500.00
3299	CapCo	Marc Sweeney	Nurse Assessments-Travel/Mileat	2/22/24	0.80	110	\$88.00
3299	CapCo	Marc Sweeney	Nursing Assessment Flat	2/22/24	n/a	n/a	\$500.00
3299	CapCo	Maira Boms	Nurse Assessments-Travel/Mileat	2/18/24	0.45	110	\$49.50
3299	CapCo	Maira Boms	Nursing Assessment Flat	2/18/24	n/a	n/a	\$500.00
3299	CapCo	Raymond Salazar	Nurse Assessments-Travel/Mileat	3/21/24	0.85	110	\$93.50
3299	CapCo	Raymond Salazar	Nursing Assessment Flat	3/21/24	n/a	n/a	\$500.00
3299	CapCo	Rowan Grant	Nurse Assessments-Travel/Mileat	3/2/24	0.80	110	\$88.00
3299	CapCo	Rowan Grant	Nursing Assessment Flat	3/2/24	n/a	n/a	\$500.00
3299	CapCo	Selena Nebres	Nurse Assessments-Travel/Mileat	3/17/24	0.75	110	\$82.50
3299	CapCo	Selena Nebres	Nursing Assessment Flat	3/17/24	n/a	n/a	\$500.00
3299	CapCo	Selena Nebres	Nurse Assessments-Travel/Mileat	3/2/24	1.60	110	\$176.00
3299	CapCo	Scarlett (Sam) Ramirez Kozlenko	Nursing Assessment Flat	3/2/24	n/a	n/a	\$500.00
3299	CapCo	Scarlett (Sam) Ramirez Kozlenko	Nurse Assessments-Travel/Mileat	3/2/24	0.60	110	\$66.00
3299	CapCo	Thomas Shelton	Nursing Assessment Flat	3/2/24	n/a	n/a	\$500.00
3299	CapCo	Savannah Erwin	515	2/28/24	1.00	95	\$95.00
3299	CapCo	Savannah Erwin	515	3/20/24	1.00	95	\$95.00
3299	CapCo	Dennis David	IEP Meeting	3/29/24	1.00	1	\$100.00
3299	CapCo	Dennis David	Speech Assessment	3/8/24	10.50	110	\$1,155.00
3299	CapCo	Jim Joyner	Ed Psych Assessment	3/10/24	n/a	n/a	\$1,950.00
3299	CapCo	Elijah Lester	Speech Services	3/20/24	0.50	1	\$110.00
3299	CapCo	Elijah Lester	Speech Services	3/27/24	0.50	110	\$55.00
3299	CapCo	Elijah Lester (n/s)	Speech Services	3/8/24	0.50	110	\$55.00
3299	CapCo	Lellani Sylvester-Carr (n/s)	Speech Services	3/6/24	0.50	110	\$55.00
3299	CapCo	Lellani Sylvester-Carr (n/s)	Speech Services	3/11/24	0.50	110	\$55.00
3299	CapCo	Maya Faison	Speech Services	3/6/24	0.50	1	\$110.00
3299	CapCo	Maya Faison	Speech Services	3/18/24	0.50	1	\$110.00
3299	CapCo	Maya Faison	Speech Services	3/25/24	0.50	1	\$110.00

Jennifer Han-Rivas	3299	CapCo	Maya Faison (mtu 3/11)	3/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Odalys Davalos Villagomez	3/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Odalys Davalos Villagomez	3/22/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Vanessa Sotelo	3/1/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Vanessa Sotelo	3/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Vanessa Sotelo	3/22/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Wynston O'Hagan (n/s)	3/8/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Wynston O'Hagan (n/s)	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Jennifer Han-Rivas	3299	CapCo	Wynston O'Hagan (n/s)	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Jessica Marinelli	3299	CapCo	Mishka Donini	3/22/24	1.00	1	100	\$100.00	\$0.00
Jessica Marinelli	3299	CapCo	Mishka Donini	3/20/24	1.00	1	100	\$100.00	\$0.00
Jodi Cunha	3299	CapCo	Ramiro Ruelas	3/21/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Kacy McCalla	3299	CapCo	Spencer Downer	3/25/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Kanoa Elizondo	3299	CapCo	Munemitsu Matsuyama	3/5/24	0.50	1	110	\$110.00	\$0.00
Kanoa Elizondo	3299	CapCo	Munemitsu Matsuyama	3/12/24	0.50	1	110	\$110.00	\$0.00
Kanoa Elizondo	3299	CapCo	Munemitsu Matsuyama	3/21/24	0.50	1	110	\$110.00	\$0.00
Kanoa Elizondo	3299	CapCo	Munemitsu Matsuyama	3/25/24	0.50	1	110	\$110.00	\$0.00
Kanoa Elizondo	3299	CapCo	Sebastian Mesa Betancur	3/20/24	0.50	1	110	\$110.00	\$0.00
Kanoa Elizondo	3299	CapCo	Sebastian Mesa Betancur (n/s)	3/29/24	1.00	1	100	\$100.00	\$0.00
Kasey Galik	3299	CapCo	Sebastian Mesa Betancur (n/s)	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/4/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/6/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/11/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/13/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/18/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/25/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Athena Lindsay	3/27/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Elijah Romero	3/17/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Elijah Romero	3/15/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Elijah Romero	3/22/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Elijah Romero	3/29/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Elijah Romero (mtu 3/8)	2/21/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Eloy Mora	3/5/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Eloy Mora	3/12/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Eloy Mora	3/22/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Eloy Mora	3/26/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Eloy Mora	3/14/24	10.50	10.5	110	\$1,155.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/1/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/4/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/5/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/6/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/7/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/8/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/11/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/12/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/13/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/14/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/15/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/18/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/19/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/20/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/21/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/22/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/25/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/26/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/27/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/28/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/29/24	0.66	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Evan Kowaltschuk	3/29/24	1.60	1.6	100	\$160.00	\$0.00
Kasey Galik	3299	CapCo	Kaycee Valenzuela	3/17/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Kaycee Valenzuela	3/17/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Kaycee Valenzuela	3/14/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Kaycee Valenzuela	3/21/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Kaycee Valenzuela	3/28/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Marston Judkins	3/6/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Marston Judkins	3/13/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Marston Judkins	3/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Marston Judkins	3/27/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Mason Diaz	3/11/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Mason Diaz	3/20/24	0.50	1	110	\$110.00	\$0.00

Kasey Galik	3299	CapCo	Mason Diaz	APE Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Steffanie Tomlinson	APE Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Yaretzl Sigala	APE Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Yaretzl Sigala	APE Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Yaretzl Sigala	APE Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3299	CapCo	Yaretzl Sigala	APE Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3299	CapCo	Alexander Macias	515	3/11/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Alexander Macias	515	3/4/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Alexander Macias (n/s)	515	3/18/24	0.50	0.5	95	\$47.50	\$0.00
Kate Clark	3299	CapCo	Jake Heffeman (n/s)	510	3/4/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Jake Heffeman (n/s)	510	3/11/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Jake Heffeman (n/s)	510	3/18/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Jake Heffeman (n/s)	510	3/29/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Juanjose Mendez Garcia	510	3/11/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Juanjose Mendez Garcia (n/s)	510	3/4/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Sam Ramirez	510	3/18/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Sam Ramirez	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Sam Ramirez (n/s)	510	3/4/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3299	CapCo	Sam Ramirez (n/s)	510	3/11/24	0.50	0.5	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	510	3/11/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	510	3/18/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	515	3/4/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	515	3/11/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	515	3/18/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Trevor Johnston	515	3/29/24	0.50	1	95	\$95.00	\$0.00
Kate Clark	3299	CapCo	Weston Vasquez (n/s)	515	3/4/24	0.83	0.5	95	\$47.50	\$0.00
Kelle Mendoza	3299	CapCo	Jiraya Fierro	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$0.00
Kelly Dunn	3299	CapCo	Anthony Ramirez	AT Assessment	3/27/24	n/a	n/a	n/a	\$1,783.00	\$0.00
elly Dunn	3299	CapCo	Christian Viramontes	AT Services	3/8/24	0.50	1	120	\$120.00	\$0.00
elly Dunn	3299	CapCo	Clarissa Sierra	AAC Consult	3/6/24	0.50	1	120	\$120.00	\$0.00
elly Dunn	3299	CapCo	Clarissa Sierra	AAC Consult	3/8/24	0.50	1	120	\$120.00	\$0.00
elly Dunn	3299	CapCo	Clarissa Sierra	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
elly Dunn	3299	CapCo	Cole Rldgley	IEP Meeting	3/27/24	1.50	1.5	100	\$150.00	\$0.00
elly Dunn	3299	CapCo	Elijah Avakian	AT Services	3/8/24	0.50	1	120	\$120.00	\$0.00
elly Dunn	3299	CapCo	Izzy Arellano	AAC Assessment	3/26/24	n/a	n/a	n/a	\$1,783.00	\$0.00
elly Dunn	3299	CapCo	Izzy Arellano	AT Assessment	3/26/24	n/a	n/a	n/a	\$1,783.00	\$0.00
elly Dunn	3299	CapCo	Lavia Ferguson	AT Services	3/8/24	1.00	1	120	\$120.00	\$0.00
elly Dunn	3299	CapCo	Malonia Roman	AT Assessment	3/4/24	n/a	n/a	n/a	\$1,783.00	\$0.00
elly Dunn	3299	CapCo	Malonia Roman	IEP Meeting	3/25/24	1.00	1	100	\$100.00	\$0.00
elly Dunn	3299	CapCo	Neil Murphy	AT Services	3/14/24	0.50	1	120	\$120.00	\$0.00
Kelly Dunn	3299	CapCo	Niko Gentle	AT Consult Services	3/4/24	0.25	1	120	\$120.00	\$0.00
Kelly Dunn	3299	CapCo	Niko Gentle	IEP Meeting	3/7/24	1.00	1	100	\$100.00	\$0.00
Kelly Hannum	3299	CapCo	Arielle Ocano	IEP Meeting	3/1/24	1.00	1	100	\$100.00	\$0.00
Kelly Hannum	3299	CapCo	Riley Fortin	Ed Psych Assessment	3/15/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Kelly Hannum	3299	CapCo	Riley Fortin	IEP Meeting	3/15/24	1.50	1.5	100	\$150.00	\$0.00
Kelly Hannum	3299	CapCo	Sasha Constantian	IEP Meeting	3/4/24	1.50	1.5	100	\$150.00	\$0.00
Kezhia Rodriguez Kamravani	3299	CapCo	Jayden Gerona	Ed Psych Assessment	2/8/24	n/a	n/a	n/a	\$1,950.00	\$68.34
Kezhia Rodriguez Kamravani	3299	CapCo	Jayden Gerona	IEP Meeting	2/23/24	1.00	1	100	\$100.00	\$0.00
Latrina Chavez	3299	CapCo	Brynn Vogl	Ed Psych Assessment	3/18/24	n/a	n/a	n/a	\$1,950.00	\$48.78
Lauren Gotelli (Williams)	3299	CapCo	Selena Nebres	Speech Assessment	3/26/24	10.50	10.5	110	\$1,155.00	\$0.00
Lauren Gotelli (Williams)	3299	CapCo	Tierra Neri-Booker	IEP Meeting	3/12/24	1.00	1	100	\$100.00	\$0.00
Lauren Gotelli (Williams)	3299	CapCo	Trevor Andrews	IEP Meeting	3/19/24	1.00	1	100	\$100.00	\$0.00
Lauren Linhoff	3299	CapCo	Sean Amoroso	APE Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Lauren Linhoff	3299	CapCo	Sean Amoroso	APE Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Lauren White	3299	CapCo	Spencer Downer	IEP Meeting	3/27/24	1.50	1.5	100	\$150.00	\$0.00
Lauren White	3299	CapCo	Spencer Downer	IEP Meeting	3/27/24	1.50	1.5	100	\$150.00	\$0.00
Liza Zagayer	3299	CapCo	Angel Hernandez (n/s)	OT Services	3/7/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Angel Hernandez (n/s)	OT Services	3/14/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Angel Hernandez (n/s)	OT Services	3/21/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Angel Hernandez (n/s)	OT Services	3/28/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Anna Clay (n/s)	OT Services	3/18/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Brysun Palmer (n/s)	OT Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Brysun Palmer (n/s)	OT Services	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Chesnee Pederson	OT Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Chesnee Pederson	OT Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Chesnee Pederson	OT Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Chesnee Pederson (n/s)	OT Services	3/7/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Christopher Bailes	OT Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Christopher Bailes	OT Services	3/25/24	0.50	1	110	\$110.00	\$0.00

Liza Zagayer	3299	CapCo	Elijah Avakian	OT Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Gilberto Polanco	OT Services	3/4/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Gilberto Polanco	OT Services	3/11/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Gilberto Polanco	OT Services	3/18/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Gilberto Polanco (n/s)	OT Services	3/25/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Hailey Vasquez (n/s)	OT Services	3/19/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Harlem Allen	OT Services	3/5/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Harlem Allen	OT Services	3/12/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Harlem Allen (n/s)	OT Services	3/26/24	0.42	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Heldi Romero (n/s)	OT Services	3/19/24	0.42	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Heldi Romero (n/s)	OT Services	3/13/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Heldi Romero (n/s)	OT Services	3/27/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Gaines (n/s)	OT Services	3/6/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Gaines (n/s)	OT Services	3/13/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Gaines (n/s)	OT Services	3/20/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Gaines (n/s)	OT Services	3/27/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Lures	OT Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Lures	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Lures	OT Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Jayden Lures	OT Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Joel Martinez	OT Services	3/4/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Joel Martinez	OT Services	3/11/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Joel Martinez	OT Services	3/18/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Joel Martinez	OT Services	3/25/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Kaycee Valenzuela	OT Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/8/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton	OT Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Mavontay Hamilton (n/s)	OT Services	3/29/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Maximus Lopez	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Maximus Lopez	OT Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Maximus Lopez (n/s)	OT Services	3/7/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Maximus Lopez (n/s)	OT Services	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Maximus Lopez (n/s)	OT Services	3/21/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Munemitsu Matsuyama	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Munemitsu Matsuyama	OT Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Munemitsu Matsuyama	OT Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Munemitsu Matsuyama (n/s)	OT Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Munemitsu Matsuyama (n/s)	OT Services	3/14/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Onyx-Ray Murrell	OT Services	3/21/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Onyx-Ray Murrell	OT Services	3/28/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Onyx-Ray Murrell (n/s)	OT Services	3/7/24	0.33	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Onyx-Ray Murrell (n/s)	OT Services	3/1/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Roman Armenise	OT Services	3/22/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Roman Armenise	OT Services	3/29/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Roman Armenise (n/s)	OT Services	3/8/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Roman Armenise (n/s)	OT Services	3/15/24	1.00	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Rudy Torres (n/s)	OT Services	3/4/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Rudy Torres (n/s)	OT Services	3/11/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Rudy Torres (n/s)	OT Services	3/18/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Rudy Torres (n/s)	OT Services	3/25/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Tyler Parker	OT Services	3/14/24	1.00	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Yarezi Sigala	OT Services	3/5/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Yarezi Sigala	OT Services	3/12/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Yarezi Sigala	OT Services	3/19/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Yarezi Sigala	OT Services	3/26/24	0.33	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor	OT Services	3/21/24	0.25	1	110	\$110.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/4/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/11/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/18/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/25/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/1/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/8/24	0.25	0.5	110	\$55.00	\$0.00
Liza Zagayer	3299	CapCo	Zya Taylor (n/s)	OT Services	3/28/24	0.25	0.5	110	\$55.00	\$0.00
Lynn Defino	3299	CapCo	Gilberto Polanco	515	3/4/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3299	CapCo	Gilberto Polanco	515	3/11/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3299	CapCo	Gilberto Polanco	515	3/18/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3299	CapCo	Gilberto Polanco	515	3/25/24	0.50	1	95	\$95.00	\$0.00
Lynn Defino	3299	CapCo	Michael Bayona	510	3/4/24	0.50	1	100	\$100.00	\$0.00







Nadia Rojas	3299	CapCo	Damian Cortes	3/17/24	0.35	0.35	110	\$38.50	7.80	\$5.23
Nadia Rojas	3299	CapCo	Damian Cortes	3/17/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Daniel Hernandez	3/16/24	3.70	3.70	110	\$407.00	114.00	\$76.38
Nadia Rojas	3299	CapCo	Daniel Hernandez	3/6/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Dennis David	3/20/24	2.20	2.20	110	\$242.00	91.00	\$60.97
Nadia Rojas	3299	CapCo	Dennis David	3/20/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Isai Morales Lomeli	3/9/24	2.65	2.65	110	\$291.50	109.00	\$73.03
Nadia Rojas	3299	CapCo	Isai Morales Lomeli	3/9/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Jazmin Alvarez	3/16/24	1.36	1.36	110	\$149.60	76.00	\$50.92
Nadia Rojas	3299	CapCo	Jazmin Alvarez	3/16/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Michael Terry	3/16/24	3.13	3.13	110	\$344.30	134.00	\$89.78
Nadia Rojas	3299	CapCo	Michael Terry	3/16/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Ramiro Ruelas	3/11/24	1.50	1.50	110	\$165.00		\$0.00
Nadia Rojas	3299	CapCo	Ramiro Ruelas	3/11/24	0.30	0.30	110	\$33.00	6.90	\$4.62
Nadia Rojas	3299	CapCo	Ramiro Ruelas	3/11/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Robert Luna	3/9/24	1.31	1.31	110	\$144.10	64.00	\$42.88
Nadia Rojas	3299	CapCo	Robert Luna	3/9/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Samantha Llamas	3/19/24	2.11	2.11	110	\$232.10	88.00	\$68.96
Nadia Rojas	3299	CapCo	Samantha Llamas	3/19/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Se Do Kang	3/20/24	0.10	0.10	110	\$11.00	1.30	\$0.87
Nadia Rojas	3299	CapCo	Se Do Kang	3/20/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Steven Delgado-Velazquez	3/21/24	3.20	3.20	110	\$352.00	127.00	\$85.09
Nadia Rojas	3299	CapCo	Steven Delgado-Velazquez	3/21/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Taline Brubaker	3/2/24	2.58	2.58	110	\$283.80	107.00	\$71.69
Nadia Rojas	3299	CapCo	Taline Brubaker	3/2/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Tristin McClinton	3/9/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Tyrene Price	3/14/24	0.74	0.74	110	\$81.40	19.40	\$13.00
Nadia Rojas	3299	CapCo	Tyrene Price	3/14/24	n/a	n/a	n/a	\$500.00		\$0.00
Nadia Rojas	3299	CapCo	Violetta Bennett	3/21/24	0.40	0.40	110	\$44.00	20.00	\$13.40
Nadia Rojas	3299	CapCo	Violetta Bennett	3/21/24	n/a	n/a	n/a	\$500.00		\$0.00
Naomi McClutley	3299	CapCo	Aiden Ilaoa	3/5/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Aiden Ilaoa	3/5/24	1.00	1.00	100	\$100.00		\$0.00
Naomi McClutley	3299	CapCo	Aiden Ilaoa	3/12/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Aiden Ilaoa	3/28/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Aiden Ilaoa (n/s)	3/19/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano	3/28/24	10.50	10.50	110	\$1,155.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano	3/26/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano	3/4/24	1.00	1.00	100	\$100.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano (n/s)	3/15/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano (n/s)	3/5/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Izzy Arellano (n/s)	3/19/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Jayvon Acosta	3/5/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	2/13/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs	3/1/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs	3/18/24	0.50	0.50	110	\$110.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs	3/25/24	1.00	1.00	100	\$100.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	3/5/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	3/11/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	3/12/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	3/21/24	0.50	0.50	110	\$55.00		\$0.00
Naomi McClutley	3299	CapCo	Sage Jacobs (n/s)	3/26/24	0.50	0.50	110	\$55.00		\$0.00
Patricia Siaback	3299	CapCo	Jenavee Munoz	3/25/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	2/21/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	2/28/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	3/6/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	3/13/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	3/20/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	3/27/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Angel Vargas Santamaria	2/21/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre	2/21/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre	2/28/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre	3/6/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre	3/13/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre	3/20/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Gabriel Aguirre (n/s)	3/27/24	0.50	0.50	110	\$55.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	2/21/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	2/28/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	3/6/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	3/13/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	3/20/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Katelynn Cardona	3/27/24	0.50	0.50	110	\$110.00		\$0.00
Penny Lopez	3299	CapCo	Weston Vasquez (n/s)	2/21/24	0.50	0.50	110	\$55.00		\$0.00
Penny Lopez	3299	CapCo	Weston Vasquez (n/s)	2/28/24	0.50	0.50	110	\$55.00		\$0.00

Penny Lopez	3299	CapCo	Weston Vasquez (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck (n/s)	Speech Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3299	CapCo	Wolfgang Steinbeck (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Roxanna Ware	3299	CapCo	Eliana Bravo	IEP Meeting	3/5/2024	1.00	1	100	\$100.00	\$0.00
Roxanna Ware	3299	CapCo	Gabriel Kosma	Ed Psych Assessment	3/2/24	n/a	n/a	54.00	\$1,950.00	\$36.18
Roxanna Ware	3299	CapCo	Harper Rowler	Ed Psych Assessment	3/25/24	n/a	n/a	40.00	\$1,950.00	\$26.80
Roxanna Ware	3299	CapCo	Landyn Williams	Ed Psych Assessment	3/8/24	n/a	n/a	91.40	\$1,950.00	\$61.24
Roxanna Ware	3299	CapCo	Landyn Williams	IEP Meeting	3/25/24	1.50	1.5	100	\$150.00	\$0.00
Roxanna Ware	3299	CapCo	Maira Boms	Ed Psych Assessment	3/3/24	n/a	n/a	118.00	\$1,950.00	\$99.06
Ryan Grot	3299	CapCo	Ivan Juarez	IEP Meeting	3/1/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Hailey Vasquez	510	3/7/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Isabel Marquez Navarrete	510	3/11/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Isabel Marquez Navarrete	510	3/18/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Isabel Marquez Navarrete	510	3/25/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Isabel Marquez Navarrete (n/s)	510	3/4/24	1.00	0.5	100	\$50.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Jenavee Munoz	515	3/19/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Kian Arami	515	3/5/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Kian Arami	515	3/12/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Kian Arami	515	3/19/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Kloe Noonan	515	3/26/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Kloe Noonan	515	3/5/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Leah Morales	510	3/7/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Leah Morales	510	3/15/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Leah Morales	510	3/21/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Leah Morales	510	3/28/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Margaret Navarro	515	3/5/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Margaret Navarro	515	3/12/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Margaret Navarro	515	3/16/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Margaret Navarro	515	3/19/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Nevaeh Sohn	510	3/5/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Nevaeh Sohn	510	3/12/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Nevaeh Sohn	510	3/19/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Nevaeh Sohn	510	3/26/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Zion Smith	515	3/5/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Zion Smith	515	3/12/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Zion Smith	515	3/19/24	0.50	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3299	CapCo	Zion Smith	515	3/26/24	0.50	1	95	\$95.00	\$0.00
Shelbi Casados	3299	CapCo	Rudy Torres	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Shelbi Casados	3299	CapCo	Rudy Torres	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Shelbi Casados	3299	CapCo	Rudy Torres	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Susana Cedre	3299	CapCo	Alexander Oropeza	Nurse Assessments-Travel/Mileat	3/2/24	0.90	0.9	43.20	\$99.00	\$28.94
Susana Cedre	3299	CapCo	Andre Temple	Nursing Assessment Flat	3/2/24	n/a	n/a	43.60	\$99.00	\$0.00
Susana Cedre	3299	CapCo	Andre Temple	Nursing Assessment Flat	3/18/24	0.90	0.9	43.60	\$99.00	\$29.21
Susana Cedre	3299	CapCo	Anyah Temple	Nurse Assessments-Travel/Mileat	3/18/24	n/a	n/a	87.20	\$216.70	\$58.42
Susana Cedre	3299	CapCo	Anyah Temple	Nursing Assessment Flat	3/27/24	1.97	1.97	110	\$500.00	\$0.00
Susana Cedre	3299	CapCo	Cristian Navarro	Nurse Assessments-Travel/Mileat	3/9/24	0.77	0.77	13.40	\$84.70	\$8.98
Susana Cedre	3299	CapCo	Cristian Navarro	Nursing Assessment Flat	3/9/24	n/a	n/a	13.40	\$84.70	\$8.98
Susana Cedre	3299	CapCo	Evan Kowalitschuk	IEP Meeting	3/16/24	1.50	1.5	110	\$500.00	\$0.00
Susana Cedre	3299	CapCo	Evan Kowalitschuk	Nurse Assessments-Travel/Mileat	3/16/24	1.87	1.87	57.60	\$205.70	\$38.59
Susana Cedre	3299	CapCo	Evan Kowalitschuk	Nursing Assessment Flat	3/16/24	n/a	n/a	57.60	\$205.70	\$38.59
Susana Cedre	3299	CapCo	Jadden McDonald	Nurse Assessments-Travel/Mileat	3/25/24	2.13	2.13	81.70	\$234.30	\$54.74
Susana Cedre	3299	CapCo	Mariah Camarena	Nursing Assessment Flat	3/25/24	n/a	n/a	81.70	\$234.30	\$54.74
Susana Cedre	3299	CapCo	Mariah Camarena	Nurse Assessments-Travel/Mileat	3/5/24	1.15	1.15	33.70	\$126.50	\$22.58
Susana Cedre	3299	CapCo	Mishka Donini	Nursing Assessment Flat	3/16/24	0.37	0.37	11.30	\$40.70	\$4.07
Susana Cedre	3299	CapCo	Mishka Donini	Nurse Assessments-Travel/Mileat	3/16/24	n/a	n/a	11.30	\$40.70	\$4.07
Susana Cedre	3299	CapCo	Paige Soto-Montoya	IEP Meeting	3/23/24	1.50	1.5	110	\$500.00	\$0.00
Susana Cedre	3299	CapCo	Paige Soto-Montoya	Nurse Assessments-Travel/Mileat	3/23/24	2.16	2.16	95.80	\$237.60	\$64.19
Susana Cedre	3299	CapCo	Ronan Handy	Nursing Assessment Flat	3/23/24	n/a	n/a	95.80	\$237.60	\$64.19
Susana Cedre	3299	CapCo	Ronan Handy	IEP Meeting	3/25/24	4.50	4.5	47.70	\$495.00	\$0.00
Susana Cedre	3299	CapCo	Ronan Handy	Nurse Assessments-Travel/Mileat	3/25/24	1.05	1.05	47.70	\$115.50	\$31.96
Susana Cedre	3299	CapCo	Ronan Handy	Nursing Assessment Flat	3/25/24	n/a	n/a	47.70	\$115.50	\$31.96
Susana Cedre	3299	CapCo	Evan Johnson	Speech Assessment	3/20/24	10.50	10.5	110	\$1,155.00	\$0.00
Susana Cedre	3299	CapCo	Evan Johnson	Speech Assessment	3/20/24	10.50	10.5	110	\$1,155.00	\$0.00
Susana Cedre	3299	CapCo	Mishka Donini	Speech Assessment	3/14/24	10.50	10.5	110	\$1,155.00	\$0.00

Syndi Sheifer	3299	CapCo	Shaunt Kumar	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Syndi Sheifer	3299	CapCo	Shaunt Kumar	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Syndi Sheifer	3299	CapCo	Shaunt Kumar	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Syndi Sheifer	3299	CapCo	Trysin Lewis	IEP Meeting	3/5/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Adina Bukshpun	515	3/19/24	0.75	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Adina Bukshpun	515	3/26/24	0.75	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Adina Bukshpun (n/s)	515	3/7/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Adina Bukshpun (n/s)	515	3/14/24	0.75	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	510	3/6/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	510	3/20/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	510	3/27/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	515	3/1/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	515	3/8/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	515	3/15/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios	515	3/29/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Alexis Rios (n/s)	515	3/22/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Angel Vargas Santamaria	515	3/6/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Angel Vargas Santamaria	515	3/13/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Angel Vargas Santamaria	515	3/22/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Angel Vargas Santamaria	515	3/29/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Brianna Padilla	510	3/7/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Brianna Padilla	510	3/20/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Ciaran Lennon	510	3/8/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Ciaran Lennon	510	3/21/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Ciaran Lennon	510	3/28/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos	535 Parent	3/20/24	0.50	1	110	\$110.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535	3/4/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535	3/11/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535	3/15/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535	3/18/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535	3/18/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Hailey Banuelos (n/s)	535 Parent	3/8/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Jason Harper	IEP Meeting	3/15/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	510	3/7/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	510	3/14/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	510	3/21/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	510	3/28/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	515	3/1/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	515	3/15/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	515	3/20/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Jayden Lures	515	3/27/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Jesus Lezama (n/s)	515	3/6/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Jesus Lezama (n/s)	515	3/13/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Jesus Lezama (n/s)	515	3/20/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Jesus Lezama (n/s)	515	3/27/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Kayelyme Santos (n/s)	515	3/7/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Kayelyme Santos (n/s)	515	3/21/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Kayelyme Santos (n/s)	515	3/14/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Kayelyme Santos (n/s)	515	3/28/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3299	CapCo	Kennedy Vanias	515	3/21/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Kennedy Vanias	515	3/28/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Kennedy Vanias	515	3/28/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Kennedy Vanias (n/s)	515	3/13/24	0.50	1	95	\$95.00	\$0.00
Terrie Schoch	3299	CapCo	Kian Arami (n/s)	510	3/6/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3299	CapCo	Kian Arami (n/s)	510	3/13/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3299	CapCo	Kian Arami (n/s)	510	3/22/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3299	CapCo	Kian Arami (n/s)	510	3/29/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3299	CapCo	Kyle McCullough	IEP Meeting	3/15/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Michael Terry	IEP Meeting	3/20/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas	535	3/15/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas	535	3/22/24	1.00	1	110	\$110.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas (n/s)	535	3/4/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas (n/s)	535	3/8/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas (n/s)	535	3/11/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas (n/s)	535	3/25/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Morgan Haas (n/s)	535	3/29/24	1.00	0.5	110	\$55.00	\$0.00
Terrie Schoch	3299	CapCo	Penelope Maestro	510	3/13/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Penelope Maestro	510	3/20/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Penelope Maestro	510	3/26/24	0.50	1	100	\$100.00	\$0.00
Terrie Schoch	3299	CapCo	Se Do Kang (n/s)	510	3/4/24	0.50	0.5	100	\$50.00	\$0.00
Terrie Schoch	3299	CapCo	Se Do Kang (n/s)	510	3/11/24	0.50	0.5	100	\$50.00	\$0.00

3299	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	3/21/24	0.50	0.5	100	\$50.00	\$0.00
3299	Terrie Schoch	CapCo	Se Do Kang (n/s)	510	3/25/24	0.50	0.5	100	\$50.00	\$0.00
3299	Terrie Schoch	CapCo	Trever Andrews	510	3/5/24	0.50	1	100	\$100.00	\$0.00
3299	Terrie Schoch	CapCo	Trever Andrews	510	3/12/24	0.50	1	100	\$100.00	\$0.00
3299	Terrie Schoch	CapCo	Trever Andrews	510	3/19/24	0.50	1	100	\$100.00	\$0.00
3299	Terrie Schoch	CapCo	Trever Andrews	IEP Meeting	3/12/24	1.00	1	100	\$100.00	\$0.00
3299	Terrie Schoch	CapCo	Trever Andrews	IEP Meeting	3/19/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Alexander Oropeza	Ed Psych Assessment	3/2/24	n/a	n/a	n/a	\$1,950.00	82.00
3299	Vahe Amnian	CapCo	Alexander Oropeza	ERMHS Assessment	3/2/24	n/a	n/a	n/a	\$1,950.00	0.00
3299	Vahe Amnian	CapCo	Athena Albenzi	IEP Meeting	3/15/24	1.50	1.5	100	\$150.00	\$0.00
3299	Vahe Amnian	CapCo	Ayah Awad	Ed Psych Assessment	3/17/24	n/a	n/a	n/a	\$1,950.00	174.00
3299	Vahe Amnian	CapCo	Cristal Gonzalez	Ed Psych Assessment	3/20/24	n/a	n/a	n/a	\$1,950.00	61.00
3299	Vahe Amnian	CapCo	Cristian Navarro	Ed Psych Assessment	3/28/24	n/a	n/a	n/a	\$1,950.00	72.00
3299	Vahe Amnian	CapCo	Destiny Saucedo Ratcliffe	IEP Meeting	3/18/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Eima Younus	IEP Meeting	3/19/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Evay Kowaltschuk	Ed Psych Assessment	3/16/24	n/a	n/a	n/a	\$1,950.00	126.00
3299	Vahe Amnian	CapCo	Jadden McDonald	Ed Psych Assessment	3/16/24	n/a	n/a	n/a	\$1,950.00	94.00
3299	Vahe Amnian	CapCo	James Rawls	IEP Meeting	3/18/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Jay Treviso Hernandez	Ed Psych Assessment	3/25/24	n/a	n/a	n/a	\$1,950.00	132.00
3299	Vahe Amnian	CapCo	Jazmin Alvarez	IEP Meeting	3/29/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Miguel Antonio Ylagan	Ed Psych Assessment	3/20/24	n/a	n/a	n/a	\$1,950.00	98.00
3299	Vahe Amnian	CapCo	Mishka Donini	Ed Psych Assessment	3/10/24	n/a	n/a	n/a	\$1,950.00	49.00
3299	Vahe Amnian	CapCo	Romeo Jackiewicz	IEP Meeting	3/11/24	1.00	1	100	\$100.00	\$0.00
3299	Vahe Amnian	CapCo	Samantha Llamas	Ed Psych Assessment	3/9/24	n/a	n/a	n/a	\$1,950.00	76.00
3299	Vahe Amnian	CapCo	Se Do Kang	Ed Psych Assessment	3/9/24	n/a	n/a	n/a	\$1,950.00	166.00
3299	Vahe Amnian	CapCo	Shayan Shablian	IEP Meeting	3/26/24	1.50	1.5	100	\$150.00	\$0.00
3299	Vahe Amnian	CapCo	Thomas Shelton	Ed Psych Assessment	3/2/24	n/a	n/a	n/a	\$1,950.00	76.00
3299	Vahe Amnian	CapCo	Thomas Shelton	IEP Meeting	3/26/24	1.50	1.5	100	\$150.00	\$0.00
3299	Vahe Amnian	CapCo	Tristin McClinton	Ed Psych Assessment	3/10/24	n/a	n/a	n/a	\$1,950.00	209.00
3299	Vahe Amnian	CapCo	Tristin McClinton	IEP Meeting	3/22/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Aenghus Decker-Knealing	IEP Meeting	3/22/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Alexander Oropeza	Speech Assessment	3/23/24	10.50	10.5	110	\$1,155.00	\$0.00
3299	anessa Abraham	CapCo	Ava Bates	IEP Meeting	3/20/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Carlos Bautista Quiroz	IEP Meeting	3/1/24	1.25	1.25	100	\$125.00	\$0.00
3299	anessa Abraham	CapCo	Destiny Saucedo Ratcliffe	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Kristina Marynov	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Mason Vidana	IEP Meeting	3/22/24	1.00	1	100	\$100.00	\$0.00
3299	anessa Abraham	CapCo	Morgan Haas	IEP Meeting	3/8/24	1.00	1	100	\$100.00	\$0.00
3299	Virginia Granados	CapCo	Sinai Manuj	Speech Assessment	3/18/24	10.50	10.5	110	\$1,155.00	\$0.00
3299	Virginia Granados	CapCo	Abraham Manuj	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Abraham Manuj	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Abraham Manuj	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Abraham Manuj	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Abraham Manuj	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Ayden Clark	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
3299	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
3299	Virginia Granados	CapCo	Ayden Clark (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
3299	Virginia Granados	CapCo	Caleb Lamb	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Caleb Lamb	Speech Services	3/8/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Caleb Lamb	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Caleb Lamb	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Caleb Lamb	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
3299	Virginia Granados	CapCo	Joshua Blackburn (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
3299	Virginia Granados	CapCo	June O'neal	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
3299	Virginia Granados	CapCo	June O'neal	Speech Services	3/8/24	0.50	1	110	\$110.00	\$0.00

Virginia Granados	3299	CapCo	June O'neal	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal (n/s)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	June O'neal (n/s)	Speech Services	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Kristopher Jackson	Speech Services	3/8/24	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Kristopher Jackson	Speech Services	3/15/24	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Kristopher Jackson	Speech Services	3/22/24	1.00	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Kristopher Jackson (n/s)	Speech Services	2/28/24	1.00	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Kristopher Jackson (n/s)	Speech Services	3/1/24	1.00	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Latae Spearman	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Latae Spearman	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Latae Spearman	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Latae Spearman	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Mavontay Hamilton	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Mavontay Hamilton (n/s)	Speech Services	3/1/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Mavontay Hamilton (n/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Miracle Winters (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Skye Sylvester-Burris	Speech Services	3/20/24	0.33	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Skye Sylvester-Burris	Speech Services	3/27/24	0.33	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Skye Sylvester-Burris (n/s)	Speech Services	3/6/24	0.33	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Skye Sylvester-Burris (n/s)	Speech Services	3/13/24	0.33	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis (n/s)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis (n/s)	Speech Services	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3299	CapCo	Trystin Lewis (n/s)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Yvonne Duarte	3299	CapCo	Ava Bates	FBA	3/15/24	n/a	n/a	n/a	\$1,950.00	\$103.18
Yvonne Duarte	3299	CapCo	Gavin Cuenca	535	3/4/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3299	CapCo	Gavin Cuenca	535	3/6/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3299	CapCo	Gavin Cuenca	535	3/13/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3299	CapCo	Gavin Cuenca	535	3/20/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3299	CapCo	Gavin Cuenca	535	3/25/24	0.50	1	110	\$110.00	\$0.00
<b>Total</b>									<b>\$309,176.10</b>	<b>\$314,492.85</b>
<b>Total for Mileage:</b>									<b>5,316.75</b>	
<b>Total for Service:</b>									<b>\$309,176.10</b>	<b>\$5,316.75</b>
<b>Total</b>									<b>\$309,176.10</b>	<b>\$5,316.75</b>



























BILLING INVOICE

Invoice #	3269
Invoice Date:	2/29/24
Name:	El Paseo Children's Center/Inc
Mailing Address	74075 El Paseo Drive, Suite A2B Palm Desert, CA 92260
Telephone	760-342-4900

Bill To:  
California Online Public School  
Attn: La Chelle Carter  
lacarter@calca.connectionsacademy.org  
SPED-Finance@californiaops.org  
abathn@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled
Abigail Smaligan	3269	NorCal	Kennan Cump	AAC Consultation	2/8/24	1.25	1.25	120	\$150.00		.67
Adriana Covarubias	3269	NorCal	Andrew Palmer	OT Services	2/5/24	0.50	1	110	\$110.00		
Adriana Covarubias	3269	NorCal	Andrew Palmer	OT Services	2/12/24	0.50	1	110	\$110.00		
Adriana Covarubias	3269	NorCal	Andrew Palmer	OT Services	2/17/24	0.50	1	110	\$110.00		
Adriana Covarubias	3269	NorCal	Andrew Palmer	OT Services	2/26/24	0.50	1	110	\$110.00		
Adriana Covarubias	3269	NorCal	Andrew Palmer (m/u-11/13)	OT Services	2/12/24	0.50	1	110	\$110.00		
Adriana Covarubias	3269	NorCal	Andrew Palmer (m/u-12/1)	OT Services	2/28/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Abigail Sturdivant	OT Services	2/9/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Abigail Sturdivant	OT Services	2/16/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Abigail Sturdivant	OT Services	2/23/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Kendal Grey-Harbin	OT Services	2/9/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Kendal Grey-Harbin	OT Services	2/16/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Kendal Grey-Harbin	OT Services	2/23/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Mackenzie Smith	OT Services	2/9/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Mackenzie Smith	OT Services	2/16/24	0.50	1	110	\$110.00		
Alien Nguyen	3269	NorCal	Mackenzie Smith (n/s)	OT Services	2/23/24	0.50	0.5	110	\$55.00		
Albert Litvin	3269	NorCal	Danefris Thompson	IEP Meeting	2/20/24	1.50	1.5	100	\$150.00		
Alejandra Anoncal	3269	NorCal	Natalie Samuels	IEP Meeting	2/12/24	1.00	1	100	\$100.00		
Alyce Rouse	3269	NorCal	Kaitlynn Coleman	Speech Assessment	1/22/24	10.50	10.5	110	\$1,155.00		
Alyssa Guerrero	3269	NorCal	Abigail Sturdivant	IEP Meeting	2/6/24	1.00	1	100	\$100.00		
Amanda Olley	3269	NorCal	Isaiah Ryans	IEP Meeting	2/22/24	1.00	1	100	\$100.00		
Amanda Olley	3269	NorCal	Aislynn Batt	510	2/5/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Aislynn Batt	510	2/26/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Alice Timney	510	2/8/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Devin Ingram	IEP Meeting	2/5/24	1.50	1.5	100	\$150.00		
Amanda Olley	3269	NorCal	Eric Carey	510	2/7/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Eric Carey	510	2/14/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Eric Carey	510	2/21/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Eric Carey	510	2/28/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Jerry Burns	510	2/5/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Jerry Burns	510	2/23/24	0.50	1	100	\$100.00		
Amanda Olley	3269	NorCal	Jerry Burns	515	2/7/24	0.75	1	95	\$95.00		
Amanda Olley	3269	NorCal	Jerry Burns	515	2/14/24	0.75	1	95	\$95.00		
Amanda Olley	3269	NorCal	Jerry Burns	515	2/21/24	0.75	1	95	\$95.00		
Amanda Olley	3269	NorCal	Jerry Burns	520	2/15/24	0.50	1	120	\$120.00		
Amanda Olley	3269	NorCal	Lella Stripplin	510	2/23/24	0.50	1	100	\$100.00		
Angelica Diaz	3269	NorCal	Alicia Lyding	DHH Services	2/8/24	0.50	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Alicia Lyding	DHH Services	2/15/24	0.50	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Alicia Lyding (n/s)	DHH Services	2/22/24	0.50	0.5	110	\$55.00		
Angelica Diaz	3269	NorCal	David Collins	IEP Meeting	2/15/24	1.00	1	100	\$100.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/6/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/8/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/20/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/22/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/27/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	DHH Services	2/29/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst	IEP Meeting	2/9/24	1.00	1	100	\$100.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst (n/s)	DHH Services	2/13/24	1.00	0.5	110	\$55.00		
Angelica Diaz	3269	NorCal	Jahanara Hurst (n/s)	DHH Services	2/15/24	1.00	0.5	110	\$55.00		
Angelica Diaz	3269	NorCal	Jaylenn Gonzales	DHH Services	2/6/24	1.00	1	110	\$110.00		
Angelica Diaz	3269	NorCal	Nicholas Gemora	DHH Services	2/21/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Arshia Fathima Mubarak Syed	OT Services	2/13/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Arshia Fathima Mubarak Syed	OT Services	2/20/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Arshia Fathima Mubarak Syed	OT Services	2/27/24	0.50	0.5	110	\$55.00		
Ariana Vista	3269	NorCal	Arshia Fathima Mubarak Syed	OT Services	2/28/24	0.50	0.5	110	\$55.00		
Ariana Vista	3269	NorCal	Edgar Barajas (n/s)	OT Services	2/13/24	0.25	0.5	110	\$55.00		
Ariana Vista	3269	NorCal	Ezekiel Victorino	OT Services	2/28/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Ezekiel Victorino (n/s)	OT Services	2/14/24	0.50	0.5	110	\$55.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/5/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/7/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/12/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/14/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/21/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/26/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Frank Gorman	OT Services	2/28/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Imere Washington	OT Services	2/12/24	0.50	1	110	\$110.00		
Ariana Vista	3269	NorCal	Imere Washington	OT Services	2/26/24	0.50	1	110	\$110.00		



Emily Chupek	NorCal	Royal Steen	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Edward Perez	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	James Atkins	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Janea Atkins	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Janea Atkins	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Liam Engstrom	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Liam Engstrom	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Liam Engstrom	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Liam Engstrom	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Liam Engstrom (n/s)	Speech Services	2/19/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Mackenzie Smith (n/s)	Speech Services	2/23/24	0.50	110	\$55.00	\$0.00	\$0.00
Ericka Panayi	NorCal	Neva Perez	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Neva Perez	Speech Services	2/13/2024	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Neva Perez	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Neva Perez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Neva Perez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Neva Perez (n/s)	Speech Services	2/17/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Neva Perez (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Neva Perez (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Noah Perez	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Noah Perez	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Noah Perez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Noah Perez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Orlando Gutierrez Navarro	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Orlando Gutierrez Navarro	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Orlando Gutierrez Navarro	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Orlando Gutierrez Navarro	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Shyma Barak	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Shyma Barak	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/19/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Skyilar Deverse (n/s)	Speech Services	2/15/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Issaiah Ryans	IEP Meeting	2/22/24	1.00	1	100	\$100.00	\$0.00
Ericka Panayi	NorCal	Adrian Juarez-Morrison	Speech Services	2/28/24	0.42	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Adrian Juarez-Morrison (n/s)	Speech Services	2/21/24	0.42	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Akasha Clark	Speech Services	2/18/24	1.00	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Akasha Clark	Speech Services	2/22/24	1.00	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Akasha Clark	Speech Services	2/29/24	1.00	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Akira Clark	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Akira Clark	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Akira Clark	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Aliya Buchanan	Speech Services	2/17/24	0.42	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Aliya Buchanan	Speech Services	2/14/24	0.42	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Aliya Buchanan	Speech Services	2/21/24	0.42	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Aliya Buchanan	Speech Services	2/28/24	0.42	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Anthony McKinzy	Speech Services	2/18/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Anthony McKinzy	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Anthony McKinzy	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Anthony McKinzy	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Destiny Vargas (n/s)	Speech Services	2/26/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Edgar Barajas (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Ericka Panayi	NorCal	Franco Diaz	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Franco Diaz	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Franco Diaz	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Franco Diaz	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Imere Washington	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Imere Washington	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Imere Washington	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Ericka Panayi	NorCal	Jonah Moore	Speech Services	2/17/24	0.50	1	110	\$110.00	\$0.00

Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/18/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/12/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/22/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/28/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Jonah Moore	Speech Services		2/29/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lanz Lane	Speech Services		2/7/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lanz Lane	Speech Services		2/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lanz Lane	Speech Services		2/28/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lanz Lane (n/s)	Speech Services		2/21/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/16/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/7/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/13/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/14/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/21/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez	Speech Services		2/22/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Lawrence Lopez (m/u)	Speech Services		2/29/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Logan Marques	Speech Services		2/22/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Logan Marques	Speech Services		2/29/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3269	NorCal	Logan Marques (n/s)	Speech Services		2/8/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Marco Gutierrez	Speech Services		2/29/24	0.25	1	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Marco Gutierrez (n/s)	Speech Services		2/22/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Natalie Samuels (n/s)	Speech Services		2/16/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Natalie Samuels (n/s)	Speech Services		2/16/24	0.50	0.5	110	\$55.00	\$0.00
Evette Rios	3269	NorCal	Natalie Samuels (n/s)	Speech Services		2/26/24	0.50	0.5	110	\$55.00	\$0.00
Gary Ferrer	3269	NorCal	Bruce Martin	510		2/7/24	0.50	1	100	\$50.00	\$0.00
Heather Dockery	3269	NorCal	Nathan Cortez	Nurse Assessments-Travel/Mileage		2/10/24	4.00	4	110	\$440.00	\$142.00
Heather Dockery	3269	NorCal	Nathan Cortez	Nursing Assessment Flat		2/10/24	n/a	n/a	n/a	\$500.00	\$0.00
Heather Dockery	3269	NorCal	Nathan King	Nurse Assessments-Travel/Mileage		2/19/2024	4.00	4	110	\$440.00	\$151.4
Heather Dockery	3269	NorCal	Nathan King	Nursing Assessment Flat		2/19/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heather Dockery	3269	NorCal	Raymond Noah Garza	Nurse Assessments-Travel/Mileage		2/17/2024	2.50	2.5	110	\$275.00	\$91.1
Heather Dockery	3269	NorCal	Raymond Noah Garza	Nursing Assessment Flat		2/17/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heather Dockery	3269	NorCal	Ryan Babel	Nurse Assessments-Travel/Mileage		2/24/2024	2.00	2	110	\$220.00	\$73.7
Heather Dockery	3269	NorCal	Ryan Babel	Nursing Assessment Flat		2/24/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heather Dockery	3269	NorCal	Skylie McElhenie	Nurse Assessments-Travel/Mileage		2/3/24	1.20	1.2	110	\$132.00	\$48.2
Heather Dockery	3269	NorCal	Skylie McElhenie	Nursing Assessment Flat		2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Aliya Buchanan	Nurse Assessments-Travel/Mileage		2/17/2024	0.43	0.43	110	\$47.30	\$14.90
Heidi Newton	3269	NorCal	Aliya Buchanan	Nursing Assessment Flat		2/17/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Brooklyn Williams	Nurse Assessments-Travel/Mileage		2/22/2024	0.98	0.98	110	\$107.80	\$14.4
Heidi Newton	3269	NorCal	Brooklyn Williams	Nursing Assessment Flat		2/22/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Carly Abercrombie	Nurse Assessments-Travel/Mileage		2/17/2024	1.53	1.53	110	\$168.30	\$59.7
Heidi Newton	3269	NorCal	Carly Abercrombie	Nursing Assessment Flat		2/17/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Connor Williams	Nurse Assessments-Travel/Mileage		2/17/2024	1.30	1.3	110	\$143.00	\$50.3
Heidi Newton	3269	NorCal	Connor Williams	Nursing Assessment Flat		2/17/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Hannah Lewis	Nurse Assessments-Travel/Mileage		2/3/24	0.40	0.4	110	\$44.00	\$8.5
Heidi Newton	3269	NorCal	Hannah Lewis	Nursing Assessment Flat		2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Henry Saechao	Nurse Assessments-Travel/Mileage		2/17/2024	0.45	0.45	110	\$49.50	\$11.9
Heidi Newton	3269	NorCal	Henry Saechao	Nursing Assessment Flat		2/17/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Isaiah Troyano	Nurse Assessments-Travel/Mileage		2/4/24	4.07	4.07	110	\$447.70	\$87.3
Heidi Newton	3269	NorCal	Isaiah Troyano	Nursing Assessment Flat		2/4/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Jadon Smith	Nurse Assessments-Travel/Mileage		2/11/24	1.62	1.62	110	\$178.20	\$46.9
Heidi Newton	3269	NorCal	Jadon Smith	Nursing Assessment Flat		2/11/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Khadeejah Ibn	Nurse Assessments-Travel/Mileage		2/18/2024	2.48	2.48	110	\$272.80	\$95.6
Heidi Newton	3269	NorCal	Khadeejah Ibn	Nursing Assessment Flat		2/18/2024	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Miles Diana-Barham	Nurse Assessments-Travel/Mileage		2/11/24	3.05	3.05	110	\$335.50	\$95.6
Heidi Newton	3269	NorCal	Miles Diana-Barham	Nursing Assessment Flat		2/11/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Neicko Norman	Nurse Assessments-Travel/Mileage		2/3/24	1.25	1.25	110	\$137.50	\$37.4
Heidi Newton	3269	NorCal	Neicko Norman	Nursing Assessment Flat		2/3/24	n/a	n/a	n/a	\$500.00	\$0.00
Heidi Newton	3269	NorCal	Ruben Ramos	Nurse Assessments-Travel/Mileage		2/18/2024	2.00	2	110	\$220.00	\$82.4
Heidi Newton	3269	NorCal	Ruben Ramos	Nursing Assessment Flat		2/18/2024	n/a	n/a	n/a	\$500.00	\$0.00
Jarena Campbell	3269	NorCal	Robert Frazier	IEP Meeting		2/7/24	10.50	10.5	110	\$1,155.00	\$0.00
Jennifer Han-Rivas	3269	NorCal	Abigail Sturdiant	Speech Assessment		2/6/24	1.00	1	100	\$100.00	\$0.00
Jennifer Han-Rivas	3269	NorCal	Connor Williams	Speech Assessment		2/29/24	10.50	10.5	110	\$1,155.00	\$0.00
Jennifer Han-Rivas	3269	NorCal	Gordon Newman	IEP Meeting		2/29/24	1.00	1	100	\$100.00	\$0.00
Jessica Marinelli	3269	NorCal	Darlin Perez	IEP Meeting		2/28/24	1.00	1	100	\$100.00	\$0.00
Jessica Marinelli	3269	NorCal	Lawrence Lopez	Speech Assessment		2/26/24	10.50	10.5	110	\$1,155.00	\$0.00
Jocelyn Herrera	3269	NorCal	Maximiano Dangel	Ed Psych Assessment		2/22/24	n/a	n/a	n/a	\$950.00	\$69.6
Jocelyn Herrera	3269	NorCal	Maximiano Dangel	IEP Meeting		2/14/24	1.50	1.5	100	\$150.00	\$0.00
Kasey Galik	3269	NorCal	Aliya Buchanan	APE Assessment		2/24/24	10.50	10.5	110	\$1,155.00	\$0.00
Kasey Galik	3269	NorCal	Aliya Buchanan	APE Services		2/26/24	0.50	0.5	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/8/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/9/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/15/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/22/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/23/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3269	NorCal	Lanz Lane	APE Services		2/29/24	0.50	1	110	\$110.00	\$0.00

Kate Clark	3269	NorCal	Aliya Buchanan	Ed Psych Assessment	2/13/24	n/a	n/a	\$1,950.00	58.70	\$39.33
Kate Clark	3269	NorCal	Isaiah Guyton (n/s)	IEP Meeting	2/13/24	0.50	n/a	\$50.00	100	\$0.00
Kate Clark	3269	NorCal	James Edward Perez	Ed Psych Assessment	2/16/24	n/a	n/a	\$1,950.00	17.20	\$11.52
Kate Clark	3269	NorCal	Johanne Macintosh	Ed Psych Assessment	2/27/24	n/a	n/a	\$1,950.00	2.00	\$1.34
Kate Clark	3269	NorCal	Malachi Johnston	Ed Psych Assessment	2/27/24	n/a	n/a	\$1,950.00	40.80	\$27.3
Kate Clark	3269	NorCal	Maria Hernandez	Ed Psych Assessment	2/22/24	n/a	n/a	\$1,950.00	14.00	\$9.3
Kate Clark	3269	NorCal	Miles Diana-Barham	Ed Psych Assessment	2/12/24	n/a	n/a	\$1,950.00	38.30	\$25.6
Kate Clark	3269	NorCal	Nathan Cortez	IEP Meeting	2/27/24	1.50	n/a	\$150.00	100	\$0.00
Kate Clark	3269	NorCal	Nathan King	Ed Psych Assessment	2/18/24	n/a	n/a	\$1,950.00	12.60	\$8.4
Kate Clark	3269	NorCal	Raymond Noah Garza	IEP Meeting	2/29/24	1.50	1.5	\$1,950.00	100	\$0.00
Katherine McMahon	3269	NorCal	Mackenzie Smith	Nurse Assessments-Travel/Village	2/22/24	5.00	5	\$550.00	286.00	\$191.6
Katherine McMahon	3269	NorCal	Mackenzie Smith	Nursing Assessment Flat	2/22/24	n/a	n/a	\$500.00	120	\$0.00
Kelly Dunn	3269	NorCal	Brooklynn Evans	AT Services	2/26/24	0.50	1	\$100.00	100	\$0.00
Kelly Dunn	3269	NorCal	Iyanni Smith	IEP Meeting	2/22/24	1.00	1	\$100.00	100	\$0.00
Kimberly Valente	3269	NorCal	Connor Williams	Ed Psych Assessment	2/25/24	n/a	n/a	\$1,950.00	44.00	\$29.4
Kimberly Valente	3269	NorCal	Hannah Lewis	Ed Psych Assessment	2/24/2024	n/a	n/a	\$1,950.00	176.00	\$117.9
Kimberly Valente	3269	NorCal	Jadon Smith	IEP Meeting	2/26/24	1.00	1	\$100.00	100	\$0.00
Kimberly Valente	3269	NorCal	Ryan Babel	Ed Psych Assessment	2/28/24	n/a	n/a	\$1,950.00	86.00	\$57.6
Lana Scott	3269	NorCal	Dameiris Thompson	Ed Psych Assessment	1/26/24	n/a	n/a	\$1,950.00	100	\$0.00
Lana Scott	3269	NorCal	Dameiris Thompson	IEP Meeting	2/20/24	1.50	1.5	\$150.00	100	\$0.00
Lana Scott	3269	NorCal	King Thompson	Ed Psych Assessment	1/26/24	n/a	n/a	\$1,950.00	110.00	\$73.7
Lana Scott	3269	NorCal	King Thompson	IEP Meeting	2/12/24	1.00	1	\$100.00	100	\$0.00
Lana Scott	3269	NorCal	Kyrinah Gardner	Ed Psych Assessment	1/29/24	n/a	n/a	\$1,950.00	184.00	\$123.2
Latrina Chavez	3269	NorCal	Brooklynn Williams	Ed Psych Assessment	2/19/24	n/a	n/a	\$1,950.00	17.60	\$11.7
Latrina Chavez	3269	NorCal	Skylar Ellis	Ed Psych Assessment	1/30/24	n/a	n/a	\$1,950.00	262.00	\$175.5
Latrina Chavez	3269	NorCal	Skylar Ellis	IEP Meeting	2/19/24	1.00	1	\$100.00	100	\$0.00
Latrina Chavez	3269	NorCal	Tabbayon Owens	IEP Meeting	2/19/24	1.00	1	\$100.00	100	\$0.00
Lauren Goteili (Williams)	3269	NorCal	Maximiano Dangelo	IEP Meeting	2/14/24	1.75	1.75	\$175.00	100	\$0.00
Lauren Linhoff	3269	NorCal	Isaac Garcia	APE Services	2/14/24	0.33	1	\$10.00	110	\$0.00
Lauren Linhoff	3269	NorCal	Isaac Garcia	APE Services	2/28/24	0.33	1	\$10.00	110	\$0.00
Lauren White	3269	NorCal	Jahanara Hurst	IEP Meeting	2/19/24	1.00	1	\$100.00	100	\$0.00
Lauren White	3269	NorCal	Jahanara Hurst	IEP Meeting	2/20/24	1.00	1	\$100.00	100	\$0.00
Liza Zagayer	3269	NorCal	Orlando Gutierrez Navarro	OT Services	2/15/24	1.00	1	\$100.00	110	\$0.00
Liza Zagayer	3269	NorCal	Brooklynn Evans	OT Services	2/12/24	1.00	1	\$100.00	110	\$0.00
Liza Zagayer	3269	NorCal	Brooklynn Evans	OT Services	2/26/24	1.00	1	\$100.00	110	\$0.00
Liza Zagayer	3269	NorCal	Brooklynn Evans	OT Services	2/16/24	0.50	1	\$110.00	110	\$0.00
Liza Zagayer	3269	NorCal	Kaydence Breuss	OT Services	2/20/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Kaydence Breuss	OT Services	2/18/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Lawrence Lopez	OT Services	2/15/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Lawrence Lopez	OT Services	2/22/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Lawrence Lopez	OT Services	2/29/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/16/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/18/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/13/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/15/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/20/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/22/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/22/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/27/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/13/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	OT Services	2/29/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Zamayaloren Williams (n/s)	Speech Services	2/16/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/18/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/15/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/20/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/22/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/27/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst	Speech Services	2/29/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jahanara Hurst (n/s)	Speech Services	2/13/24	0.50	0.5	\$55.00	110	\$0.00
Liza Zagayer	3269	NorCal	Jonathan Arevalo-Gallardo	IEP Meeting	2/28/24	1.00	10	\$1,155.00	100	\$0.00
Liza Zagayer	3269	NorCal	Nathan King	Speech Assessment	2/29/24	10.50	10.5	\$1,155.00	100	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/16/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/17/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/13/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/14/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/20/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/21/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/27/24	0.50	1	\$10.00	110	\$0.00
Liza Zagayer	3269	NorCal	Rimah Abed	Speech Services	2/28/24	0.50	1	\$10.00	110	\$0.00
Melanie Segrave	3269	NorCal	Noah Ungos	515 Group Counseling	2/15/24	0.75	95	\$95.00	95	\$0.00
Melanie Segrave	3269	NorCal	Noah Ungos	515 Group Counseling	2/15/24	0.75	95	\$95.00	95	\$0.00
Melanie Segrave	3269	NorCal	Noah Ungos	515 Group Counseling	2/22/24	0.75	95	\$95.00	95	\$0.00
Melanie Segrave	3269	NorCal	Noah Ungos	515 Group Counseling	2/29/24	0.75	95	\$95.00	95	\$0.00
Melanie Segrave	3269	NorCal	Abigail Sturdivant	Speech Services	2/14/24	0.50	1	\$10.00	110	\$0.00
Melanie Segrave	3269	NorCal	Dexter Dixon	Speech Services	2/29/24	0.50	1	\$10.00	110	\$0.00
Melanie Segrave	3269	NorCal	Dexter Dixon	Speech Services	2/14/24	0.50	0.5	\$55.00	110	\$0.00
Melanie Segrave	3269	NorCal	Dexter Dixon (n/s)	Speech Services	2/14/24	0.50	0.5	\$55.00	110	\$0.00
Melanie Segrave	3269	NorCal	Dexter Dixon (n/s)	Speech Services	2/21/24	0.50	0.5	\$55.00	110	\$0.00





3300 California Online Public School  
 Invoice # 3/31/24  
 Name: ET Paseo Children's Center Inc  
 Mailing Address 74075 El Paseo Drive, Suite A2B  
 Palm Desert, CA 92260  
 Telephone 760-342-4900

BILLING INVOICE  
 CALCAR/NorCal  
 Previously RIPON

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled
Adriana Covarubias	3300	NorCal	Andrew Palmer	OT Services	3/4/24	0.50	1	110	\$110.00	.67	\$0.00
Adriana Covarubias	3300	NorCal	Andrew Palmer	OT Services	3/11/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3300	NorCal	Andrew Palmer	OT Services	3/18/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3300	NorCal	Andrew Palmer	OT Services	3/25/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3300	NorCal	Marco Gutierrez	OT Services	3/29/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3300	NorCal	Neah Ervin	IEP Meeting	3/8/24	1.50	1.5	100	\$150.00		\$0.00
Alien Nguyenly	3300	NorCal	Abigail Sturdivant	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Abigail Sturdivant	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Kendal Grey-Harbin	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Kendal Grey-Harbin	OT Services	3/15/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Kendal Grey-Harbin	OT Services	3/29/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Kendal Grey-Harbin (N/S)	OT Services	3/1/24	0.50	0.5	110	\$55.00		\$0.00
Alien Nguyenly	3300	NorCal	Kendal Grey-Harbin (N/S)	OT Services	3/22/24	0.50	0.5	110	\$55.00		\$0.00
Alien Nguyenly	3300	NorCal	Mackenzie Smith	OT Services	3/8/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Mackenzie Smith	OT Services	3/15/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Mackenzie Smith	OT Services	3/22/24	0.50	1	110	\$110.00		\$0.00
Alien Nguyenly	3300	NorCal	Mackenzie Smith (N/S)	OT Services	3/1/24	0.50	0.5	110	\$55.00		\$0.00
Alien Nguyenly	3300	NorCal	Mackenzie Smith (N/S)	OT Services	3/29/24	0.50	0.5	110	\$55.00		\$0.00
Alejandra Anoncal	3300	NorCal	Imere Washington	IEP Meeting	3/27/24	1.50	1.5	100	\$150.00		\$0.00
Alejandra Anoncal	3300	NorCal	Logan Marques	IEP Meeting	3/18/24	1.00	1	100	\$100.00		\$0.00
Alejandra Anoncal	3300	NorCal	Arianna Gonzalez	Manifestation Determination	3/6/24	n/a	n/a	n/a	\$100.00		\$0.00
Alicia Paoletta	3300	NorCal	Carmelia Garcia-Avina	IEP Meeting	3/12/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3300	NorCal	Carmelia Garcia-Avina	Manifestation Determination	3/10/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3300	NorCal	Daphne Flores	Manifestation Determination	3/24/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paoletta	3300	NorCal	Elijah Harris	IEP Meeting	3/13/24	1.00	1	100	\$100.00		\$0.00
Alicia Paoletta	3300	NorCal	Elijah Harris	Manifestation Determination	3/6/24	n/a	n/a	n/a	\$750.00		\$0.00
Iyce Rouse	3300	NorCal	James Edward Perez	IEP Meeting	3/20/24	1.50	1.5	100	\$150.00		\$0.00
Iyce Rouse	3300	NorCal	Kaitlynn Coleman	IEP Meeting	3/8/24	0.45	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Aishia Fathima Mubarak Syed	OT Consultation	3/20/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Aishia Fathima Mubarak Syed	IEP Meeting	3/11/24	1.25	1.25	100	\$125.00		\$0.00
Iyce Rouse	3300	NorCal	Mackenzie Smith	OT Assessment	3/11/24	10.50	10.5	110	\$1,155.00		\$0.00
Iyce Rouse	3300	NorCal	Skylar Deverse	IEP Meeting	3/20/24	1.00	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Aisley Batt	510	3/4/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Aisley Batt	510	3/25/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Eric Carey	510	3/6/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Eric Carey	510	3/13/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Eric Carey	510	3/20/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Eric Carey	510	3/27/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Leila Striplin	IEP Meeting	3/11/24	0.50	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Leila Striplin	IEP Meeting	3/22/24	1.00	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Ronin Ramos	515	3/27/24	0.50	1	95	\$95.00		\$0.00
Iyce Rouse	3300	NorCal	Henny Saechao	IEP Meeting	3/29/24	1.00	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Alicia Lyding	DHH Services	3/7/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Alicia Lyding	DHH Services	3/14/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Alicia Lyding	DHH Services	3/21/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Alicia Lyding	DHH Services	3/27/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/7/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/12/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/19/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/26/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/27/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/27/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/27/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst	DHH Services	3/28/24	1.00	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst (N/S)	DHH Services	3/11/24	1.00	0.5	110	\$55.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst (N/S)	DHH Services	3/14/24	1.00	0.5	110	\$55.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst (N/S)	DHH Services	3/26/24	1.00	0.5	110	\$55.00		\$0.00
Iyce Rouse	3300	NorCal	Jahanara Hurst (N/S)	DHH Services	3/19/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Jaylenn Gonzales	IEP Meeting	3/14/24	1.50	1.5	100	\$150.00		\$0.00
Iyce Rouse	3300	NorCal	Nicholas Gemora	DHH Services	3/27/24	0.33	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Nicholas Gemora	IEP Meeting	3/20/24	1.00	1	100	\$100.00		\$0.00
Iyce Rouse	3300	NorCal	Hollis Campbell	ROR	3/14/24	n/a	n/a	n/a	\$750.00		\$0.00
Iyce Rouse	3300	NorCal	Aishia Fathima Mubarak Syed	OT Services	3/19/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Aishia Fathima Mubarak Syed	OT Services	3/26/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Aishia Fathima Mubarak Syed (N/S)	OT Services	3/5/24	0.50	0.5	110	\$55.00		\$0.00
Iyce Rouse	3300	NorCal	Edgar Barajas (N/S)	OT Services	3/26/24	0.50	0.5	110	\$55.00		\$0.00
Iyce Rouse	3300	NorCal	Ezekiel Victorino	OT Services	3/13/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Ezekiel Victorino	OT Services	3/27/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Frank Gorman	OT Services	3/4/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Frank Gorman	OT Services	3/18/24	0.50	1	110	\$110.00		\$0.00
Iyce Rouse	3300	NorCal	Frank Gorman	OT Services	3/25/24	0.50	1	110	\$110.00		\$0.00

Ariana Visla	3300	NorCal	Frank Gorman	OT Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Imere Washington (N/S)	OT Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Visla	3300	NorCal	Imere Washington (N/S)	OT Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Visla	3300	NorCal	Imere Washington (N/S)	OT Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Visla	3300	NorCal	Isalah Ryans	OT Services	3/16/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Isalah Ryans	OT Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Isalah Ryans	OT Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Isalah Ryans	OT Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Noah Ervin	OT Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Noah Ervin	OT Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Noah Ervin	OT Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Noah Ervin	OT Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Rimah Abed	OT Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Rimah Abed	OT Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Robert Glover	OT Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Robert Glover	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Robert Glover	OT Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Robert Glover	OT Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Robert Glover (N/S)	OT Services	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Ariana Visla	3300	NorCal	Skylar Deverse	OT Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Skylar Deverse	OT Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Ariana Visla	3300	NorCal	Skylar Deverse (N/S)	OT Services	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Armando Alvarez Rico	3300	NorCal	Mackenzie Smith	IEP Meeting	3/11/24	1.00	1.5	100	\$150.00	\$0.00
Denise Reynolds	3300	NorCal	Kaydenae Breuss	IEP Meeting	3/11/24	1.00	1	100	\$100.00	\$0.00
Denise Reynolds	3300	NorCal	Anakin Gacutan-Custodio	Nurse Assessments-Travel/Milea	3/4/24	1.50	1.5	110	\$165.00	\$49.5
Denise Reynolds	3300	NorCal	Anakin Gacutan-Custodio	Nursing Assessment Flat	3/4/24	n/a	n/a	n/a	\$500.00	\$0.00
Denise Reynolds	3300	NorCal	Elijah Aigheyisi	Nurse Assessments-Travel/Milea	3/8/24	0.50	0.5	110	\$55.00	\$0.00
Denise Reynolds	3300	NorCal	Elijah Aigheyisi	Nursing Assessment Flat	3/8/24	n/a	n/a	n/a	\$500.00	\$0.00
Denise Reynolds	3300	NorCal	Johmie McIntosh	Nurse Assessments-Travel/Milea	3/1/24	0.05	0.06	110	\$6.60	\$4.0
Denise Reynolds	3300	NorCal	Johmie McIntosh	Nursing Assessment Flat	3/1/24	n/a	n/a	n/a	\$500.00	\$0.00
Denise Reynolds	3300	NorCal	Jonathan Moorhead	Nurse Assessments-Travel/Milea	3/16/24	0.50	0.5	110	\$55.00	\$0.00
Denise Reynolds	3300	NorCal	Jonathan Moorhead	Nursing Assessment Flat	3/16/24	n/a	n/a	n/a	\$500.00	\$0.00
Diana Cadigan	3300	NorCal	Jack (Jackie) Avery	DIH Assessment	3/10/24	10.50	10.5	110	\$1,155.00	\$0.00
Iana Cadigan	3300	NorCal	Jack (Jackie) Avery	DIH Services	3/4/24	1.00	1	110	\$100.00	\$0.00
Iana Cadigan	3300	NorCal	Jack (Jackie) Avery	IEP Meeting	3/27/24	1.00	1	100	\$100.00	\$0.00
Iana Cadigan	3300	NorCal	Ryder Andrews	DHH Services	3/20/24	10.50	10.5	110	\$1,155.00	\$0.00
Iana Cary	3300	NorCal	Imere Washington	OT Services	3/13/24	10.50	10.5	110	\$1,155.00	\$0.00
Izabeth (Elise) Lee	3300	NorCal	Gabriella Campbell	IEP Meeting	3/13/24	1.00	1	100	\$100.00	\$0.00
Izabeth (Elise) Lee	3300	NorCal	Isalah Troyano	Ed Psych Assessment	2/26/24	1.00	n/a	n/a	\$,950.00	132.20
Izabeth (Elise) Lee	3300	NorCal	Isalah Troyano	IEP Meeting	3/11/24	1.00	1	100	\$100.00	\$0.00
Izabeth (Elise) Lee	3300	NorCal	Ryder Andrews	Ed Psych Assessment	3/24/24	n/a	n/a	n/a	\$,950.00	95.60
Izabeth (Elise) Lee	3300	NorCal	Mackenzie Smith	IEP Meeting	3/29/24	0.50	1	100	\$100.00	\$0.00
Izabeth Vosseier	3300	NorCal	Maria Hernandez	IEP Meeting	3/28/24	1.00	1	100	\$100.00	\$0.00
Izabeth Vosseier	3300	NorCal	Samal Davis	IEP Meeting	3/27/24	0.50	1	100	\$100.00	\$0.00
Emily Chupek	3300	NorCal	Darius (Zachariah) Drum (Rozeogold)	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Darius (Zachariah) Drum (Rozeogold)	Speech Services	3/8/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Darius (Zachariah) Drum (Rozeogold)	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Darius (Zachariah) Drum (Rozeogold)	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Darius (Zachariah) Drum (Rozeogold)	Speech Services	3/29/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Johnny Atkins	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Johnny Atkins	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Johnny Atkins	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Johnny Atkins	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Johnny Atkins	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Kimmy Surfleed	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Kimmy Surfleed	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Kimmy Surfleed	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Kimmy Surfleed	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Lorenzo Perez	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Lorenzo Perez	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Lorenzo Perez	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Lorenzo Perez	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Iyanni Smith	Speech Services	3/7/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Iyanni Smith	Speech Services	3/14/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Iyanni Smith	Speech Services	3/21/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Iyanni Smith	Speech Services	3/28/24	0.75	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Meisha Hainline	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Meisha Hainline	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Meisha Hainline	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/21/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Royal Steen (m/s)	Speech Services	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Emily Chupek	3300	NorCal	Titus Brown	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3300	NorCal	Titus Brown	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00





Staff Name	Room	Location	Day	Time	Event	Duration	Frequency	Cost	Notes
Jennifer Han-Rivas	3300	NorCal	I'mere Washington	10:50	Speech Assessment	10.5	110	\$1,155.00	
Jessica Marinelli	3300	NorCal	Daphne Flores	1:50	IEP Meeting	1.5	100	\$150.00	
JoAnn Boone	3300	NorCal	Ronin Ramos	2:25	Nurse Assessments-Travel/Milea	2.25	110	\$247.50	56.00
JoAnn Boone	3300	NorCal	Ronin Ramos	n/a	Nursing Assessment-Flat	n/a	n/a	\$500.00	
Kara Todrank	3300	NorCal	Olivia Buchanan	10:50	OT Assessment	10.5	110	\$1,155.00	
Kasey Galik	3300	NorCal	Olivia Buchanan	0:50	APE Services	1	110	\$110.00	
Kasey Galik	3300	NorCal	Olivia Buchanan	1:50	IEP Meeting	1.5	100	\$150.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/17/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/18/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/19/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/20/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/21/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/22/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/23/24	APE Services	1.00	110	\$110.00	
Kasey Galik	3300	NorCal	Lanz Lane	3/24/24	APE Services	1.00	110	\$110.00	
Kate Clark	3300	NorCal	Henry Saechao	3/15/24	IEP Meeting	1.00	100	\$100.00	44.20
Kate Clark	3300	NorCal	Johanne McIntosh	3/16/24	Ed Psych Assessment	n/a	n/a	\$29.6	
Kate Clark	3300	NorCal	Malachi Johnston	3/26/24	IEP Meeting	1.00	100	\$100.00	
Kate Clark	3300	NorCal	Nicholas Gemora	3/20/24	IEP Meeting	1.00	100	\$100.00	
Kate Clark	3300	NorCal	Raymond Garza	3/15/24	IEP Meeting	1.00	100	\$100.00	
Kelly Dunn	3300	NorCal	Brooklynn Evans	3/29/24	IEP Meeting	1.00	100	\$100.00	
Kellie Mendoza	3300	NorCal	Harper Searcy	3/27/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	76.00
Kellie Mendoza	3300	NorCal	Harper Searcy (N/S)	3/27/24	ERMHS Assessment	n/a	n/a	\$1,950.00	
Kellie Mendoza	3300	NorCal	Leila Striplin	3/22/24	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Carly Abercrombie	3/17/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	36.00
Kimberly Valente	3300	NorCal	Carly Abercrombie	3/29/2024	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Connor Williams	3/17/24	Staffing Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Jarasia Gibbs	3/19/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	170.00
Kimberly Valente	3300	NorCal	Khadeejah Ibn Abdullah Butler	3/26/24	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Khadeejah Ibn Abdullah Butler	3/20/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	132.00
Kimberly Valente	3300	NorCal	Samal Davis	3/17/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	132.00
Kimberly Valente	3300	NorCal	Shalea Dixon	3/17/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	144.00
Kimberly Valente	3300	NorCal	Abrielle Rodriguez	2/26/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	6.00
Kimberly Valente	3300	NorCal	Dominic Hernandez	3/9/24	Ed Psych Assessment	n/a	n/a	\$29.4	
Kimberly Valente	3300	NorCal	I'mere Washington	3/14/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	44.00
Kimberly Valente	3300	NorCal	I'mere Washington	3/27/24	IEP Meeting	1.5	100	\$150.00	26.00
Kimberly Valente	3300	NorCal	Jonathan Moorthead	3/9/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	64.00
Kimberly Valente	3300	NorCal	Kynan Gardner	3/14/24	IEP Meeting	1.50	100	\$150.00	
Kimberly Valente	3300	NorCal	MacKenzie Smith	2/28/2024	Ed Psych Assessment	n/a	n/a	\$1,950.00	12.00
Kimberly Valente	3300	NorCal	Neviah Babel	3/27/24	IEP Meeting	1.50	100	\$150.00	
Kimberly Valente	3300	NorCal	Skylie McElheine	3/4/24	IEP Meeting	1.5	100	\$150.00	
Kimberly Valente	3300	NorCal	Skylie McElheine	3/17/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	12.00
Kimberly Valente	3300	NorCal	Bradley Zagelow	3/26/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	90.40
Kimberly Valente	3300	NorCal	Brooklyn Williams	3/13/24	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Chaz Eastland	3/22/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	230.00
Kimberly Valente	3300	NorCal	Elias Brown	3/5/24	Ed Psych Assessment	n/a	n/a	\$1,950.00	61.80
Kimberly Valente	3300	NorCal	Elias Brown	3/25/24	IEP Meeting	1.50	100	\$150.00	
Kimberly Valente	3300	NorCal	Isaac Garcia	3/13/24	APE Services	0.33	110	\$110.00	
Kimberly Valente	3300	NorCal	Isaac Garcia	3/25/24	APE Services	0.33	110	\$110.00	
Kimberly Valente	3300	NorCal	Lawrence Lopez	3/13/24	IEP Meeting	1.50	100	\$150.00	
Kimberly Valente	3300	NorCal	Skylar Deverse	3/20/24	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Brooklynn Evans	3/17/24	OT Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Brooklynn Evans	3/18/24	OT Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Brooklynn Evans	3/25/24	OT Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Brooklynn Evans (N/S)	3/4/24	OT Services	0.5	110	\$55.00	
Kimberly Valente	3300	NorCal	Kaydence Breuss	3/19/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Kaydence Breuss (N/S)	3/5/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Lawrence Lopez	3/7/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Lawrence Lopez	3/14/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Lawrence Lopez	3/21/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Lawrence Lopez	3/28/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/5/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/7/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/12/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/19/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/21/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/26/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Zamayaloren Williams (n/s)	3/28/24	OT Services	0.50	110	\$55.00	
Kimberly Valente	3300	NorCal	Harper Searcy (N/S)	3/27/24	IEP Meeting	1.00	100	\$100.00	
Kimberly Valente	3300	NorCal	Jahanara Hurst	3/17/24	Speech Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Jahanara Hurst	3/12/24	Speech Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Jahanara Hurst	3/14/24	Speech Services	1.00	110	\$110.00	
Kimberly Valente	3300	NorCal	Jahanara Hurst	3/19/24	Speech Services	1.00	110	\$110.00	

Mae Belen Vial	3300	NorCal	Jahanara Hurst	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Jahanara Hurst	Speech Services	3/26/24	0.50	1	110	\$100.00	\$0.00
Mae Belen Vial	3300	NorCal	Jahanara Hurst	Speech Services	3/28/24	0.50	1	100	\$100.00	\$0.00
Mae Belen Vial	3300	NorCal	Jahanara Hurst (N/S)	Speech Services	3/5/24	1.50	0.5	110	\$55.00	\$0.00
Mae Belen Vial	3300	NorCal	Nathan King	IEP Meeting	3/17/24	1.50	1.5	100	\$150.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vial	3300	NorCal	Rimah Abed	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Melanie Segrave	3300	NorCal	Noah Ungos	515	3/7/24	0.75	1	95	\$95.00	\$0.00
Melanie Segrave	3300	NorCal	Noah Ungos	515	3/14/24	0.75	1	95	\$95.00	\$0.00
Melanie Segrave	3300	NorCal	Noah Ungos	515	3/21/24	0.75	1	95	\$95.00	\$0.00
Melanie Segrave	3300	NorCal	Noah Ungos	515	3/28/24	0.75	1	95	\$95.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Abigail Sturdivant	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Abigail Sturdivant	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Dexter Dixon	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Dexter Dixon	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Dexter Dixon (N/S)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Robert Glover	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Robert Glover	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Robert Glover	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Mercedes (Sadie) Allin	3300	NorCal	Robert Glover	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Mia Frimtiz	3300	NorCal	Jack (Jackie) Avery	510	3/4/24	0.33	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Jack (Jackie) Avery	510	3/14/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Josue Garcia	IEP Meeting	3/13/24	1.50	1.5	100	\$150.00	\$0.00
Mia Frimtiz	3300	NorCal	Mia Arevalo Gallardo	510	3/4/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Mia Arevalo Gallardo	510	3/11/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Mia Arevalo Gallardo	510	3/18/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Mia Arevalo Gallardo	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Mia Arevalo Gallardo	IEP Meeting	3/27/24	1.50	1.5	100	\$150.00	\$0.00
Mia Frimtiz	3300	NorCal	Noah Ervin	510	3/5/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Noah Ervin	510	3/12/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Noah Ervin	510	3/19/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Noah Ervin	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Noah Ervin	IEP Meeting	3/8/24	1.50	1.5	100	\$150.00	\$0.00
Mia Frimtiz	3300	NorCal	Ronin Ramos	510	3/6/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Ronin Ramos	510	3/13/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtiz	3300	NorCal	Ronin Ramos	510	3/20/24	0.50	1	100	\$100.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	APE Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	APE Services	3/8/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	APE Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	APE Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	APE Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Brooklynn Evans	IEP Meeting	3/29/24	1.25	1.25	100	\$125.00	\$0.00
Michael Saunders	3300	NorCal	Logan Smith	APE Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Logan Smith	APE Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Logan Smith	APE Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Logan Smith	APE Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Madison Smith	APE Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Madison Smith	APE Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Madison Smith	APE Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3300	NorCal	Madison Smith	APE Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Mikayla Bell (Schramm)	3300	NorCal	Anthony McKinzy	IEP Meeting	3/14/24	1.00	1	100	\$100.00	\$0.00
Mikayla Bell (Schramm)	3300	NorCal	Daphne Flores	IEP Meeting	3/27/24	0.50	1	100	\$100.00	\$0.00
Mikayla Bell (Schramm)	3300	NorCal	Darin Perez	IEP Meeting	3/18/24	1.50	1.5	100	\$150.00	\$0.00
Montique Nguyen	3300	NorCal	Brooklynn Evans	IEP Meeting	3/29/24	1.50	1.5	100	\$150.00	\$0.00
Myesha Sharpe	3300	NorCal	Nailah Huston	OT Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Myesha Sharpe	3300	NorCal	Nailah Huston	OT Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Myesha Sharpe	3300	NorCal	Nailah Huston	OT Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Myesha Sharpe	3300	NorCal	Royal Steen (N/S)	OT Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Myesha Sharpe	3300	NorCal	Royal Steen (N/S)	OT Services	3/12/24	0.50	0.5	110	\$55.00	\$0.00
Myesha Sharpe	3300	NorCal	Royal Steen (N/S)	OT Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00
Myesha Sharpe	3300	NorCal	Royal Steen (N/S)	OT Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Naomi McCullley	3300	NorCal	Jaeson Jacquez	535	3/25/24	0.50	1	110	\$110.00	\$0.00
Patricia Lopez Crouch	3300	NorCal	Frank Gorman	IEP Meeting	1/30/24	1.50	1.5	100	\$150.00	\$0.00
Penny Lopez	3300	NorCal	Andrew Palmer	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Andrew Palmer	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Andrew Palmer	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Andrew Palmer	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Andrew Palmer	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00

Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Jack (Jackie) Avery	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson (N/S)	Speech Services	2/21/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson (N/S)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson (N/S)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3300	NorCal	Ziyah Frierson (N/S)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Ryan Grot	3300	NorCal	Logan Marques	IEP Meeting	3/18/24	1	1	100	\$100.00	\$0.00
Ryan Grot	3300	NorCal	Mykaleah Campos (N/S)	FBA Assessment	3/17/24	n/a	n/a	n/a	\$365.59	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Gordon Newnam	515	3/5/24	0.33	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Isalah Ryans	510	3/19/24	0.33	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Isalah Ryans	510	3/12/24	0.33	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Isalah Ryans	510	3/19/24	0.33	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Isalah Ryans	510	3/26/24	0.33	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	515	3/4/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	515	3/11/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	515	3/18/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	535	3/4/24	0.13	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	535	3/11/24	0.13	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Logan Marques	535	3/18/24	0.13	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Makayla Harvey	510	3/4/24	0.5	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Makayla Harvey	510	3/11/24	0.5	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Makayla Harvey	510	3/18/24	0.5	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Makayla Harvey	510	3/25/24	0.5	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/5/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/12/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/19/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/26/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/19/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	515	3/26/24	0.5	1	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	535	3/5/24	0.5	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	535	3/12/24	0.5	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	535	3/19/24	0.5	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Robert Glover	535	3/26/24	0.5	1	110	\$110.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Anakin Gacutan-Custodio	Ed Psych Assessment	10/7/23	n/a	n/a	n/a	\$1,950.00	\$37.50
Sarah Sabaghzadeh	3300	NorCal	Eric Long	IEP Meeting	1/31/24	1.25	1.25	100	\$125.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Johnnie McIntosh	IEP Meeting	3/26/24	1.50	1.5	100	\$150.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Maximiano Dangelo	IEP Meeting	3/29/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Daphne Flores	IEP Meeting	3/5/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/5/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/12/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/19/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/26/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/11/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/12/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/13/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/14/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/15/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/18/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/19/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/20/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/21/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/22/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/25/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/26/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/27/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/28/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/28/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Brendel Pardue (N/S)	515	3/29/24	0.88	0.5	95	\$47.50	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Elijah Harris	510	2/6/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Elijah Harris (N/S)	510	2/13/24	0.50	0.5	100	\$50.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Jerry Burns	510	3/19/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Jerry Burns	515	3/22/24	0.75	0.5	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Jerry Burns (N/S)	510	3/22/24	0.50	0.5	100	\$50.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Jerry Burns (N/S)	515	3/22/24	0.75	0.5	95	\$95.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Kendal Grey-Harbin	510	3/7/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Kendal Grey-Harbin	510	3/21/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Shalea Dixon	IEP Meeting	3/12/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Connor Williams	IEP Meeting	3/14/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Eric Carey	IEP Meeting	3/5/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Jerry Burns	IEP Meeting	3/22/24	1.00	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Nathan King	IEP Meeting	3/1/24	1.50	1.5	100	\$150.00	\$0.00
Sarah Sabaghzadeh	3300	NorCal	Noah Ervin	IEP Meeting	3/8/24	1.50	1.5	100	\$150.00	\$0.00

Vanessa Abraham	3300	NorCal	Connor Williams	IEP Meeting	3/14/24	1.5	1.5	100	\$150.00	\$0.00
Vanessa Abraham	3300	NorCal	Elias Brown	IEP Meeting	3/25/24	1.5	1.5	100	\$150.00	\$0.00
Vanessa Abraham	3300	NorCal	Elias Brown	Speech Assessment	3/2/24	10.5	10.5	110	\$1,155.00	\$0.00
Vanessa Abraham	3300	NorCal	Kyriah Gardner	IEP Meeting	3/14/24	1.50	1.5	100	\$150.00	\$0.00
Vanessa Abraham	3300	NorCal	Lorenzo Perez	IEP Meeting	3/4/24	1	1	100	\$100.00	\$0.00
Vanessa Abraham	3300	NorCal	Natalie Samuels	IEP Meeting	3/29/24	1	1	100	\$100.00	\$0.00
Vanessa Abraham	3300	NorCal	Noah Ervin	IEP Meeting	3/8/24	1.5	1.5	100	\$150.00	\$0.00
Virginia Granados	3300	NorCal	Daphne Flores	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3300	NorCal	Daphne Flores (N/S)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Daphne Flores (N/S)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Daphne Flores (N/S)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/4/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/6/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/11/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/13/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/18/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/25/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3300	NorCal	Zamayaloren Williams (N/S)	Speech Services	3/27/24	0.50	0.5	110	\$55.00	\$0.00
Yvonne Duarte	3300	NorCal	Liam Engstrom	535	3/4/2024	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3300	NorCal	Noah Ervin	535	3/8/24	0.50	1	110	\$110.00	\$0.00
				<b>Total for Service:</b>	<b>\$115,659.40</b>		<b>Total Due:</b>		<b>\$115,659.40</b>	<b>\$2,956.77</b>
				<b>Total</b>	<b>\$2,956.77</b>				<b>\$118,616.17</b>	<b>\$2,956.77</b>



Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Emily Chupek	3270	CENCA	Sophia Correa	Speech Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Carmen Schmidt	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Carmen Schmidt	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Carmen Schmidt	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Carmen Schmidt	Speech Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/12/2024	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Esperanza Perez	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Jeremiah Drake	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Jeremiah Drake	Speech Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Jeremiah Drake (n/s)	Speech Services	2/9/24	0.50	0.5	110	\$55.00	\$0.00
Erika Panayi	3270	CENCA	Lorenzo Fino	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Lorenzo Fino	Speech Services	2/16/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Lorenzo Fino	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Erika Panayi	3270	CENCA	Lorenzo Fino	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Evelin Farias-Mirels	3270	CENCA	Aaron Gandee	IEP Meeting	2/23/24	1.50	1.5	100	\$150.00	\$0.00
Evette Rios	3270	CENCA	Damian Dominguez	Speech Services	2/6/2024	0.50	1	110	\$110.00	\$0.00
Evette Rios	3270	CENCA	Damian Dominguez	Speech Services	2/13/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3270	CENCA	Damian Dominguez	Speech Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3270	CENCA	Damian Dominguez	Speech Services	2/27/24	0.50	1	110	\$110.00	\$0.00
Evette Rios	3270	CENCA	Damian Dominguez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Damian Dominguez (n/s)	Speech Services	2/9/24	0.50	0.5	110	\$55.00	\$0.00
vetite Rios	3270	CENCA	Damian Dominguez (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$0.00
vetite Rios	3270	CENCA	Joshua Evans	Speech Services	2/8/24	1.00	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Joshua Evans	Speech Services	2/22/24	1.00	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Joshua Evans	Speech Services	2/29/24	1.00	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Khobe Carter	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Khobe Carter (n/s)	Speech Services	2/12/24	0.50	0.5	110	\$55.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
vetite Rios	3270	CENCA	Martin Gonzalez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Christian Patillo	Speech Services	2/8/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Christian Patillo	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Christian Patillo	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Christian Patillo	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Javier Godinez	Speech Services	2/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Javier Godinez	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3270	CENCA	Javier Godinez	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Jessica Marinelli	3270	CENCA	Emma DeRoux	Speech Assessment	2/29/24	10.50	10.5	110	\$1,155.00	\$0.00
Kacy McCalla	3270	CENCA	Ivy Rhyne	FBA	2/23/24	n/a	n/a	n/a	\$1,950.00	\$39.40
Kacy McCalla	3270	CENCA	Robert Robinson	FBA	2/7/24	n/a	n/a	n/a	\$1,950.00	\$46.90
Kant Smith	3270	CENCA	Lane Licon	Nurse Assessments-Travel/Mileage	2/26/24	0.50	0.5	110	\$55.00	\$4.02
Kant Smith	3270	CENCA	Lane Licon	Nursing Assessment Flat	2/6/24	n/a	n/a	n/a	\$500.00	\$0.00
Kant Smith	3270	CENCA	Logan Licon	Nurse Assessments-Travel/Mileage	2/20/24	0.50	0.5	110	\$55.00	\$4.02
Kant Smith	3270	CENCA	Logan Licon	Nursing Assessment Flat	2/20/24	n/a	n/a	n/a	\$500.00	\$0.00
Kant Smith	3270	CENCA	Matthew Tome	Nurse Assessments-Travel/Mileage	2/6/24	1.33	1.33	110	\$146.30	\$17.42
Kant Smith	3270	CENCA	Matthew Tome	Nursing Assessment Flat	2/6/24	n/a	n/a	n/a	\$500.00	\$0.00
Kant Smith	3270	CENCA	Noah Curiel	Nurse Assessments-Travel/Mileage	2/13/24	1.50	1.5	110	\$165.00	\$28.14
Kant Smith	3270	CENCA	Noah Curiel	Nursing Assessment Flat	2/13/24	n/a	n/a	n/a	\$500.00	\$0.00
Kant Smith	3270	CENCA	Scion Sumlin	Nurse Assessments-Travel/Mileage	2/28/24	1.33	1.33	110	\$146.30	\$24.12
Kant Smith	3270	CENCA	Scion Sumlin	Nursing Assessment Flat	2/28/24	n/a	n/a	n/a	\$500.00	\$0.00
Kasey Galik	3270	CENCA	Emma DeRoux	APE Assessment	2/13/24	10.50	10.5	110	\$1,155.00	\$0.00
Kasey Galik	3270	CENCA	Emma DeRoux	APE Services	2/9/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3270	CENCA	Jayden Ortiz	APE Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3270	CENCA	Jayden Ortiz	APE Services	2/23/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3270	CENCA	Alexander Pratt	IEP Meeting	2/29/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3270	CENCA	Alexander Pratt (n/s)	510	2/26/24	1.00	0.5	100	\$50.00	\$0.00
Kate Clark	3270	CENCA	Alexander Pratt (n/s)	515	2/29/24	1.00	0.5	95	\$47.50	\$0.00
Kate Clark	3270	CENCA	Spencer Tubbs (n/s)	510	2/26/24	0.50	0.5	100	\$50.00	\$0.00
Katherine McMahon	3270	CENCA	Aaron Gandee	Nurse Assessments-Travel/Mileage	1/31/24	2.00	2	110	\$220.00	\$73.70
Katherine McMahon	3270	CENCA	Aaron Gandee	Nursing Assessment Flat	1/31/24	n/a	n/a	n/a	\$500.00	\$0.00

Katherine McMahon	3270	CENCA	Dylan Bartel	Nurse Assessments-Travel/Mileage	2/22/24	0.50	0.5	110	\$55.00	6.80	\$4.56
Katherine McMahon	3270	CENCA	Dylan Bartel	Nursing Assessment Flat	2/22/24	n/a	n/a	n/a	\$500.00		\$0.00
Katherine McMahon	3270	CENCA	Jaxon Torrez	Nurse Assessments-Travel/Mileage	2/22/24	1.50	1.5	110	\$165.00	56.00	\$37.52
Katherine McMahon	3270	CENCA	Jaxon Torrez	Nursing Assessment Flat	2/22/24	n/a	n/a	n/a	\$500.00		\$0.00
Katherine McMahon	3270	CENCA	Julian Rios	Nurse Assessments-Travel/Mileage	2/22/24	1.00	1	110	\$110.00	26.60	\$17.82
Katherine McMahon	3270	CENCA	Julian Rios	Nursing Assessment Flat	2/22/24	n/a	n/a	n/a	\$500.00		\$0.00
Katherine McMahon	3270	CENCA	Maddox Stolz-Ybarra	Nurse Assessments-Travel/Mileage	2/12/24	2.00	2	110	\$220.00	127.20	\$85.22
Katherine McMahon	3270	CENCA	Maddox Stolz-Ybarra	Nursing Assessment Flat	2/12/24	n/a	n/a	n/a	\$500.00		\$0.00
Katherine McMahon	3270	CENCA	Ralph Rubio	Nurse Assessments-Travel/Mileage	2/23/24	2.00	2	110	\$220.00	89.60	\$60.03
Katherine McMahon	3270	CENCA	Ralph Rubio	Nursing Assessment Flat	2/23/24	n/a	n/a	n/a	\$500.00		\$0.00
Katherine McMahon	3270	CENCA	Skylar Taylor	Nurse Assessments-Travel/Mileage	2/28/24	2.00	2	110	\$220.00	106.40	\$71.29
Katherine McMahon	3270	CENCA	Skylar Taylor	Nursing Assessment Flat	2/28/24	n/a	n/a	n/a	\$500.00		\$0.00
Kelly Dunn	3270	CENCA	Bella Buoni	IEP Meeting	2/22/24	1.00	1	100	\$100.00		\$0.00
Kelly Dunn	3270	CENCA	Emma DeRoux	AAC Assessment	2/13/24	n/a	n/a	n/a	\$1,783.00		\$0.00
Kelly Dunn	3270	CENCA	Emma DeRoux	AT Assessment	2/13/24	n/a	n/a	n/a	\$1,783.00		\$0.00
Kelly Dunn	3270	CENCA	Jace Collins	IEP Meeting	2/23/24	1.00	1	100	\$100.00		\$0.00
Kelly Dunn	3270	CENCA	Jace Collins	IEP Meeting	2/23/24	2.00	2	100	\$200.00		\$0.00
Kelly Dunn	3270	CENCA	Nammi Gohari	AT Assessment	2/26/24	n/a	n/a	n/a	\$1,783.00		\$0.00
Kimberly Valente	3270	CENCA	Evan Morales	IEP Meeting	2/15/24	1.25	1.25	100	\$125.00		\$0.00
Kimberly Valente	3270	CENCA	Mia Flores	Ed Psych Assessment	2/11/24	n/a	n/a	n/a	\$1,950.00	202.00	\$135.34
Lauren Golelli (Williams)	3270	CENCA	Jace Collins	IEP Meeting	2/23/24	1.00	1	100	\$100.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Jace Collins	Speech Services	2/15/24	0.67	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Jace Collins	Speech Services	2/22/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zachary DeRoux	Speech Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zachary DeRoux (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	IEP Meeting	2/22/24	1.00	1	100	\$100.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	Speech Services	2/15/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	Speech Services	2/20/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	Speech Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	Speech Services	2/29/24	0.50	1	110	\$110.00		\$0.00
Lauren Golelli (Williams)	3270	CENCA	Zoey Sherin	Speech Services	2/27/24	0.50	0.5	110	\$55.00		\$0.00
Lauren Linhoff	3270	CENCA	Marin Gonzalez	APE Services	2/8/24	0.50	1	110	\$110.00		\$0.00
Lauren Linhoff	3270	CENCA	Marin Gonzalez	APE Services	2/14/24	0.50	1	110	\$110.00		\$0.00
Lauren Linhoff	3270	CENCA	Marin Gonzalez	IEP Meeting	2/20/24	1.00	1	100	\$100.00		\$0.00
za Zagayer	3270	CENCA	Darius Green (n/s)	OT Services	2/8/24	0.50	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Darius Green (n/s)	OT Services	2/22/24	0.50	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Emma DeRoux (n/s)	OT Services	2/15/24	0.42	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Emma DeRoux (n/s)	OT Services	2/12/24	0.42	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Emma DeRoux (n/s)	OT Services	2/26/24	0.42	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Esperanza Perez	OT Services	2/6/24	0.50	1	110	\$110.00		\$0.00
za Zagayer	3270	CENCA	Esperanza Perez	OT Services	2/13/24	0.50	1	110	\$110.00		\$0.00
za Zagayer	3270	CENCA	Esperanza Perez	OT Services	2/20/24	0.50	1	110	\$110.00		\$0.00
za Zagayer	3270	CENCA	Esperanza Perez	OT Services	2/27/24	0.50	1	110	\$110.00		\$0.00
za Zagayer	3270	CENCA	Jeremiah Drake (n/s)	OT Services	2/13/24	0.33	0.5	110	\$55.00		\$0.00
za Zagayer	3270	CENCA	Jeremiah Drake (n/s)	OT Services	2/27/24	0.33	0.5	110	\$55.00		\$0.00
Liza Zagayer	3270	CENCA	Victoria Crutchfield	OT Services	2/16/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3270	CENCA	Victoria Crutchfield	OT Services	2/9/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3270	CENCA	Zachary DeRoux (n/s)	OT Services	2/26/24	0.50	0.5	110	\$55.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno	Speech Services	2/8/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno	Speech Services	2/12/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno	Speech Services	2/22/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno (n/s)	Speech Services	2/28/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00		\$0.00
MaeBelen Vital	3270	CENCA	Adrian Moreno (n/s)	Speech Services	2/15/24	0.50	0.5	110	\$55.00		\$0.00
MaeBelen Vital	3270	CENCA	Jude Gonzales	Speech Services	2/21/24	0.50	0.5	110	\$55.00		\$0.00
MaeBelen Vital	3270	CENCA	Jude Gonzales	Speech Services	2/20/24	0.50	1	110	\$110.00		\$0.00
MaeBelen Vital	3270	CENCA	Jude Gonzales (n/s)	Speech Services	2/27/24	0.50	0.5	110	\$55.00		\$0.00
Maurisha (Misha) Bertullo	3270	CENCA	Sophia Millvoi	IEP Meeting	2/27/24	1.50	1.5	100	\$150.00		\$0.00
Mercedes Alin	3270	CENCA	Yasmeen Alae	Speech Services	2/5/24	0.50	1	110	\$110.00		\$0.00
Mercedes Alin	3270	CENCA	Yasmeen Alae	Speech Services	2/12/24	0.50	1	110	\$110.00		\$0.00
Mercedes Alin	3270	CENCA	Yasmeen Alae	Speech Services	2/26/24	0.50	1	110	\$110.00		\$0.00
Mia Frimtiz	3270	CENCA	Anthony Gutierrez	510	2/5/24	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Anthony Gutierrez	510	2/12/2024	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Anthony Gutierrez	510	2/20/2024	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Anthony Gutierrez	510	2/26/2024	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Darius Green	510	2/8/24	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Darius Green	510	2/15/24	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Darius Green	510	2/22/24	0.50	1	100	\$100.00		\$0.00
Mia Frimtiz	3270	CENCA	Darius Green	510	2/29/2024	0.50	1	100	\$100.00		\$0.00
Michael Saunders	3270	CENCA	Joslynn Beckham	APE Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Michael Saunders	3270	CENCA	Joslynn Beckham	APE Services	2/28/24	0.50	1	110	\$110.00		\$0.00

Michael Saunders	3270	CENCA	Nammi Gohari	APE Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3270	CENCA	Nammi Gohari	APE Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3270	CENCA	Nammi Gohari	APE Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3270	CENCA	Nammi Gohari	IEP Meeting	2/23/24	2.00	2	100	\$200.00	\$0.00
Patricia Slaback	3270	CENCA	Jayden Ortiz	OI Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Patricia Slaback	3270	CENCA	Jeremiah Drake	OI Services	2/20/24	0.50	1	110	\$110.00	\$0.00
Patricia Slaback	3270	CENCA	Nammi Gohari	IEP Meeting	2/23/24	2.00	2	100	\$200.00	\$0.00
Patricia Slaback	3270	CENCA	Nammi Gohari	OI Services	2/12/24	0.25	1	110	\$110.00	\$0.00
Patricia Slaback	3270	CENCA	Ralph Rubio	OI Assessment	2/28/24	10.50	10.5	110	\$1,155.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	12/14/23	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	1/3/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	1/10/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Cassidy Otero (n/s)	Speech Services	1/31/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	12/14/23	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	1/3/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	1/10/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green (m/u 1/17)	Speech Services	1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Darius Green (n/s)	Speech Services	1/31/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux	Speech Services	1/10/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux	Speech Services	1/17/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux (n/s)	Speech Services	1/24/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux (n/s)	Speech Services	1/31/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3270	CENCA	Emma DeRoux (n/s)	Speech Services	1/3/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	1/3/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	1/10/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	1/31/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3270	CENCA	Kenton Wood	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00
yan Groff	3270	CENCA	Aaron Gandee	Ed Psych Assessment	2/8/24	n/a	n/a	n/a	\$1,950.00	\$41.41
yan Groff	3270	CENCA	David Sansosti	Ed Psych Assessment	1/18/24	n/a	n/a	n/a	\$1,950.00	\$55.48
yan Groff	3270	CENCA	David Sansosti	IEP Meeting	2/12/24	1.00	1	100	\$100.00	\$0.00
yan Groff	3270	CENCA	Hadley Harden	Ed Psych Assessment	1/17/24	n/a	n/a	n/a	\$1,950.00	\$34.30
yan Groff	3270	CENCA	Hadley Harden	IEP Meeting	2/27/24	1.00	1	100	\$100.00	\$0.00
yan Groff	3270	CENCA	Jaxon Torre	Ed Psych Assessment	2/16/24	n/a	n/a	n/a	\$1,950.00	\$67.27
yan Groff	3270	CENCA	Julian Cano	IEP Meeting	1/19/24	1.00	1	100	\$100.00	\$0.00
yan Groff	3270	CENCA	Julian Rios	Ed Psych Assessment	2/29/24	n/a	n/a	n/a	\$1,950.00	\$35.11
yan Groff	3270	CENCA	Sophia Milivoi	Ed Psych Assessment	1/16/24	n/a	n/a	n/a	\$1,950.00	\$58.81
Ryan Groff	3270	CENCA	Stoliz Ybarra	Ed Psych Assessment	2/13/24	n/a	n/a	n/a	\$1,950.00	\$56.88
Ryan Groff	3270	CENCA	Talyn Gallyer	IEP Meeting	1/29/24	1.00	1	100	\$100.00	\$0.00
Ryan Groff	3270	CENCA	Izaca Martinez	IEP Meeting	2/13/24	1.00	1	100	\$100.00	\$0.00
Shelbi Casados	3270	CENCA	Adam Granum	Speech Services	2/15/24	0.75	1	110	\$110.00	\$0.00
Syndi Shefer	3270	CENCA	Tobias Tracy	Speech Services	2/5/24	0.50	1	110	\$110.00	\$0.00
Syndi Shefer	3270	CENCA	Tobias Tracy	Speech Services	2/12/24	0.50	1	110	\$110.00	\$0.00
Syndi Shefer	3270	CENCA	Tobias Tracy	Speech Services	2/26/24	0.50	1	110	\$110.00	\$0.00
Tem Schoch	3270	CENCA	Andrew Reynolds (n/s)	515	2/8/24	0.50	0.5	95	\$47.50	\$0.00
Tem Schoch	3270	CENCA	Andrew Reynolds (n/s)	515	2/15/24	0.50	0.5	95	\$47.50	\$0.00
Tem Schoch	3270	CENCA	Andrew Reynolds (n/s)	515	2/22/24	0.50	0.5	95	\$47.50	\$0.00
Tem Schoch	3270	CENCA	Ivy Rhyme	510	2/14/24	0.50	1	100	\$100.00	\$0.00
Tem Schoch	3270	CENCA	Ivy Rhyme	510	2/21/24	0.50	1	100	\$100.00	\$0.00
Tem Schoch	3270	CENCA	Ivy Rhyme (n/s)	510	2/7/24	0.50	0.5	100	\$50.00	\$0.00
Tem Schoch	3270	CENCA	Ivy Rhyme (n/s)	510	2/28/24	0.50	0.5	100	\$50.00	\$0.00
Tem Schoch	3270	CENCA	Nammi Gohari (n/s)	510	2/29/24	0.50	0.5	100	\$50.00	\$0.00
Vahe Amnian	3270	CENCA	Cymone Canton	IEP Meeting	2/16/24	1	1	100	\$100.00	\$0.00
Vahe Amnian	3270	CENCA	David Church	Ed Psych Assessment	2/4/24	n/a	n/a	n/a	\$1,950.00	\$4.02
Vahe Amnian	3270	CENCA	David Church	IEP Meeting	2/26/24	1	1	100	\$100.00	\$0.00
Vahe Amnian	3270	CENCA	Dorien Thornton	Ed Psych Assessment	2/4/24	n/a	n/a	n/a	\$1,950.00	\$103.18
Vahe Amnian	3270	CENCA	Emma DeRoux	Ed Psych Assessment	2/18/24	n/a	n/a	n/a	\$1,950.00	\$159.46
Vahe Amnian	3270	CENCA	Jazelyn Benitez	IEP Meeting	2/23/24	1.00	1	100	\$100.00	\$0.00
Vahe Amnian	3270	CENCA	Jenny Mora	IEP Meeting	2/6/24	1.00	1	100	\$100.00	\$0.00
Vahe Amnian	3270	CENCA	Lane Licon	Ed Psych Assessment	2/19/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Vahe Amnian	3270	CENCA	Lane Licon	IEP Meeting	2/28/24	1	1	100	\$100.00	\$0.00
Vahe Amnian	3270	CENCA	Logan Licon	Ed Psych Assessment	2/19/24	n/a	n/a	n/a	\$1,950.00	\$0.00
Vahe Amnian	3270	CENCA	Matthew Tome	Ed Psych Assessment	2/3/24	n/a	n/a	n/a	\$1,950.00	\$135.34
Vahe Amnian	3270	CENCA	Nammi Gohari	IEP Meeting	2/23/24	2	2	100	\$200.00	\$0.00
Vanessa Abraham	3270	CENCA	Jaxon Torre	Speech Assessment	2/22/24	10.50	10.5	110	\$1,155.00	\$0.00
Ignilia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/14/24	0.50	1	110	\$110.00	\$0.00

Virginia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/7/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/22/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3270	CENCA	Aaron Moreno	Speech Services	2/29/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3270	CENCA	Aaron Moreno (n/s)	Speech Services	2/6/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3270	CENCA	Travis Johnson	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	1/16/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	1/18/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	1/22/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	2/5/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	2/6/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	2/13/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	2/20/24	0.50	1	110	\$110.00	\$0.00
Yvonne Duarte	3270	CENCA	Lorenzo Fino	535 Behavior	2/26/24	0.50	1	110	\$110.00	\$0.00
<b>Total</b>				<b>Total for Service:</b>	<b>Total for Mileage:</b>		<b>Total Due:</b>			
				\$77,861.60	\$1,521.03		\$79,382.63		\$77,861.60	\$1,521.03

CENCA

BILLING INVOICE

Invoice #	3301
Invoice Date:	3/31/24
Name:	El Paseo Children's Center, Inc
Mailing Address	74075 El Paseo Drive, Suite A2B Palm Desert, CA 92260
Telephone	760-342-4900

Bill To: California Online Public School  
 Attn: La Chelle Carter  
 lacarter@calca.connectionsacademy.org  
 SPED-Finance@californiops.org  
 abathn@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .67
Adriana Covarrubias	3301	CENCA	Damian Dominguez	OT Services	3/5/24	0.67	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Damian Dominguez	OT Services	3/21/24	0.67	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Isabella Tosti	OT Services	3/7/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Isabella Tosti	OT Services	3/14/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Isabella Tosti	OT Services	3/21/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Isabella Tosti	OT Services	3/28/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	King Wilson	OT Services	3/7/24	0.42	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	King Wilson	OT Services	3/14/24	0.42	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	King Wilson	OT Services	3/22/24	0.42	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	King Wilson (n/s)	OT Services	3/28/24	0.42	0.5	110	\$55.00		\$0.00
Adriana Covarrubias	3301	CENCA	Lorenzo Fino	IEP Meeting	3/15/24	1.00	1	100	\$100.00		\$0.00
Adriana Covarrubias	3301	CENCA	Lorenzo Fino	OT Services	3/18/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Lorenzo Fino	OT Services	3/13/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarrubias	3301	CENCA	Lorenzo Fino	OT Services	3/20/24	0.50	1	110	\$110.00		\$0.00
Alicia Paolella	3301	CENCA	Christopher Keeling	IEP Meeting	3/14/24	1.00	1	100	\$100.00		\$0.00
Alicia Paolella	3301	CENCA	Christopher Keeling	Manifestation Determination	3/9/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paolella	3301	CENCA	Damien Moore	Manifestation Determination	3/14/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paolella	3301	CENCA	Frankynn Moore	Manifestation Determination	3/23/24	n/a	n/a	n/a	\$750.00		\$0.00
Alicia Paolella	3301	CENCA	Gonzalo Trejo	Manifestation Determination	3/24/24	n/a	n/a	n/a	\$750.00		\$0.00
Ylissa Guerrero	3301	CENCA	Zoe Sherin	OT Assessment	3/22/24	10.50	10.5	110	\$1,155.00		\$0.00
Ylissa Guerrero	3301	CENCA	Emma DeRoux	IEP Meeting	3/4/24	1.50	1.5	100	\$150.00		\$0.00
Ylissa Guerrero	3301	CENCA	Jaxon Torrez	IEP Meeting	3/21/24	1.25	1.25	100	\$125.00		\$0.00
manda Olley	3301	CENCA	Aiden Tracy	510	3/4/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Aiden Tracy	510	3/18/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Anthony Jimenez	510	3/7/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Anthony Jimenez	510	3/14/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Anthony Jimenez	520	3/14/24	0.50	1	120	\$120.00		\$0.00
manda Olley	3301	CENCA	Christian Patillo	515	3/4/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Christian Patillo	515	3/11/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Christian Patillo	515	3/18/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Christian Patillo	515	3/25/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	510	3/5/24	0.25	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	515	3/6/24	0.33	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	515	3/13/24	0.33	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	515	3/20/24	0.33	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	515	3/27/24	0.33	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Damian Espinoza	IEP Meeting	3/11/24	1.00	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Joshua Evans	515	3/6/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Joshua Evans	515	3/20/24	0.50	1	95	\$95.00		\$0.00
manda Olley	3301	CENCA	Samaura Aristequi-Lucatero	510	3/4/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Samaura Aristequi-Lucatero	510	3/18/24	0.50	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Cymone Canton	DHH Services	3/27/24	1.00	1	110	\$110.00		\$0.00
manda Olley	3301	CENCA	Damien Moore	IEP Meeting	3/25/24	1.00	1	100	\$100.00		\$0.00
manda Olley	3301	CENCA	Jace Collins	OT Services	3/20/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3301	CENCA	Jace Collins	OT Services	3/25/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3301	CENCA	Narumi Gohari	OT Services	3/4/24	0.50	1	110	\$110.00		\$0.00
manda Olley	3301	CENCA	Narumi Gohari (n/s)	OT Services	3/25/24	0.50	0.5	110	\$55.00		\$0.00
manda Olley	3301	CENCA	Dylan Bartel	IEP Meeting	3/28/24	1.25	1.25	100	\$125.00		\$0.00
manda Olley	3301	CENCA	Dylan Bartel	Speech Assessment	2/23/24	10.50	10.5	110	\$1,155.00		\$0.00
manda Olley	3301	CENCA	Lorenzo Fino	IEP Meeting	3/15/24	1.50	1.5	100	\$150.00		\$0.00
manda Olley	3301	CENCA	Zoe Sherin	Speech Assessment	3/5/24	10.50	10.5	110	\$1,155.00		\$0.00
manda Olley	3301	CENCA	Dorian Thornton	Speech Assessment	3/5/24	10.50	10.5	110	\$1,155.00		\$0.00
BreeAnn Lewis	3301	CENCA	Taylor Ashoori	Nurse Assessments-Travel/Mileage	3/14/24	1.00	1	110	\$110.00	36.00	\$24.12
BreeAnn Lewis	3301	CENCA	Taylor Ashoori	Nursing Assessment Flat	3/14/24	n/a	n/a	n/a	\$500.00		\$0.00
Candice Gayle	3301	CENCA	Jazmine Rivera	PT Services	3/11/24	1.00	1	110	\$110.00		\$0.00
Candice Gayle	3301	CENCA	Jazmine Rivera (n/s)	PT Services	3/22/24	1.00	0.5	110	\$55.00		\$0.00
Dana Cary	3301	CENCA	Sophia Milevoi	OT Assessment	3/21/24	10.50	10.5	110	\$1,155.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/6/24	0.50	1	110	\$110.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/11/24	0.50	1	110	\$110.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/13/24	0.50	1	110	\$110.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/18/24	0.50	1	110	\$110.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/20/24	0.50	1	110	\$110.00		\$0.00
Eleonora Magri	3301	CENCA	Christian Patillo	535 Student	3/22/24	0.50	1	110	\$110.00		\$0.00



Employee Name	3301	CENCA	Samaura Antiequi-Lucatero	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Christian Patillo	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Christian Patillo	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Christian Patillo (n/s)	Speech Services	3/21/24	0.50	0.5	110	\$55.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Christian Patillo (n/s)	Speech Services	3/28/24	0.50	0.5	110	\$55.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Javier Godinez	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Javier Godinez	Speech Services	3/9/24	0.50	1	110	\$110.00	\$0.00
Jennifer Han Rivas	3301	CENCA	Javier Godinez	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Jessica Marnelli	3301	CENCA	Sophia Milevoi	Speech Services	3/26/24	0.50	1	110	\$110.00	\$0.00
Kacy McCalla	3301	CENCA	Emma DeRoux	IEP Meeting	3/4/24	1.50	1.5	100	\$150.00	\$0.00
Kacy McCalla	3301	CENCA	Ivy Rhyne	IEP Meeting	3/1/24	1.00	1	100	\$100.00	\$0.00
Kacy McCalla	3301	CENCA	Joshua Medrano	ERMHS Assessment	3/1/24	n/a	n/a	n/a	\$1,950.00	\$55.70
Kacy McCalla	3301	CENCA	Scion Sumlin	Ed Psych Assessment	3/25/24	n/a	n/a	n/a	\$1,950.00	\$63.80
Kara Todrank	3301	CENCA	Scion Sumlin	IEP Meeting	3/26/24	1.00	1	100	\$100.00	\$0.00
Kara Todrank	3301	CENCA	Jaxon Torrez	OT Assessment	3/13/24	10.50	10.5	110	\$1,550.00	\$0.00
Kate Clark	3301	CENCA	Doien Thornton	Nurse Assessments-Travel/Mileage	3/2/24	5.00	5	110	\$550.00	\$109.88
Kate Clark	3301	CENCA	Doien Thornton	Nursing Assessment Flat	3/2/24	n/a	n/a	n/a	\$500.00	\$0.00
Kate Clark	3301	CENCA	Emma DeRoux	Nurse Assessments-Travel/Mileage	3/2/24	1.50	1.5	110	\$165.00	\$46.90
Kate Clark	3301	CENCA	Emma DeRoux	Nursing Assessment Flat	3/2/24	n/a	n/a	n/a	\$500.00	\$0.00
Kate Clark	3301	CENCA	Mackenzie Flores	Nurse Assessments-Travel/Mileage	3/4/24	1.33	1.33	110	\$146.30	\$16.08
Kate Clark	3301	CENCA	Mackenzie Flores	Nursing Assessment Flat	3/4/24	n/a	n/a	n/a	\$500.00	\$0.00
Kate Clark	3301	CENCA	Zoey Sherin	Nurse Assessments-Travel/Mileage	3/4/24	1.00	1	110	\$110.00	\$12.00
Kate Clark	3301	CENCA	Zoey Sherin	Nursing Assessment Flat	3/4/24	n/a	n/a	n/a	\$500.00	\$0.00
Kasey Galik	3301	CENCA	Zoey Sherin	IEP Meeting	3/11/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3301	CENCA	Emma DeRoux	IEP Meeting	3/4/24	1.50	1.5	100	\$150.00	\$0.00
Kasey Galik	3301	CENCA	Jayden Ortiz	IEP Meeting	3/1/24	0.50	1	110	\$110.00	\$0.00
Kasey Galik	3301	CENCA	Jayden Ortiz	IEP Meeting	3/1/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3301	CENCA	Jayden Ortiz	IEP Meeting	3/29/24	0.50	1	110	\$110.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/4/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/11/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/18/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/29/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/4/24	1.00	1	100	\$100.00	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/4/24	1.00	1	95	\$47.50	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/11/24	1.00	1	95	\$47.50	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/18/24	1.00	1	95	\$47.50	\$0.00
Kate Clark	3301	CENCA	Alexander Pratt (n/s)	IEP Meeting	3/29/24	1.00	1	95	\$47.50	\$0.00
Kate Clark	3301	CENCA	Spencer Tubbs (n/s)	IEP Meeting	3/4/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3301	CENCA	Spencer Tubbs (n/s)	IEP Meeting	3/11/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3301	CENCA	Spencer Tubbs (n/s)	IEP Meeting	3/18/24	0.50	0.5	100	\$50.00	\$0.00
Kate Clark	3301	CENCA	Spencer Tubbs (n/s)	IEP Meeting	3/29/24	0.50	0.5	100	\$50.00	\$0.00
Katherine McMahon	3301	CENCA	Spencer Tubbs (n/s)	IEP Meeting	3/12/24	2.00	2	110	\$220.00	\$99.20
Katherine McMahon	3301	CENCA	Samantha Cuiet-Valverde	Nurse Assessments-Travel/Mileage	3/12/24	2.00	2	110	\$220.00	\$66.46
Kelly Dunn	3301	CENCA	Emma DeRoux	Nursing Assessment Flat	3/12/24	n/a	n/a	n/a	\$500.00	\$0.00
Kimberly Valente	3301	CENCA	Ralph Rubio	IEP Meeting	3/4/24	1.50	1.5	100	\$150.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Mia Flores	IEP Meeting	3/22/24	1.00	1	100	\$100.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Jace Collins	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Jace Collins	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Jace Collins	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Jace Collins	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Jace Collins	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zachary DeRoux (n/s)	Speech Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zachary DeRoux (n/s)	Speech Services	3/12/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zachary DeRoux (n/s)	Speech Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zachary DeRoux (n/s)	Speech Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin	Speech Services	3/7/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin (n/s)	Speech Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Goteili (Williams)	3301	CENCA	Zoey Sherin (n/s)	Speech Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Lauren Lihoff	3301	CENCA	Martin Gonzalez	IEP Meeting	3/1/24	0.50	1	110	\$110.00	\$0.00
Lauren Lihoff	3301	CENCA	Martin Gonzalez	IEP Meeting	3/8/24	0.50	1	110	\$110.00	\$0.00
Lauren Lihoff	3301	CENCA	Martin Gonzalez	IEP Meeting	3/22/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin	Speech Services	3/19/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin	Speech Services	3/21/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin	Speech Services	3/28/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin	Speech Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3301	CENCA	Zoey Sherin (n/s)	Speech Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3301	CENCA	Martin Gonzalez	IEP Meeting	3/1/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Martin Gonzalez	IEP Meeting	3/8/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Martin Gonzalez	IEP Meeting	3/22/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Darius Green (n/s)	OT Services	3/7/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3301	CENCA	Darius Green (n/s)	OT Services	3/21/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3301	CENCA	Emma DeRoux (n/s)	OT Services	3/4/24	0.42	0.5	110	\$55.00	\$0.00
Liza Zagayer	3301	CENCA	Esperanza Perez	OT Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Esperanza Perez	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3301	CENCA	Esperanza Perez	OT Services	3/21/24	0.50	1	110	\$110.00	\$0.00

Employee Name	Employee ID	Service Area	Employee Name	Service Area	Date	Hours	Rate	Total
Liza Zagayer	3301	CENCA	Jeremiah Drake (n/s)	OT Services	3/12/24	0.33	\$55.00	\$18.15
Liza Zagayer	3301	CENCA	Jeremiah Drake (n/s)	OT Services	3/26/24	0.33	\$55.00	\$18.15
Liza Zagayer	3301	CENCA	Jeremiah Drake (n/s)	OT Services	3/26/24	0.33	\$55.00	\$18.15
Liza Zagayer	3301	CENCA	Victoria Crutchfield	OT Services	3/1/24	0.50	\$110.00	\$55.00
Liza Zagayer	3301	CENCA	Victoria Crutchfield	OT Services	3/8/24	0.50	\$110.00	\$55.00
Liza Zagayer	3301	CENCA	Victoria Crutchfield	OT Services	3/15/24	0.50	\$110.00	\$55.00
Liza Zagayer	3301	CENCA	Victoria Crutchfield	OT Services	3/29/24	0.50	\$110.00	\$55.00
Liza Zagayer	3301	CENCA	Victoria Crutchfield (n/s)	OT Services	3/22/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno	Speech Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno	Speech Services	3/1/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/16/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/7/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/14/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/21/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/22/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/27/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Adrian Moreno (n/s)	Speech Services	3/28/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Jude Gonzales	IEP Meeting	3/25/24	1.00	\$100.00	\$100.00
Maebelen Vital	3301	CENCA	Jude Gonzales	Speech Services	3/1/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	Jude Gonzales	Speech Services	3/5/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	Jude Gonzales	Speech Services	3/15/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	Jude Gonzales	Speech Services	3/19/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	Jude Gonzales	Speech Services	3/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	King Wilson	Speech Services	3/19/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	King Wilson	Speech Services	3/21/24	1	\$110.00	\$110.00
Maebelen Vital	3301	CENCA	King Wilson	Speech Services	3/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	King Wilson (n/s)	Speech Services	3/26/24	0.50	\$55.00	\$55.00
Maebelen Vital	3301	CENCA	Skyilar Taylor	IEP Meeting	3/29/24	1.00	\$100.00	\$100.00
Maebelen Vital	3301	CENCA	Skyilar Taylor	Speech Assessment	3/14/24	10.5	\$1,155.00	\$11,550.00
Maebelen Vital	3301	CENCA	Teagan Hunt	Speech Assessment	3/25/24	10.50	\$1,155.00	\$11,550.00
Maebelen Vital	3301	CENCA	Yasmeen Alae	Speech Services	3/4/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Yasmeen Alae	Speech Services	3/11/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Yasmeen Alae	Speech Services	3/18/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Yasmeen Alae	Speech Services	3/25/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Yasmeen Alae	Speech Services	3/4/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Anthony Gutierrez	510	3/11/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Anthony Gutierrez	510	3/18/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Anthony Gutierrez	510	3/25/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Darius Green	510	3/7/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Darius Green	510	3/14/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Darius Green	510	3/21/24	0.50	\$100.00	\$50.00
Maebelen Vital	3301	CENCA	Lane Licon	510	3/13/24	0.25	\$100.00	\$25.00
Maebelen Vital	3301	CENCA	Lane Licon	510	3/20/24	0.25	\$100.00	\$25.00
Maebelen Vital	3301	CENCA	Lane Licon	510	3/27/24	0.25	\$100.00	\$25.00
Maebelen Vital	3301	CENCA	Lane Licon	510	3/4/24	0.25	\$100.00	\$25.00
Maebelen Vital	3301	CENCA	Josslynn Beckham	APE Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Josslynn Beckham	APE Services	3/20/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Narimi Gohari	APE Services	3/6/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Narimi Gohari	APE Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Narimi Gohari	APE Services	3/20/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Narimi Gohari	APE Services	3/27/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Damian Espinoza	OT Meeting	3/11/24	1.5	\$150.00	\$225.00
Maebelen Vital	3301	CENCA	Damian Espinoza	OT Services	3/12/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Jayden Ortiz	OI Services	3/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Jeremiah Drake	OI Services	3/25/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Narimi Gohari	OI Services	3/22/24	0.25	\$110.00	\$27.50
Maebelen Vital	3301	CENCA	Ralph Rubio	IEP Meeting	3/19/24	1.5	\$150.00	\$225.00
Maebelen Vital	3301	CENCA	Ralph Rubio	OI Services	3/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	IEP Meeting	3/26/24	1.00	\$100.00	\$100.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	2/21/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	2/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	3/6/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	3/20/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Cassidy Otero	Speech Services	3/27/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Darius Green	Speech Services	2/21/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Darius Green	Speech Services	2/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Darius Green	Speech Services	3/6/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Darius Green	Speech Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Darius Green	Speech Services	3/20/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	2/21/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	2/28/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	3/6/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	3/13/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	3/20/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	Speech Services	3/27/24	0.50	\$110.00	\$55.00
Maebelen Vital	3301	CENCA	Emma DeRoux	IEP Meeting	3/4/24	1.5	\$150.00	\$225.00



BILLING INVOICE

CAPO Monterey

Invoice #	3273	Bill To:	California Online Public School
Invoice Date:	2/29/24		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abalin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .67
Abigail Smaligan	3273	CAPOMONT	Gabriela Cruz Ramirez	Speech Services	2/5/24	0.50	1	110	\$110.00		\$0.00
Abigail Smaligan	3273	CAPOMONT	Gabriela Cruz Ramirez (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00		\$0.00
Abigail Smaligan	3273	CAPOMONT	Gabriela Cruz Ramirez (n/s)	Speech Services	2/29/24	0.50	0.5	110	\$55.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/5/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/8/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/12/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/15/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/22/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/26/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ashwin Prem	OT Services	2/29/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Wesley Evans	OT Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Wesley Evans	OT Consult	2/14/24	0.25	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Wesley Evans	OT Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Wesley Evans	OT Services	2/28/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Wesley Evans	OT Services	2/9/24	0.25	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella (n/s)	OT Services	2/16/24	0.25	0.5	110	\$55.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella (n/s)	OT Services	2/23/24	0.25	0.5	110	\$55.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Beau Battin	IEP Meeting	2/22/24	1.00	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Beau Battin	Manifestation Determination	2/14/24	n/a	n/a	n/a	\$750.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Bowie Patton	Speech Assessment	2/13/24	10.50	10.5	110	\$1,155.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	IEP Meeting	2/14/24	1.00	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Paxton OConner	IEP Meeting	2/28/24	1.00	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ava Thao	510	2/5/24	0.50	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Dominic Gonzales	515	2/26/24	0.50	1	95	\$95.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Tatiana Alvarez Guerrero	DHH Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Noah Avicta	IEP Meeting	2/16/24	0.5	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Siyona Ghosh	IEP Meeting	2/27/24	1.00	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alberto Cortez	Ed Assessment	2/18/24	n/a	n/a	n/a	\$1,950.00	113.60	\$76.11
Adriana Covarubias	3273	CAPOMONT	Mike Salazar	IEP Meeting	2/21/24	1	1	100	\$100.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Omega Harris	Ed Assessment	2/12/24	n/a	n/a	n/a	\$1,950.00	56.40	\$37.79
Adriana Covarubias	3273	CAPOMONT	Omega Harris	ERMHS Assessment	2/12/24	n/a	n/a	n/a	\$1,950.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Tara Rowlands	Ed Assessment	2/9/24	n/a	n/a	n/a	\$1,950.00	32.20	\$21.57
Adriana Covarubias	3273	CAPOMONT	Allen Watson	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Ella Avilla	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/5/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/12/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/14/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/21/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/26/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Alessandro Grella	Speech Services	2/28/24	0.50	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Scarlett Hudgins	Speech Services	2/6/24	1.00	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Scarlett Hudgins	Speech Services	2/13/24	1.00	1	110	\$110.00		\$0.00
Adriana Covarubias	3273	CAPOMONT	Scarlett Hudgins	Speech Services	2/20/24	1.00	1	110	\$110.00		\$0.00

Ericka Panayi	3273	CAPOMONT	Scarlett Hudgins	Speech Services	2/27/24	1.00	1	110	\$110.00		\$0.00
Ericka Panayi	3273	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	2/8/24	0.50	1	110	\$110.00		\$0.00
Ericka Panayi	3273	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	2/15/24	0.50	1	110	\$110.00		\$0.00
Ericka Panayi	3273	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	2/26/24	0.50	1	110	\$110.00		\$0.00
Ericka Panayi	3273	CAPOMONT	Tatiana Alvarez Guerrero	Speech Services	2/29/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services	2/9/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3273	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services	2/16/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3273	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services	2/23/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/6/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/12/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/13/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/26/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem	Speech Services	2/27/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Ashwin Prem (n/s)	Speech Services	2/20/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3273	CAPOMONT	Jeter Gonzales	Speech Services	2/8/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Jeter Gonzales	Speech Services	2/22/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Jeter Gonzales	Speech Services	2/29/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Wesley Evans	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Wesley Evans	Speech Services	2/8/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Wesley Evans	Speech Services	2/22/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3273	CAPOMONT	Wesley Evans	Speech Services	2/29/24	0.50	1	110	\$110.00		\$0.00
vette Rios	3273	CAPOMONT	Wesley Evans	Speech Services	2/14/24	0.50	0.5	110	\$55.00		\$0.00
vette Rios	3273	CAPOMONT	Wesley Evans (n/s)	Speech Services	2/21/24	0.50	0.5	110	\$55.00		\$0.00
vette Rios	3273	CAPOMONT	Wesley Evans (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00		\$0.00
leidi Newton	3273	CAPOMONT	Aamiah Johnson	Nurse Assessments-Travel/Mileage	2/15/24	0.77	0.77	110	\$84.70	14.30	\$9.58
leidi Newton	3273	CAPOMONT	Aamiah Johnson	Nursing Assessment Flat	2/15/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Bowie Parton	Nurse Assessments-Travel/Mileage	2/7/24	1.72	1.72	110	\$189.20	59.70	\$40.00
leidi Newton	3273	CAPOMONT	Bowie Parton	Nursing Assessment Flat	2/7/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Gilbert Rodriguez	Nurse Assessments-Travel/Mileage	2/12/24	0.90	0.9	110	\$99.00	17.60	\$11.79
leidi Newton	3273	CAPOMONT	Gilbert Rodriguez	Nursing Assessment Flat	2/12/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Giovanni Escobar Osuna	Nurse Assessments-Travel/Mileage	2/16/24	2.90	2.9	110	\$319.00	160.00	\$107.20
leidi Newton	3273	CAPOMONT	Giovanni Escobar Osuna	Nursing Assessment Flat	2/16/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Giselle Gonzalez	Nurse Assessments-Travel/Mileage	2/10/24	0.80	0.8	110	\$88.00	46.80	\$31.36
leidi Newton	3273	CAPOMONT	Giselle Gonzalez	Nursing Assessment Flat	2/10/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Jax Silverman	Nurse Assessments-Travel/Mileage	2/18/24	0.48	0.48	110	\$52.80	16.20	\$10.85
leidi Newton	3273	CAPOMONT	Jax Silverman	Nursing Assessment Flat	2/18/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Lucas Hernandez	Nurse Assessments-Travel/Mileage	2/9/24	0.97	0.97	110	\$106.70	20.80	\$13.94
leidi Newton	3273	CAPOMONT	Lucas Hernandez	Nursing Assessment Flat	2/9/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Maurine Salazar	Nurse Assessments-Travel/Mileage	2/5/24	0.75	0.75	110	\$82.50	14.70	\$9.85
leidi Newton	3273	CAPOMONT	Maurine Salazar	Nursing Assessment Flat	2/5/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Omega Harris	Nurse Assessments-Travel/Mileage	2/2/24	0.55	0.55	110	\$60.50	9.10	\$6.10
leidi Newton	3273	CAPOMONT	Omega Harris	Nursing Assessment Flat	2/2/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Roven Carvalho	Nurse Assessments-Travel/Mileage	2/10/24	1.48	1.48	110	\$162.80	56.20	\$37.65
leidi Newton	3273	CAPOMONT	Roven Carvalho	Nursing Assessment Flat	2/10/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Taylor Fitzsimmons	Nurse Assessments-Travel/Mileage	2/3/24	0.80	0.8	110	\$88.00	1.10	\$0.74
leidi Newton	3273	CAPOMONT	Taylor Fitzsimmons	Nursing Assessment Flat	2/3/24	n/a	n/a	n/a	\$500.00		\$0.00
leidi Newton	3273	CAPOMONT	Yousef Almaznai	Nurse Assessments-Travel/Mileage	2/22/24	1.42	1.42	110	\$156.20	48.80	\$32.70
leidi Newton	3273	CAPOMONT	Yousef Almaznai	Nursing Assessment Flat	2/22/24	n/a	n/a	n/a	\$500.00		\$0.00
ennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/7/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/8/24	0.50	1	110	\$110.00		\$0.00

Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/14/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/15/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/21/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/28/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin	Speech Services	2/29/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin (m/u)	Speech Services	2/20/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Jennifer Han-Rivas	3273	CAPOMONT	Sakari Franklin (n/s)	Speech Services	2/22/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Jessica Marinelli	3273	CAPOMONT	Giovanni Escobar Osuna	Speech Assessment	2/22/24	10.50	10.5	110	\$1,155.00	\$1,155.00	\$0.00
Jessica Marinelli	3273	CAPOMONT	Maurine Salazar	Speech Assessment	2/29/24	10.50	10.5	110	\$1,155.00	\$1,155.00	\$0.00
Jocelyn Herrera	3273	CAPOMONT	Alezneder Espejel	Ed Assessment	2/28/24	n/a	n/a	n/a	\$1,950.00	18.00	\$12.06
Kate Clark	3273	CAPOMONT	Marcos Magallon Diaz (n/s)	515	2/26/24	0.50	0.5	95	\$47.50	\$47.50	\$0.00
Kate Clark	3273	CAPOMONT	Marcos Magallon Diaz (n/s)	515	2/29/24	0.50	0.5	95	\$47.50	\$47.50	\$0.00
Kelly Dunn	3273	CAPOMONT	Alezneder Espejel	AAC Assessment	1/31/24	n/a	n/a	n/a	\$1,783.00	\$1,783.00	\$0.00
Kelly Dunn	3273	CAPOMONT	Giovanni Escobar Osuna	AAC Assessment	2/13/24	n/a	n/a	n/a	\$1,783.00	\$1,783.00	\$0.00
Kelly Dunn	3273	CAPOMONT	Paxton OConner	IEP Meeting	2/28/24	1.00	1	100	\$100.00	\$100.00	\$0.00
Lauren White	3273	CAPOMONT	Alessandro Grella	IEP Meeting	2/14/24	1.50	1.5	100	\$150.00	\$150.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Daniel Rodriguez (n/s)	OT Services	2/22/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Daniel Rodriguez (n/s)	OT Services	2/29/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Jeter Gonzales	OT Services	2/7/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Jeter Gonzales	OT Services	2/21/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Jeter Gonzales	OT Services	2/28/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Jeter Gonzales (n/s)	OT Services	2/14/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Paxton OConner	OT Services	2/15/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Paxton OConner	OT Services	2/22/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Paxton OConner	OT Services	2/29/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Paxton OConner (n/s)	OT Services	2/8/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Liza Zagayer	3273	CAPOMONT	Scarlett Hudgins	OT Services	2/20/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Lae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/6/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Lae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/13/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Lae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/20/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Lae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/21/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/26/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mae Belen Vital	3273	CAPOMONT	Zion Felix	Speech Services	2/27/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mae Belen Vital	3273	CAPOMONT	Zion Felix (n/s)	Speech Services	2/7/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Mae Belen Vital	3273	CAPOMONT	Zion Felix (n/s)	Speech Services	2/14/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Mae Belen Vital	3273	CAPOMONT	Zion Felix (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$55.00	\$0.00
Melanie Segrave	3273	CAPOMONT	Tatiana Alvarez Guerrero	510	2/5/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Melanie Segrave	3273	CAPOMONT	Tatiana Alvarez Guerrero	510	2/7/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Melanie Segrave	3273	CAPOMONT	Tatiana Alvarez Guerrero	510	2/14/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Melanie Segrave	3273	CAPOMONT	Tatiana Alvarez Guerrero	510	2/21/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Melanie Segrave	3273	CAPOMONT	Tatiana Alvarez Guerrero	510	2/28/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Mercedes Allin	3273	CAPOMONT	Paxton OConner	Speech Services	2/7/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mercedes Allin	3273	CAPOMONT	Paxton OConner	Speech Services	2/14/2024	0.50	1	110	\$110.00	\$110.00	\$0.00
Mercedes Allin	3273	CAPOMONT	Paxton OConner	Speech Services	2/21/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mercedes Allin	3273	CAPOMONT	Paxton OConner	Speech Services	2/28/24	0.50	1	110	\$110.00	\$110.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Elena Klenk	510	2/28/24	0.75	1	100	\$100.00	\$100.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Elena Klenk	520	2/28/24	0.50	1	120	\$120.00	\$120.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Elena Klenk	520	2/29/24	0.50	1	120	\$120.00	\$120.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Gabriela Cruz Ramirez	510	2/6/24	0.50	1	100	\$100.00	\$100.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Gabriela Cruz Ramirez	510	2/14/24	0.50	1	100	\$100.00	\$100.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Gabriela Cruz Ramirez	510	2/20/24	0.50	1	100	\$100.00	\$100.00	\$0.00

Mia Frimtizis	3273	CAPOMONT	Gabriela Cruz Ramirez	510		2/26/24	0.50	1	100	\$100.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Siyona Ghosh	IEP Meeting		2/27/24	1.00	1	100	\$100.00	\$0.00
Mia Frimtizis	3273	CAPOMONT	Marcos Magallon Diaz	IEP Meeting		2/20/24	1.00	1	100	\$100.00	\$0.00
Michael Saunders	3273	CAPOMONT	Ashwin Prem	APE Service		2/7/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3273	CAPOMONT	Ashwin Prem	APE Service		2/15/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3273	CAPOMONT	Ashwin Prem	APE Service		2/28/24	0.50	1	110	\$110.00	\$0.00
Mikayla Bell (Schramm)	3273	CAPOMONT	Lucas Hernandez	Speech Assessment		2/22/24	10.50	10.5	110	\$1,155.00	\$0.00
Mikayla Bell (Schramm)	3273	CAPOMONT	Paxton OConner	IEP Meeting		2/28/24	1.00	1	100	\$100.00	\$0.00
Mikayla Bell (Schramm)	3273	CAPOMONT	Yousef Almaznai	IEP Meeting		2/13/24	1.00	1	100	\$100.00	\$0.00
Patricia Siaback	3273	CAPOMONT	Bowie Parton	OI Assessment		2/28/24	10.50	10.5	110	\$1,155.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez	Speech Services		1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez	Speech Services		1/31/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez	Speech Services		2/7/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez (m/u 1/17)	Speech Services		1/24/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez (n/s)	Speech Services		1/10/24	0.50	0.5	110	\$55.00	\$0.00
Penny Lopez	3273	CAPOMONT	Angel Cruz Ramirez (n/s)	Speech Services		2/14/24	0.50	0.5	110	\$55.00	\$0.00
Sarah Sabaghzadeh	3273	CAPOMONT	Siyona Ghosh	510		2/5/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3273	CAPOMONT	Siyona Ghosh	510		2/12/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3273	CAPOMONT	Siyona Ghosh	510		2/26/24	0.50	1	100	\$100.00	\$0.00
Terri Schoch	3273	CAPOMONT	Allen Watson	515		2/7/24	0.50	1	95	\$95.00	\$0.00
Terri Schoch	3273	CAPOMONT	Allen Watson (n/s)	515		2/9/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3273	CAPOMONT	Allen Watson (n/s)	515		2/14/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3273	CAPOMONT	Allen Watson (n/s)	515		2/16/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3273	CAPOMONT	Allen Watson (n/s)	515		2/23/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/5/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/7/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/13/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/14/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/23/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Trevor Solorzano (n/s)	510		2/26/24	1.00	0.5	100	\$50.00	\$0.00
Terri Schoch	3273	CAPOMONT	Siyona Ghosh	IEP Meeting		2/12/24	1.00	1	100	\$100.00	\$0.00
Virginia Granados	3273	CAPOMONT	Dominic Gonzales	Speech Services		2/9/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3273	CAPOMONT	Dominic Gonzales	Speech Services		2/16/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3273	CAPOMONT	Dominic Gonzales	Speech Services		2/23/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3273	CAPOMONT	Leo Robinson	Speech Services		2/7/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3273	CAPOMONT	Leo Robinson (n/s)	Speech Services		2/5/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3273	CAPOMONT	Leo Robinson (n/s)	Speech Services		2/12/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3273	CAPOMONT	Leo Robinson (n/s)	Speech Services		2/26/24	0.50	0.5	110	\$55.00	\$0.00
Total for Mileage:										\$41,325.40	\$459.29
Total										\$41,325.40	\$41,784.69



Evette Rios	3304	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services		3/8/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3304	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services		3/15/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3304	CAPOMONT	Aaliyah Pastoriza (n/s)	Speech Services		3/22/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3304	CAPOMONT	Aaliyah Pastoriza	Speech Services		3/28/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/12/2024	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/25/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/4/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/5/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/18/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/19/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Ashwin Prem	Speech Services		3/26/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Jeter Gonzales (n/s)	Speech Services		3/14/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3304	CAPOMONT	Jeter Gonzales	Speech Services		3/21/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Jeter Gonzales	Speech Services		3/28/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans	Speech Services		3/6/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans	Speech Services		3/14/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans (n/s)	Speech Services		3/20/24	0.50	0.5	110	\$55.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans	Speech Services		3/27/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans	Speech Services		3/21/24	0.50	1	110	\$110.00		\$0.00
Evette Rios	3304	CAPOMONT	Wesley Evans	Speech Services		3/28/24	0.50	1	110	\$110.00		\$0.00
Heidi Newton	3304	CAPOMONT	Isadora De Arago	Nurse Assessments-Travel/Mileage		2/29/24	1.97	1.97	110	\$216.70	73.70	\$49.38
Heidi Newton	3304	CAPOMONT	Isadora De Arago	Nursing Assessment Flat		2/29/24	n/a	n/a	n/a	\$500.00		\$0.00
Heidi Newton	3304	CAPOMONT	Sophia Maldonado	Nurse Assessments-Travel/Mileage		3/3/24	0.65	0.65	110	\$71.50	15.00	\$10.05
Heidi Newton	3304	CAPOMONT	Sophia Maldonado	Nursing Assessment Flat		3/3/24	n/a	n/a	n/a	\$500.00		\$0.00
Heidi Newton	3304	CAPOMONT	Tanush Lal	Nurse Assessments-Travel/Mileage		3/13/24	1.82	1.82	110	\$200.20	81.40	\$54.54
Heidi Newton	3304	CAPOMONT	Tanush Lal	Nursing Assessment Flat		3/13/24	n/a	n/a	n/a	\$500.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/8/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/9/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/20/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/21/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/27/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	Speech Services		3/28/24	0.50	1	110	\$110.00		\$0.00
ennifer Han-Rivas	3304	CAPOMONT	Sakari Franklin	IEP Meeting		3/28/24	1.00	1	100	\$100.00		\$0.00
ocelyn Herrera	3304	CAPOMONT	Taylor Fitzsimmons	Ed Assessment		3/1/24	n/a	n/a	n/a	\$1,950.00	14.00	\$9.38
Jocelyn Herrera	3304	CAPOMONT	Lucas Hernandez	Ed Assessment		3/18/24	n/a	n/a	n/a	\$1,950.00	5.60	\$3.75
Kate Clark	3304	CAPOMONT	Marcos Magallon Diaz (n/s)	515		3/18/24	0.50	0.5	95	\$47.50		\$0.00
Kate Clark	3304	CAPOMONT	Marcos Magallon Diaz (n/s)	515		3/4/24	0.50	0.5	95	\$47.50		\$0.00
Kate Clark	3304	CAPOMONT	Marcos Magallon Diaz (n/s)	515		3/11/24	0.50	0.5	95	\$47.50		\$0.00
Kate Clark	3304	CAPOMONT	Marcos Magallon Diaz (n/s)	515		3/29/24	0.50	0.5	95	\$47.50		\$0.00
Kelly Dunn	3304	CAPOMONT	Daniel Rodriguez	AT Consult		2/22/24	0.50	1	120	\$120.00		\$0.00
Kelly Dunn	3304	CAPOMONT	Alexander Espejel	IEP Meeting		3/14/24	1.50	1.5	100	\$150.00		\$0.00
Latrina Chavez	3304	CAPOMONT	Gilbert Rodriguez	Ed Assessment		2/29/24	n/a	n/a	n/a	\$1,950.00	76.00	\$50.92
Latrina Chavez	3304	CAPOMONT	Isadora De Arago	Ed Assessment		3/14/24	n/a	n/a	n/a	\$1,950.00	135.80	\$90.99
Latrina Chavez	3304	CAPOMONT	Khloe Ortega	Ed Assessment		3/14/24	n/a	n/a	n/a	\$1,950.00	75.20	\$50.38
Latrina Chavez	3304	CAPOMONT	Isadora De Arago	IEP Meeting		3/25/24	1.00	1	100	\$100.00		\$0.00
Lauren Gotelli (Williams)	3304	CAPOMONT	Bowie Parton	IEP Meeting		3/18/24	1.66	1.66	100	\$166.00		\$0.00
Lauren White	3304	CAPOMONT	Maurine Salazar	IEP Meeting		3/21/24	1.50	1.5	100	\$150.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Daniel Rodriguez (n/s)	OT Services		3/7/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Daniel Rodriguez (n/s)	OT Services		3/14/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Daniel Rodriguez (n/s)	OT Services		3/21/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Daniel Rodriguez (n/s)	OT Services		3/28/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Jeter Gonzales	OT Services		3/13/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Jeter Gonzales	OT Services		3/20/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Jeter Gonzales (n/s)	OT Services		3/6/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Jeter Gonzales (n/s)	OT Services		3/27/24	0.50	0.5	110	\$55.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Paxton OConner	OT Services		3/21/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Paxton OConner	OT Services		3/28/24	0.50	1	110	\$110.00		\$0.00
Liza Zagayer	3304	CAPOMONT	Paxton OConner (n/s)	OT Services		3/7/24	0.50	0.5	110	\$55.00		\$0.00

Liza Zagayer	3304	CAPOMONT	Paxton OConner (n/s)	OT Services	3/14/24	0.50	0.5	110	\$55.00	\$0.00
Liza Zagayer	3304	CAPOMONT	Scarlett Hudgins	OT Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Liza Zagayer	3304	CAPOMONT	Scarlett Hudgins (n/s)	OT Services	3/5/24	0.50	0.5	110	\$55.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix	Speech Services	3/5/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix	Speech Services	3/12/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix (n/s)	Speech Services	3/19/24	0.50	0.5	110	\$55.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix (n/s)	Speech Services	3/20/24	0.50	0.5	110	\$55.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Zion Felix (n/s)	Speech Services	3/26/24	0.50	0.5	110	\$55.00	\$0.00
Mae Belen Vital	3304	CAPOMONT	Tatiana Alvarez Guerrero	IEP Meeting	3/25/24	1.00	1	100	\$100.00	\$0.00
Melanie Segrave	3304	CAPOMONT	Tatiana Alvarez Guerrero	510	3/6/24	0.75	1	100	\$100.00	\$0.00
Melanie Segrave	3304	CAPOMONT	Tatiana Alvarez Guerrero	510	3/14/24	0.75	1	100	\$100.00	\$0.00
Melanie Segrave	3304	CAPOMONT	Tatiana Alvarez Guerrero	510	3/21/24	0.75	1	100	\$100.00	\$0.00
Melanie Segrave	3304	CAPOMONT	Tatiana Alvarez Guerrero	510	3/28/24	0.75	1	100	\$100.00	\$0.00
Melanie Segrave	3304	CAPOMONT	Tatiana Alvarez Guerrero	IEP Meeting	3/25/24	1.00	1	100	\$100.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/14/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Mercedes Allin	3304	CAPOMONT	Paxton OConner	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Elena Klenk	510	3/18/24	0.75	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Elena Klenk	510	3/25/24	0.75	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Gabriela Cruz Ramirez	510	3/18/24	0.50	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Gabriela Cruz Ramirez	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Gabriela Cruz Ramirez	510	3/4/24	0.50	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Gabriela Cruz Ramirez	510	3/11/24	0.50	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Kariel Jensen	510	3/6/24	0.33	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Kariel Jensen	510	3/20/24	0.33	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Elena Klenk	IEP Meeting	3/4/24	1.00	1	100	\$100.00	\$0.00
Elia Frimtizis	3304	CAPOMONT	Taylor Fitzsimmons	IEP Meeting	3/20/24	1.50	1.5	100	\$150.00	\$0.00
Michael Saunders	3304	CAPOMONT	Ashwin Prem	APE Service	3/6/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3304	CAPOMONT	Ashwin Prem	APE Service	3/13/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3304	CAPOMONT	Ashwin Prem	APE Service	3/20/24	0.50	1	110	\$110.00	\$0.00
Michael Saunders	3304	CAPOMONT	Ashwin Prem	APE Service	3/27/24	0.50	1	110	\$110.00	\$0.00
Mikayla Bell (Schramm)	3304	CAPOMONT	Yousef Almaznai	Speech Assessment	3/7/24	10.50	10.5	110	\$1,155.00	\$0.00
Patricia Siaback	3304	CAPOMONT	Bowie Patton	IEP Meeting	3/18/24	1.50	1.5	100	\$150.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	2/21/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	2/28/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	3/6/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	3/13/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	3/20/24	0.50	1	110	\$110.00	\$0.00
Penny Lopez	3304	CAPOMONT	Angel Cruz Ramirez	Speech Services	3/27/24	0.50	1	110	\$110.00	\$0.00
Ryan Grott	3304	CAPOMONT	Alexander Espejel	FBA Assessment	2/23/24	n/a	n/a	n/a	\$1,950.00	\$218.42
Ryan Grott	3304	CAPOMONT	Alexander Espejel	IEP Meeting	3/24/24	1.60	1.6	100	\$160.00	\$0.00
Sarah Sabaghzadeh	3304	CAPOMONT	Siyona Ghosh	510	3/4/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3304	CAPOMONT	Siyona Ghosh	510	3/11/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3304	CAPOMONT	Siyona Ghosh	510	3/18/24	0.50	1	100	\$100.00	\$0.00
Sarah Sabaghzadeh	3304	CAPOMONT	Siyona Ghosh	510	3/25/24	0.50	1	100	\$100.00	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (N/S)	515	3/1/24	0.33	0.5	95	\$47.50	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (N/S)	515	3/8/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (n/s)	515	3/15/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (N/S)	515	3/20/24	0.33	0.5	95	\$47.50	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (n/s)	515	3/22/24	0.50	0.5	95	\$47.50	\$0.00
Terri Schoch	3304	CAPOMONT	Allen Watson (N/S)	515	3/27/24	0.33	0.5	95	\$47.50	\$0.00

Terrie Schoch	3304	CAPOMONT	Allen Watson (n/s)	515	3/29/24	0.50	0.5	95	\$47.50	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/8/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/29/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/4/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/11/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/25/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/11/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/22/24	1.00	0.5	100	\$50.00	\$0.00
Terrie Schoch	3304	CAPOMONT	Trevor Solorzano (n/s)	510	3/15/24	1.00	0.5	100	\$50.00	\$0.00
Vahe Amirian	3304	CAPOMONT	Alberto Cortez	IEP Meeting	3/7/24	1.50	1.5	100	\$150.00	\$0.00
Vahe Amirian	3304	CAPOMONT	Roven Carvalho	IEP Meeting	3/18/24	1.00	1	100	\$100.00	\$0.00
Virginia Granados	3304	CAPOMONT	Dominic Gonzales (n/s)	Speech Services	2/28/24	0.50	0.5	110	\$55.00	\$0.00
Virginia Granados	3304	CAPOMONT	Dominic Gonzales	Speech Services	3/1/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Dominic Gonzales	Speech Services	3/8/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Dominic Gonzales	Speech Services	3/15/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Dominic Gonzales	Speech Services	3/22/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Leo Robinson	Speech Services	3/11/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Leo Robinson	Speech Services	3/4/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Leo Robinson	Speech Services	3/18/24	0.50	1	110	\$110.00	\$0.00
Virginia Granados	3304	CAPOMONT	Leo Robinson	Speech Services	3/25/24	0.50	1	110	\$110.00	\$0.00
<b>Total for Service:</b>										<b>\$38,561.90</b>
<b>Total for Mileage:</b>										<b>\$706.11</b>
<b>Total</b>										<b>\$39,268.01</b>
<b>Total for Mileage:</b>										<b>\$706.11</b>
<b>Total for Service:</b>										<b>\$38,561.90</b>
<b>Total</b>										<b>\$39,268.01</b>



JPMORGAN CHASE BANK NA  
 P.O. BOX 15918  
 MAIL SUITE DE1-1404  
 WILMINGTON DE 19850

<b>ACCOUNT NUMBER</b>	4485 9279 0004 8836
<b>PAYMENT DUE DATE</b>	05/25/2024
<b>AMOUNT DUE</b>	\$505,632.71
<b>CURRENT BALANCE</b>	\$505,632.71

Remit To: **JPMORGAN CHASE BANK NA**  
**P.O. BOX 4475**  
**CAROL STREAM, IL 60197-4475**

AMOUNT ENCLOSED \$
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**CALOPS**  
**DEBORAH LARSON**  
**33272 VALLE RD**  
**SAN JUAN CAPISTRANO CA 92675-4842**

\*\* 0000000

448592790004883650563271505632713

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY
ORGANIZATION NAME: CALOPS  ACCOUNT NUMBER: 4485927900048836

CLOSING DATE                      04-30-24 CREDIT LIMIT                        650,000 AVAILABLE CREDIT                  144,367	PREVIOUS BALANCE                      231,951.49 PURCHASES AND OTHER CHARGES      581,647.88 CASH ADVANCES                         .00 CREDITS                                    76,015.17 PAYMENTS                                 231,951.49- LATE PAYMENT CHARGES                 .00 CASH ADVANCE FEE                       .00 FINANCE CHARGES                       .00 <b>NEW BALANCE                            505,632.71</b> TOTAL PAYMENT DUE                      505,632.71 DISPUTED AMOUNT                       .00
FOR CUSTOMER SERVICE CALL: 1-800-316-6056  FOR TTY/TDD SERVICE CALL: 1-800-955-8060	
SEND BILLING INQUIRIES TO:  JPMORGAN CHASE BANK NA COMMERCIAL CARD SOLUTIONS P.O. BOX 2015 MAIL SUITE IL1-6225 ELGIN, IL 60121	

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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**COMMERCIAL ACCOUNT ACTIVITY**

<b>CALOPS</b> 4485-9279-0004-8836	<b>TOTAL COMMERCIAL ACTIVITY</b> \$231,951.49CR										
<b>ACCOUNTING CODE:</b>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Post Date</th> <th style="width: 10%;">Tran Date</th> <th style="width: 30%;">Reference Number</th> <th style="width: 40%;">Transaction Description</th> <th style="width: 10%; text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">04-23</td> <td style="text-align: center;">04-23</td> <td></td> <td>AUTO PAYMENT DEDUCTION</td> <td style="text-align: right;">231,951.49 CR</td> </tr> </tbody> </table>	Post Date	Tran Date	Reference Number	Transaction Description	Amount	04-23	04-23		AUTO PAYMENT DEDUCTION	231,951.49 CR	
Post Date	Tran Date	Reference Number	Transaction Description	Amount							
04-23	04-23		AUTO PAYMENT DEDUCTION	231,951.49 CR							

**INDIVIDUAL CARDHOLDER ACTIVITY**

<b>PHIL WENKER</b> 4485-9200-0134-9682	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,685.11	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,685.11
<b>ACCOUNTING CODE:</b>				

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-12	24692164104100103613089	NAPA VALLEY MARRIOTT H NAPA CA 49734 ARRIVAL: 04-08-24	1,424.36
04-15	04-13	24941354104613114110487	HERTZ #0715001 THOUSAND OAKS CA 114110485	260.75
<b>Total Travel Activity</b>				<b>\$1,685.11</b>

<b>BERNADETTE JAMERO</b> 4485-9200-0441-9334	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,580.38	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,580.38
<b>ACCOUNTING CODE:</b>				

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-12	24013394103001317114813	GALPAO GAUCHO - NAPA NAPA CA	152.79
04-15	04-12	24692164104100103612966	NAPA VALLEY MARRIOTT H NAPA CA 49723 ARRIVAL: 04-08-24	1,424.36
04-15	04-12	24692164104100103612974	NAPA VALLEY MARRIOTT H NAPA CA 49723 ARRIVAL: 04-08-24	3.23
<b>Total Travel Activity</b>				<b>\$1,580.38</b>

<b>ASHLEY MALDONADO</b> 4485-9200-1168-3492	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,473.58	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,473.58
<b>ACCOUNTING CODE:</b>				

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-04	04-04	24035964095634007293374	AMERICAN AIR0012130024289 FORT WORTH TX MALDONADO/ASHLEY DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 SNA AA L DFW AA L SAV AA S CLT	809.70
04-10	04-08	24003414100900017570375	SKY AND VINE NAPA CA	143.52
04-15	04-12	24493984104091280011365	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28001136 SALES TAX: 0.00	96.00

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24692164104100103612990	NAPA VALLEY MARRIOTT H NAPA CA 49725 ARRIVAL: 04-08-24	1,424.36	
<b>Total Travel Activity</b>				<b>\$2,473.58</b>	
<b>TRACY PINCKNEY</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9200-2045-3051			\$0.00	\$299.96	\$0.00
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-26	04-24	24692164116109923349838	SOUTHWES 5262286115008 800-435-9792 TX PINCKNEY/TRACY DEPART: 08-12-24 P.O.S.: SALES TAX: \$0.00 SMF WN E SNA WN E SMF	299.96	
<b>Total Travel Activity</b>				<b>\$299.96</b>	
<b>RYAN DREIFUS</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9200-2671-8184			\$0.00	\$1,472.77	\$0.00
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24692164104100103612891	NAPA VALLEY MARRIOTT H NAPA CA 49715 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24692164104109763715605	ESQUIRE GRILLE SMF SACRAMENTO CA P.O.S.: 9653 SALES TAX: 0.00	48.41	
<b>Total Travel Activity</b>				<b>\$1,472.77</b>	
<b>RICHARD SAVAGE</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9200-2831-6078			\$60,334.95	\$183,273.74	\$0.00
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-08	04-05	24692164096103529436085	SQ *WASIO FACES GOSQ.COM CA P.O.S.: 00023058430195855 SALES TAX: 0.00	9,600.00	
04-08	04-07	24943814036900015042768	DISPUTE CREDIT CHICAGO IL	425.00 CR	
04-08	04-07	24943814044900015583993	DISPUTE CREDIT CHICAGO IL	425.00 CR	
04-09	04-08	24943004100898000062057	COSTCO WHSE #0132 VALLEJO CA P.O.S.: 00006205 SALES TAX: 20.78	245.42	
04-15	04-12	24692164104109776234172	OAK ESSENTIALS SST OAKLAND CA P.O.S.: 4544 SALES TAX: 0.00	27.20	
04-16	04-15	24492164106000037394741	WWW.MARRIOTT.COM WWW.MARRIOTT. CA P.O.S.: card_1P5xTIB2avNS SALES TAX: 1,677.25	21,641.93	
04-26	04-25	24692164116109855927916	SQ *FUN AND GAME EXPERTS GOSQ.COM CA P.O.S.: 00011529215139237 SALES TAX: 0.00	7,370.00	
04-29	04-26	24999894119900012000038	ALAMEDA CO AG FAIR OFFICE 925-4267600 CA	7,518.00	

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Purchasing Activity</b>				
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>
<b>Total Purchasing Activity</b>				<b>\$45,552.55</b>
<b>Travel Activity</b>				
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>
04-08	04-05	24755424097280976172859	EMBASSY SUITES MLPTS 408-9420400 CA 956299 ARRIVAL: 04-05-24	2,242.20
04-11	04-09	24431064101968373728154	PIZZERIA TRA VIGNE SAINT HELENA CA	1,721.06
04-12	04-10	24000974102429400045310	SAFARI WEST DAY GUEST 707-5792551 CA P.O.S.: 8390496 SALES TAX: 0.00	2,005.00
04-12	04-10	24692164102108115260395	TST* GOTTS ROADSIDE - ST BOSTON CA P.O.S.: yhvXiWJ6OVkdOqIqN SALES TAX: 29.71	389.83
04-12	04-10	24692164102108115260403	TST* GOTTS ROADSIDE - ST BOSTON CA P.O.S.: ClpSKodOfg9XfPgmb SALES TAX: 23.65	310.33
04-15	04-12	24013394103001317114698	GALPAO GAUCHO - NAPA NAPA CA	3,219.30
04-15	04-12	24164074103060216426707	NATIONAL CAR RENTAL OAKLAND CA 659766403	397.29
04-15	04-12	24692164104100103613030	NAPA VALLEY MARRIOTT H NAPA CA 49729 ARRIVAL: 04-08-24	1,424.36
04-15	04-12	24692164104109443557872	SLC AIRPORT PARKING SALT LAKE CIT UT P.O.S.: 086618 SALES TAX: 0.00	55.00
04-15	04-12	24692164104109973416150	RAISING CANES 0710 LAYTON UT P.O.S.: 20141 SALES TAX: 0.85	11.13
04-15	04-13	24692164105100890777963	SOUTHWES 5262281797775 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 04-17-24 P.O.S.: SALES TAX: \$0.00 SLC WN B LGB WN B SMF WN B SLC	968.96
04-17	04-16	24943004107722893581317	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA 17238096 ARRIVAL: 03-22-24	52,023.16
04-18	04-16	74692164108103383725327	SOUTHWES 5262281797775 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 04-16-24 P.O.S.: SALES TAX: \$0.00 DAL WN Y DAL	968.96 CR
04-18	04-16	74943004108029893582616	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA	52,023.16 CR
04-19	04-18	74943004109722895387930	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA	6,492.83 CR
04-24	04-22	24943004114894114012967	DISNEYLAND TICKETS 714-781-4669 CA P.O.S.: 11401296 SALES TAX: 0.00	4,360.00
04-25	04-24	24692164115108962814505	MARRIOTT LONG BEACH LONG BEACH CA 19429 ARRIVAL: 05-06-24	7,384.37
04-26	04-24	24755424116261164115238	SHERATON UNIVERSAL HOTEL 213-6176002 CA 2458345 ARRIVAL: 04-29-24	20,024.64
04-29	04-25	24000974119522812092176	BEST WESTERN EL GRANDE CLEARLAKE CA 0000049573 ARRIVAL: 04-21-24	3,000.00
04-29	04-28	24430994120962521782615	RENTAL TOLL65976640 877-860-1283 CA P.O.S.: 52178261 SALES TAX: 0.00	11.95

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-29	04-25	24755424117261178727670	WESTIN LOS ANGELES ARPRT 310-2165858 CA 4308706 ARRIVAL: 05-06-24	36,697.26	
04-30	04-29	24717054121871211264147	DELTA AIR 0062231312878 800-2211212 CA SAVAGE/RICHARD DEPART: 06-17-24 P.O.S.: SALES TAX: \$0.00 IDA DL S SLC DL S IDA	511.70	
<b>Total Travel Activity</b>				<b>\$77,272.59</b>	
<b>Fleet Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-09	04-08	24427334099740265899451	MAVERIK #630 MALAD ID P.O.S.: 00610000630VPRY7026589945 SALES TAX: 0.00	10.60	
04-15	04-12	24692164103109245432853	CHEVRON 0371126 OAKLAND CA P.O.S.: V000001000000 SALES TAX: 14.74	103.05	
<b>Total Fleet Activity</b>				<b>\$113.65</b>	
<b>ALLY IRELAND</b> 4485-9200-2855-9339		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,185.41	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,185.41
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-26	04-25	24755424116271161199176	KELLYS DONUTS SAN CLEMENTE CA P.O.S.: 53 SALES TAX: 0.00	41.37	
<b>Total Purchasing Activity</b>				<b>\$41.37</b>	
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-12	04-10	24692164102108115702859	TST* CALISTOGA INN RESTAU CALISTOGA CA P.O.S.: 00061892017047172108aa SALES TAX: 0.00	701.37	
04-15	04-12	24692164104100103612925	NAPA VALLEY MARRIOTT H NAPA CA 49718 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24755424104171044703844	SMF MANGO TACO 6401523 SACRAMENTO CA	18.31	
<b>Total Travel Activity</b>				<b>\$2,144.04</b>	
<b>SHERYL MOSSO</b> 4485-9200-3490-0998		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,172.95	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,172.95
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-22	04-19	24011344110000074596806	INSTRUCTURECON 2024 - INSTRUCTURE.C UT P.O.S.: opsntxeq0r2sk SALES TAX: 0.00	1,970.00	
<b>Total Purchasing Activity</b>				<b>\$1,970.00</b>	

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>		<b>Amount</b>
04-22	04-20	24943004111846119077869	VENETIAN/PALAZZO ROOM RS 7024141000 NV 103838287024141000 ARRIVAL: 07-08-24		202.95
<b>Total Travel Activity</b>					<b>\$202.95</b>
<b>THANETTE SHORT</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9200-4711-7077			\$0.00	\$1,424.36	\$0.00
<b>ACCOUNTING CODE:</b>					<b>TOTAL ACTIVITY</b>
					<b>\$1,424.36</b>
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>		<b>Amount</b>
04-15	04-12	24692164104100103613048	NAPA VALLEY MARRIOTT H NAPA CA 49730 ARRIVAL: 04-08-24		1,424.36
<b>Total Travel Activity</b>					<b>\$1,424.36</b>
<b>JERRI KELM</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9200-5377-5768			\$0.00	\$2,818.64	\$0.00
<b>ACCOUNTING CODE:</b>					<b>TOTAL ACTIVITY</b>
					<b>\$2,818.64</b>
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>		<b>Amount</b>
04-09	04-09	24011344100000003493739	LYFT *RIDE MON 5PM LYFT.COM CA P.O.S.: opsntt90ul SALES TAX: 0.10		13.99
04-10	04-08	24692164100106633528816	IN-N-OUT WOODLAND WOODLAND CA P.O.S.: 005391 SALES TAX: 0.00		41.69
04-15	04-12	24035964103634002905469	AMERICAN AIR0012132349484 FORT WORTH TX KELM/JERRI DEPART: 05-04-24 P.O.S.: SALES TAX: \$0.00 FAT AA Q DFW AA V SAV AA O DFW		351.80
04-15	04-13	24164074105060216552062	NATIONAL CAR RENTAL FRESNO CA 779195033		692.85
04-15	04-12	24692164104100103612958	NAPA VALLEY MARRIOTT H NAPA CA 49722 ARRIVAL: 04-08-24		1,424.36
04-19	04-18	24035964109634003149020	AMERICAN AIR0012133886097 FORT WORTH TX KELM/JERRI DEPART: 06-20-24 P.O.S.: SALES TAX: \$0.00 SFO AS S SNA		148.10
<b>Total Travel Activity</b>					<b>\$2,672.79</b>
<b>Fleet Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>		<b>Amount</b>
04-10	04-08	24122544100744008087415	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00808741 SALES TAX: 0.00		54.07
04-15	04-12	24316054104548964572092	SHELL OIL 57443475207 LODI CA P.O.S.: 000000 SALES TAX: 0.00		65.35
04-15	04-13	24692164104109523547595	CIRCLE K # 06060 FRESNO CA P.O.S.: 000000000000000000 SALES TAX: 0.93		26.43
<b>Total Fleet Activity</b>					<b>\$145.85</b>

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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INDIVIDUAL CARDHOLDER ACTIVITY					
<b>TRACY LE</b> 4485-9200-5420-8462		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,518.19	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,518.19
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-09	04-08	24431064100838000688306	CNN NEWS ST939 SANTA ANA CA P.O.S.: 408123850 SALES TAX: 0.00	3.14	
<b>Total Purchasing Activity</b>				<b>\$3.14</b>	
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-09	04-08	24427334099740282946087	MCDONALD'S F11628 SANTA ANA CA P.O.S.: 08897681628VPTY7028294608 SALES TAX: 0.00	9.58	
04-11	04-10	24492154101717704889697	UBER EATS HELP.UBER.COM CA P.O.S.: 8779 SALES TAX: 1.49	25.14	
04-11	04-11	24492154102713749230970	UBER EATS HELP.UBER.COM CA P.O.S.: 8779 SALES TAX: 1.82	37.78	
04-15	04-12	24692164104100103612941	NAPA VALLEY MARRIOTT H NAPA CA 49721 ARRIVAL: 04-08-24	1,442.55	
<b>Total Travel Activity</b>				<b>\$1,515.05</b>	
<b>HANNAH HURLEY</b> 4485-9200-6978-8037		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,173.91	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,173.91
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-24	04-23	74208474114000025421921	REFRACTIV LIMITED LEEDS	75.00	
04-26	04-25	24492164116000023496037	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntzg4lq70 SALES TAX: 0.00	79.00	
04-26	04-25	24492164116000023552573	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntzheawerd1 SALES TAX: 0.00	79.00	
04-26	04-25	24492164116000023640592	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntzj1ezktbiu SALES TAX: 0.00	79.00	
04-26	04-25	24492164116000023712631	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntzlr7raye SALES TAX: 0.00	79.00	
04-26	04-25	24492164116000023764574	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntzmnk55b SALES TAX: 0.00	79.00	
04-26	04-25	24492164116000023802309	ARTSINTEGRATION.COM HTTPSPARTSINTE MD P.O.S.: opsntznt174 SALES TAX: 0.00	79.00	
<b>Total Purchasing Activity</b>				<b>\$549.00</b>	
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-10	04-08	24692164100106360428024	TST* SCALAS NAPA CA P.O.S.: 00093947017019016666aa SALES TAX: 0.00	168.06	
04-10	04-08	24692164100106620003740	MKT LAS LAS VEGAS NV P.O.S.: 5059 SALES TAX: 2.51	32.49	

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24692164104100103612909	NAPA VALLEY MARRIOTT H NAPA CA 49716 ARRIVAL: 04-08-24	1,424.36	
<b>Total Travel Activity</b>				<b>\$1,624.91</b>	
<b>ASHLEY TAYLOR</b> 4485-9200-8565-3280		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,108.97	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,108.97
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-23	04-22	24906414113198508070392	FREDPRYOR CAREERTRACK 800-5563012 KS P.O.S.: 020028080130 SALES TAX: 0.00	159.00	
<b>Total Purchasing Activity</b>				<b>\$159.00</b>	
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-10	04-08	24692164100106360428057	TST* SCALAS NAPA CA P.O.S.: 00093947017019167599aa SALES TAX: 0.00	358.13	
04-10	04-08	24755424100151009826461	ONT EINSTEIN BROS T4 1419 ONTARIO CA	17.48	
04-15	04-12	24323034104006006075882	ONT AIRPT PRKING LOT 4 ONTARIO CA P.O.S.: 00607588 SALES TAX: 12.07	150.00	
04-15	04-12	24692164104100103613063	NAPA VALLEY MARRIOTT H NAPA CA 49732 ARRIVAL: 04-08-24	1,424.36	
<b>Total Travel Activity</b>				<b>\$1,949.97</b>	
<b>HILARY BESSETTE</b> 4485-9200-8762-2960		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,573.71	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,573.71
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-09	04-08	24431064099706000021369	MODMARKET DENVER CO	21.27	
04-12	04-11	24717054103871030316278	DELTA AIR BAGGAGE FEE 800-2211212 CA BESSETTE/HILARY DEPART: 0- 0- 0 P.O.S.: SALES TAX: \$0.00	30.00	
04-15	04-13	24034544105001616626726	99009 - BUFFALO AIRPORT BUFFALO NY P.O.S.: P25128440 SALES TAX: 2.21	73.52	
04-15	04-12	24692164104100103612792	NAPA VALLEY MARRIOTT H NAPA CA 49707 ARRIVAL: 04-08-24	1,424.36	
04-15	04-13	24692164104109923943378	SHAKE SHACK CONC A SLC SALT LAKE CIT UT P.O.S.: 264 SALES TAX: 1.90	24.56	
<b>Total Travel Activity</b>				<b>\$1,573.71</b>	

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**INDIVIDUAL CARDHOLDER ACTIVITY**

<b>RICARDO ROMERO</b> 4485-9200-9654-8339	<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,110.17	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,110.17
<b>ACCOUNTING CODE:</b>				

<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-10	04-09	24431064101838002282073	HUDSON ST1494 BURBANK CA P.O.S.: 409173635 SALES TAX: 0.00	19.08
<b>Total Purchasing Activity</b>				<b>\$19.08</b>
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-03	04-01	24692164093100976072093	SOUTHWES 5262275143369 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 04-12-24 P.O.S.: SALES TAX: \$0.00 SMF WN O BUR	293.98
04-03	04-01	24692164093100976072101	SOUTHWES 5262275141207 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 04-09-24 P.O.S.: SALES TAX: \$0.00 BUR WN O SMF	293.98
04-11	04-09	24692164101107306261478	TST* FUME BISTRO & BAR NAPA CA P.O.S.: 6v1sBcZc/RIScl6JD SALES TAX: 3.41	57.41
04-15	04-12	24164074103060216425410	NATIONAL CAR RENTAL SACRAMENTO CA 238362336	202.79
04-15	04-12	24692164104100103613022	NAPA VALLEY MARRIOTT H NAPA CA 49728 ARRIVAL: 04-09-24	1,068.27
04-15	04-12	24941684104091719000348	V.S.P. PARKING BURBANK BURBANK CA P.O.S.: 71900034 SALES TAX: 10.71	115.20
04-18	04-17	24137464109600223554107	TST* BETTER BUZZ COFFEE - SAN CLEMENTE CA	13.78
04-19	04-17	24692164109104058023562	RAISING CANES 0702 PALMDALE CA P.O.S.: 40033 SALES TAX: 1.16	12.50
<b>Total Travel Activity</b>				<b>\$2,057.91</b>
<b>Fleet Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-12	24122544104744008307132	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00830713 SALES TAX: 0.00	33.18
<b>Total Fleet Activity</b>				<b>\$33.18</b>

<b>MARISSA CARTER</b> 4485-9200-9937-2745	<b>CREDITS</b> \$17.00	<b>PURCHASES</b> \$2,420.49	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,403.49
<b>ACCOUNTING CODE:</b>				

<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-12	24453884104005303756251	HUDSON GREENS AND GOODS L NAPA CA P.O.S.: TP468328 SALES TAX: 0.00	58.00
04-15	04-12	74453884104005303760571	HUDSON GREENS AND GOODS L NAPA CA P.O.S.: 468329 SALES TAX: 0.00	17.00 CR

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>						
<b>Purchasing Activity</b>						
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
04-30	04-29	24906414120199011565150	FREDPRYOR CAREERTRACK 800-5563012 KS P.O.S.: 020028082441 SALES TAX: 0.00	159.00		
<b>Total Purchasing Activity</b>				<b>\$200.00</b>		
<b>Travel Activity</b>						
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
04-12	04-10	24692164102108115702891	TST* CALISTOGA INN RESTAU CALISTOGA CA P.O.S.: 00061892017047302447aa SALES TAX: 0.00	579.99		
04-15	04-12	24692164104100103612776	NAPA VALLEY MARRIOTT H NAPA CA 49705 ARRIVAL: 04-08-24	1,424.36		
04-15	04-12	24692164104109843231060	TST* HIGH FLYING FOODS - OAKLAND CA P.O.S.: 3Vh1NUYTdPM6aWmm+ SALES TAX: 6.36	68.31		
04-15	04-12	24717054104291049685184	AIRPORT PARKING BOISE ID	100.00		
<b>Total Travel Activity</b>				<b>\$2,172.66</b>		
<b>Fleet Activity</b>						
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
04-15	04-12	24692164104109395274450	CHEVRON 0371126 OAKLAND CA P.O.S.: V000001000000 SALES TAX: 4.41	30.83		
<b>Total Fleet Activity</b>				<b>\$30.83</b>		
<b>FINANCE DEPARTMENT</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-0377-7327			\$15,195.35	\$292,046.04	\$0.00	\$276,850.69
<b>ACCOUNTING CODE:</b>						
<b>Purchasing Activity</b>						
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>		
04-02	04-01	24145724092900015119077	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80365897597 SALES TAX: 0.00	28.28		
04-03	04-02	24011344093000068156790	JOTFORM INC. HTTPSWWWW.JOTF CA P.O.S.: opsntqwb19ks SALES TAX: 0.00	594.00		
04-03	04-02	24445004093200132626606	4TE*SONITROL OF ORANGE CO 949-297-4350 CA P.O.S.: 92303C1B8B5 SALES TAX: 0.00	236.05		
04-04	04-04	24692164095102111747595	ADT MOBILITY/ECOMM 800-238-2727 FL P.O.S.: 0000000000000000 SALES TAX: 6.98	91.59		
04-05	04-04	24145724095900015454042	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80370573650 SALES TAX: 0.00	28.28		
04-08	04-04	24164074096105442453709	STAPLES 00113415 MANTECA CA P.O.S.: 000256431 SALES TAX: 5.44	71.41		
04-10	04-09	24431064100014000054622	PAPER MART ORANGE CA P.O.S.: C7920235 SALES TAX: 3.15	61.17		
04-15	04-14	24164074105105441273784	STAPLES INC STAPLES.COM MA P.O.S.: 0000000000000000 SALES TAX: 6.66	92.65		
04-18	04-17	24164074108105441380867	STAPLES INC STAPLES.COM MA P.O.S.: 0000000000000000 SALES TAX: 6.66	92.65		

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-22	04-20	24000774111000007077098	DOCUMO HTTPSWWWW.DOCU NV P.O.S.: opsntxkv14rb3rr SALES TAX: 0.00	98.25
04-23	04-22	24906414113198520662721	PY *M&M SCREEN PRINTING & 559-3253400 CA P.O.S.: 66268c045f0354ef1 SALES TAX: 54.48	795.27
04-25	04-24	24692164115109215683630	HP *INSTANT INK 855-785-2777 CA P.O.S.: 3465451298290611 SALES TAX: 0.15	1.64
04-29	04-26	24116414117083223625559	NEWEGG INC. 800-390-1119 CA P.O.S.: 550104992 SALES TAX: 0.00	318.99
04-29	04-26	24116414117083225516723	NEWEGG INC. 800-390-1119 CA P.O.S.: 550105032 SALES TAX: 0.00	159.99
04-30	04-29	24116414120083323617121	NEWEGG MARKETPLACE 800-390-1119 CA P.O.S.: 550105012 SALES TAX: 111.45	1,442.18
<b>Total Purchasing Activity</b>				<b>\$4,112.40</b>
<b>Telecommunication Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-29	04-26	24692164117100887024953	ADT SECURITY*404964992 WWW.ADT.COM FL P.O.S.: 000000000000000000 SALES TAX: 0.12	1.58
<b>Total Activity</b>				<b>\$1.58</b>
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-01	03-30	24035964090634002272402	AMERICAN AIR0012128626437 FORT WORTH TX GRIMES/RACHEL DEPART: 04-14-24 P.O.S.: SALES TAX: \$0.00 SFO AA S LAX MQ S SAT	218.61
04-01	03-29	24692164090101591746734	SOUTHWES 5262274409983 800-435-9792 TX GRIMES/RACHEL DEPART: 04-08-24 P.O.S.: SALES TAX: \$0.00 SAT WN Q DEN WN Q OAK	457.98
04-01	03-29	24717054090870901100683	DELTA AIR 0062223428600 800-2211212 CA HOPPE/NANCY DEPART: 04-21-24 P.O.S.: SALES TAX: \$0.00 BNA DL M SLC DL M SMF DL U ATL DL U BNA	782.20
04-02	04-01	24692164092100268386293	HOTELSCOM7279543451844 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	158.40
04-02	04-01	24692164092100268402488	HOTELSCOM7279543698121 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	158.40
04-02	04-01	24692164093100312577664	HOTELSCOM7279544671506 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	356.16
04-04	04-03	24717054095870951173809	DELTA AIR 0062224601650 800-2211212 CA TEUTIMEZ III/JO DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 TYS DL M ATL DL M SMF DL L ATL DL L TYS	867.20
04-05	04-04	24692164095102672958946	HOTELSCOM7279772779140 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	559.44
04-05	04-04	24692164095102672974315	HOTELSCOM7279773506343 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,294.60

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-08	04-05	24000974098403200207673	BEST WESTERN PLUS THOU THOUSAND OAKS CA 0000585017 ARRIVAL: 04-04-24	333.20
04-08	04-05	24692164097103698996769	HOTELSCOM7279857229083 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	445.20
04-08	04-06	24692164097103795659518	HOTELSCOM7279862938782 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	634.31
04-12	04-11	24692164102108409008823	HOTELSCOM7280331057489 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	774.60
04-12	04-11	24692164102108409021909	HOTELSCOM7280331680220 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,122.10
04-12	04-11	24692164102108409024499	HOTELSCOM7280331816467 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	964.08
04-12	04-11	24692164102108409035180	HOTELSCOM7280332374286 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	964.08
04-12	04-11	24692164102108409055568	HOTELSCOM7280333416764 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,472.53
04-12	04-11	24692164102108437312114	HOTELSCOM7280333776185 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,850.30
04-12	04-11	24692164102108437319077	HOTELSCOM7280334090765 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,011.80
04-12	04-11	24692164102108437344455	HOTELSCOM7280335441888 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,495.12
04-12	04-11	24692164102108437353522	HOTELSCOM7280335949864 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,184.08
04-12	04-11	24692164102108437364388	HOTELSCOM7280336496241 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,495.74
04-12	04-11	24692164102108454786331	HOTELSCOM7280336974908 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,661.14
04-12	04-11	24692164102108454795159	HOTELSCOM7280337408248 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,541.16
04-12	04-11	24692164102108529502796	HOTELSCOM7280341309825 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,165.40
04-12	04-11	24692164102108529531316	HOTELSCOM7280341698980 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,803.60
04-12	04-11	24692164102108529551173	HOTELSCOM7280342169109 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	580.12
04-12	04-11	24692164102108529578507	HOTELSCOM7280342537028 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	393.97
04-12	04-11	24692164102108559141754	HOTELSCOM7280342925248 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	656.61
04-12	04-11	24692164102108559156646	HOTELSCOM7280343566262 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	948.90
04-12	04-11	24692164102108559169300	HOTELSCOM7280344168088 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	511.78
04-12	04-11	24692164102108559181693	HOTELSCOM7280344652748 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,558.90

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-12	04-11	24692164102108559200154	HOTELSCOM7280345428064 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	654.40
04-16	04-15	24692164106101711792875	HOTELSCOM7280650219148 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	175.19
04-16	04-15	24692164106101711814372	HOTELSCOM7280651232349 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	145.36
04-16	04-15	24692164106101711829057	HOTELSCOM7280652030582 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	145.36
04-16	04-15	24692164106101746229265	HOTELSCOM7280655123849 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	779.07
04-16	04-15	24692164106101894336433	HOTELSCOM7280665246940 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	535.17
04-16	04-16	24692164107101950680699	HOTELSCOM7280666375508 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,153.13
04-16	04-15	24803944107920038005715	HOTELSCOM7280669743764 HOTELS.COM NV P.O.S.: 340015677717996 SALES TAX: 0.00	4,213.68
04-17	04-16	24692164107102518484962	HOTELSCOM7280738378520 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,467.90
04-17	04-16	24692164107102564186511	HOTELSCOM7280740805582 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	6,986.70
04-17	04-16	24692164107102564198268	HOTELSCOM7280741608963 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	922.64
04-17	04-15	24692164107102572403775	SOUTHWES 5262282584499 800-435-9792 TX WHITEHEAD/CHRISTOPHE DEPART: 04-23-24 P.O.S.: SALES TAX: \$0.00 IAH WN Q LAS WN Q SJC WN Q MDW WN Q IAH	945.97
04-17	04-16	24692164108102752806911	HOTELSCOM7280759681469 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	831.06
04-17	04-15	24755424107271074039890	HILTON ADVPURCH8002367113 MEMPHIS TN 1517467760 ARRIVAL: 04-14-24	376.52
04-18	04-16	24000974108466101666287	ALLEGNT AIR,GQT 702-5058888 NV PHILLINGANES CYNTHIA DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 LAS G4 E SCK	276.00
04-18	04-16	24431064108036672942505	ALASKA AIR 0272367294250 SEATTLE WA CASTILLO/MICHELLE DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 MSO AS X SEA AS X OAK AS X SEA AS X MSO	981.20
04-18	04-17	24466284108700056507562	BREEZE AIRWAY1VN7L NEW ROCHELLE NY SANCHEZ NATALIE A DEPART: 04-27-24 P.O.S.: SALES TAX: \$0.00 RIC MX A SFO MX E RIC	323.00
04-18	04-16	24692164108103195326533	UNITED 0162381199972 UNITED.COM TX HEWETT/TIFFANY DEPART: 04-29-24 P.O.S.: SALES TAX: \$0.00 BOI UA H SFO UA U BOI	599.15

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**INDIVIDUAL CARDHOLDER ACTIVITY**

**Travel Activity**

Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-18	04-16	24692164108103195326541	UNITED 0162381215569 UNITED.COM TX HEWETT/TIFFANY DEPART: 05-13-24 P.O.S.: SALES TAX: \$0.00 BOI UA W SFO UA V BOI	569.82
04-18	04-17	24692164108103332821826	HOTELSCOM7279256815529 HOTELS.COM WA P.O.S.: MCIO53T3O SALES TAX: 0.00	32.48
04-18	04-17	24692164108103332830785	HOTELSCOM7280817540042 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	366.24
04-18	04-16	24692164108103383525409	SOUTHWES 5262283053892 800-435-9792 TX PHILLINGANES/CYNTHIA DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 LAS WN Y OAK WN Q LAS	698.96
04-18	04-16	24692164108103383525417	SOUTHWES 5262283120036 800-435-9792 TX MEYERS/AMY DEPART: 05-19-24 P.O.S.: SALES TAX: \$0.00 SEA WN Z SMF WN S SEA	341.96
04-18	04-16	24692164108103383525425	SOUTHWES 5262283232707 800-435-9792 TX VALDEZ DEAN/KYRRA EI DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 DAL WN P OAK WN N DEN WN N DAL	438.97
04-18	04-16	24692164108103383525433	SOUTHWES 5262283257061 800-435-9792 TX WORKMAN/SHAINA ELAN DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 DEN WN W SJC WN G DEN	540.95
04-18	04-16	24692164108103383525441	SOUTHWES 5262283250085 800-435-9792 TX MONJE/LAURA KATHLEEN DEPART: 05-24-24 P.O.S.: SALES TAX: \$0.00 SMF WN S SAN	218.98
04-18	04-16	24692164108103383525458	SOUTHWES 5262283261239 800-435-9792 TX GONZALEZ/JESSICA MAR DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 AUS WN H SLC WN H SJC WN R AUS	749.96
04-18	04-16	24692164108103383525466	SOUTHWES 5262283227978 800-435-9792 TX VALDEZ DEAN/KYRRA EI DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 DAL WN O SAN WN O SFO WN I PHX WN I DAL	457.96
04-18	04-16	24692164108103383525474	SOUTHWES 5262283044543 800-435-9792 TX THOMPSON/CHRISTINE L DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 ELP WN Y OAK WN P PHX WN P ELP	756.46
04-18	04-16	24692164108103383525482	SOUTHWES 5262283245865 800-435-9792 TX MONJE/LAURA KATHLEEN DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 SAN WN H OAK	272.98
04-18	04-16	24692164108103383525490	SOUTHWES 5262283236275 800-435-9792 TX DUGUAY/MEENA DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 ONT WN I OAK WN I ONT	379.96
04-18	04-16	24692164108103383525508	SOUTHWES 5262283112910 800-435-9792 TX MEYERS/AMY DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 SEA WN W SMF WN M LAS WN M SEA	556.97
04-18	04-18	24692164109103649653812	HOTELSCOM7280841762745 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	816.96

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-18	04-17	24692164109103678284703	DELTA 0062228503701 800-221-1212 GA AYERS/HOLLIE DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 ATL DL Q SJC DL Q ATL	977.20
04-18	04-16	24717054108871081399038	DELTA AIR 0062227014841 800-2211212 CA CANNON/TARA ELI DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 SLC DL L SMF DL W SLC	512.20
04-18	04-16	24717054108871081409837	DELTA AIR 0062227088804 800-2211212 CA GRAY/REBECCA LA DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 COS DL T SLC DL T OAK DL M SLC DL M COS	588.20
04-18	04-16	24717054108871081568749	DELTA AIR 0062227744064 800-2211212 CA SAVAGE/KATHERIN DEPART: 04-29-24 P.O.S.: SALES TAX: \$0.00 IDA DL S SLC DL S SMF DL B SLC DL B IDA	1,034.70
04-18	04-16	24717054108871081759843	DELTA AIR 0062227677140 800-2211212 CA CERVANTES/STEPH DEPART: 04-27-24 P.O.S.: SALES TAX: \$0.00 HSV DL V ATL DL V SMF DL Q ATL DL Q HSV	541.20
04-18	04-16	24717054108871081971059	DELTA AIR 0062227482372 800-2211212 CA SAVAGE/KATHERIN DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 IDA DL S SLC DL S SMF DL S SLC DL S IDA	616.70
04-18	04-15	74803944109920012028264	HOTELSCOM7280669743764 HOTELS.COM NV P.O.S.: 340015699491325 SALES TAX: 0.00	1,053.42 CR
04-18	04-15	74803944109920012028280	HOTELSCOM7280669743764 HOTELS.COM NV P.O.S.: 340015699491329 SALES TAX: 0.00	1,053.42 CR
04-18	04-15	74803944109920012028298	HOTELSCOM7280669743764 HOTELS.COM NV P.O.S.: 340015699489746 SALES TAX: 0.00	1,053.42 CR
04-18	04-15	74803944109920012028306	HOTELSCOM7280669743764 HOTELS.COM NV P.O.S.: 340015699490742 SALES TAX: 0.00	1,053.42 CR
04-19	04-18	24035964110634002927753	AMERICAN AIR0012133996182 FORT WORTH TX STILSON/KARLEY DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 BFL AA S PHX AA S DFW AA S SAV	766.25
04-19	04-17	24431064109331901026199	ALASKA AIR 0277033729399 SEATTLE WA CASTILLO/MICHELLE DEPART: 04-28-24 P.O.S.: SALES TAX: \$0.00 MSO AS M SEA AS V OAK AS G SEA AS V MSO	826.21
04-19	04-18	24692164109104171209767	HOTELSCOM7280898909308 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	792.76
04-19	04-18	24692164109104190206133	HOTELSCOM7280902976865 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	216.29
04-19	04-17	24692164109104199094662	SOUTHWES 5262283660020 800-435-9792 TX KOTH/AMANDA MICHELLE DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 SEA WN O OAK WN Z SEA	377.96
04-19	04-17	24692164109104199094670	SOUTHWES 5262283487748 800-435-9792 TX ROSE/PATIENCE DEPART: 05-06-24 P.O.S.: SALES TAX: \$0.00 BOI WN Y OAK WN E LAS WN E BOI	649.96

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-19	04-17	24692164109104199094688	SOUTHWES 5262283480662 800-435-9792 TX CARLON/LEAH DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 PDX WN W OAK WN F PDX	409.95
04-19	04-17	24692164109104199094696	SOUTHWES 5262283534183 800-435-9792 TX STOKEY/MARIE DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 PHX WN Y OAK WN U PHX	636.96
04-19	04-17	24692164109104199094704	SOUTHWES 5262283627924 800-435-9792 TX HARRIS/ELNORA DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 LAS WN Y SMF WN G LAS	579.97
04-19	04-17	24692164109104199094712	SOUTHWES 5262283511270 800-435-9792 TX ROSE/PATIENCE DEPART: 05-19-24 P.O.S.: SALES TAX: \$0.00 BOI WN Y LAS WN Y SMF WN S BOI	600.96
04-19	04-17	24692164109104199094720	SOUTHWES 5262283670516 800-435-9792 TX KOTH/AMANDA MICHELLE DEPART: 05-19-24 P.O.S.: SALES TAX: \$0.00 SEA WN O OAK WN W SEA	577.97
04-19	04-17	24692164109104199094738	SOUTHWES 5262283679551 800-435-9792 TX PENA/NANCY DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 SNA WN Y OAK WN U SNA	527.96
04-19	04-17	24692164109104199094746	SOUTHWES 5262283620624 800-435-9792 TX DIMAIO/CRYSTAL GWEN DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 PHX WN Y OAK WN U PHX	636.96
04-19	04-17	24692164109104199094753	SOUTHWES 5262283542441 800-435-9792 TX HICKEY/AMY DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 DAL WN Y OAK WN G DAL	830.96
04-19	04-18	24692164109104371413177	HOTELSCOM7280917344561 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,824.85
04-19	04-19	24692164110104430255665	HOTELSCOM7280920998742 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,865.06
04-19	04-18	24803944110920008180436	HOTELSCOM7280899575824 HOTELS.COM NV P.O.S.: 160015700307004 SALES TAX: 0.00	1,029.45
04-22	04-18	24692164110105037845238	SOUTHWES 5262284075155 800-435-9792 TX EUBANKS/MARCI GAIL DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 STL WN Q DEN WN Q SJC WN E DEN WN E STL	644.97
04-22	04-18	24692164110105037845246	SOUTHWES 5262284102037 800-435-9792 TX ANGULO/DEBORAH DEPART: 05-19-24 P.O.S.: SALES TAX: \$0.00 SAT WN R SAN WN R OAK WN O LAS WN O SAT	645.96
04-22	04-18	24692164110105037845253	SOUTHWES 5262284005243 800-435-9792 TX SCHNERINGER/KATELYNN DEPART: 05-19-24 P.O.S.: SALES TAX: \$0.00 LAS WN Q BUR WN Q OAK WN Q LAS	606.96

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-22	04-18	24692164110105037845261	SOUTHWES 5262283946002 800-435-9792 TX SCHNERINGER/KATELYNN DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 LAS WN Y OAK WN Y LAS	839.95
04-22	04-19	24692164111105922543848	SOUTHWES 5262284470087 800-435-9792 TX HOPPE/NANCY DEPART: 05-09-24 P.O.S.: SALES TAX: \$0.00 SJC WN O LGB WN O OKC	312.98
04-22	04-19	24692164111105922543855	SOUTHWES 5262284467054 800-435-9792 TX HOPPE/NANCY DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 BNA WN Y LAX WN Y SJC	697.98
04-22	04-19	24692164111105922543863	SOUTHWES 5262284455428 800-435-9792 TX BRANDOW/HEATHER RENE DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 DAL WN W SMF WN N PHX WN N DAL	633.96
04-22	04-19	24692164111105922543871	SOUTHWES 5262284438073 800-435-9792 TX LASARGE/LISA LYNN DEPART: 05-13-24 P.O.S.: SALES TAX: \$0.00 PHX WN C SJC WN U PHX	402.97
04-22	04-17	74431064110036672942506	ALASKA AIR 0272367294250 SEATTLE WA CASTILLO/MICHELLE DEPART: 00-00-00 P.O.S.: SALES TAX: \$0.00	981.20 CR
04-23	04-22	24692164113107531443095	HOTELSCOM7281228469946 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	732.36
04-23	04-22	24692164113107531445462	HOTELSCOM7281228591785 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,025.85
04-23	04-22	24692164113107566067249	HOTELSCOM7281229296141 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	245.62
04-23	04-22	24692164113107566071407	HOTELSCOM7281229509165 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	732.10
04-23	04-22	24692164113107566073064	HOTELSCOM7281229599307 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	604.53
04-23	04-22	24692164113107566073593	HOTELSCOM7281229610029 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,828.08
04-23	04-22	24692164113107566076117	HOTELSCOM7281229736086 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	604.53
04-23	04-22	24692164113107566077263	HOTELSCOM7281229776666 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	732.10
04-23	04-22	24692164113107594910998	HOTELSCOM7281231827689 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,824.92
04-23	04-22	24692164113107594932612	HOTELSCOM7281232700821 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,148.44
04-23	04-22	24692164113107594957429	HOTELSCOM7281233879980 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,017.50
04-23	04-22	24692164113107613460116	HOTELSCOM7281234712986 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	407.00
04-23	04-22	24692164113107613481716	HOTELSCOM7281235621689 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	600.93

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-23	04-22	24692164113107613498215	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	7,431.55
04-23	04-22	24692164113107613504095	HOTELSCOM7281236576884 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	909.95
04-23	04-22	24692164113107613507031	HOTELSCOM7281236692344 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	909.95
04-23	04-22	24692164113107613509110	HOTELSCOM7281236783640 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	498.01
04-23	04-22	24692164113107613512478	HOTELSCOM7281236916328 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	909.95
04-23	04-22	24692164113107683878015	HOTELSCOM7281237194201 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,610.44
04-23	04-22	24692164113107683908051	HOTELSCOM7281237615285 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,127.28
04-23	04-22	24692164113107683947976	HOTELSCOM7281238425265 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,995.14
04-23	04-22	24692164113107683987782	HOTELSCOM7281239218742 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	6,061.30
04-23	04-22	24692164113107684020757	HOTELSCOM7281239726060 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	685.20
04-23	04-22	24692164113107712199110	HOTELSCOM7205462713931 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,119.55
04-23	04-22	24692164113107712204340	HOTELSCOM7205462724455 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	895.32
04-23	04-22	24692164113107712208481	HOTELSCOM7205462732095 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,933.30
04-23	04-23	24692164114107767001194	HOTELSCOM7281243619422 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	141.21
04-23	04-23	24692164114107767024535	HOTELSCOM7281244766663 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	5,357.80
04-23	04-23	24692164114107803433716	HOTELSCOM7281245357349 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,042.08
04-23	04-23	24692164114107803434748	HOTELSCOM7205462872212 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,207.43
04-23	04-23	24692164114107803438665	HOTELSCOM7205462879435 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,528.70
04-23	04-23	24692164114107803438798	HOTELSCOM7281245623527 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	898.80
04-23	04-23	24692164114107803446775	HOTELSCOM7281246025028 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	915.60
04-23	04-23	24692164114107803462764	HOTELSCOM7205462921191 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,501.40
04-23	04-23	24692164114107803467565	HOTELSCOM7205462930138 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,004.00

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-23	04-23	24692164114107803468449	HOTELSCOM7205462931793 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,398.48
04-23	04-23	24692164114107803472854	HOTELSCOM7205462940790 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	537.00
04-23	04-23	24692164114107803474207	HOTELSCOM7281247594549 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,124.05
04-23	04-23	24692164114107803480907	HOTELSCOM7205462955378 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	585.66
04-23	04-23	24692164114107803488579	HOTELSCOM7205462969952 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	421.87
04-23	04-23	24692164114107803494494	HOTELSCOM7205462981295 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,873.95
04-23	04-22	24803944114920009234865	HOTELSCOM7281233085607 HOTELS.COM NV P.O.S.: 270015743914212 SALES TAX: 0.00	401.28
04-24	04-24	24035964115634002981953	AMERICAN AIR0012135445449 FORT WORTH TX KIM/VICTORIA DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 LAX AS H SJC AS L LAX	571.20
04-24	04-24	24035964115634003064163	AMERICAN AIR0012135460436 FORT WORTH TX KIM/VICTORIA DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 LAX AS M SJC AS K LAX	571.20
04-24	04-23	24692164114108334111375	HOTELSCOM7281327692688 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	607.62
04-24	04-23	24692164114108370089758	HOTELSCOM7281329153245 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	246.04
04-24	04-23	24692164114108370095631	HOTELSCOM7281329425964 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	501.63
04-24	04-23	24692164114108370105190	HOTELSCOM7281329976643 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	937.45
04-24	04-23	24692164114108396711302	HOTELSCOM7281331998263 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,431.80
04-24	04-23	24692164114108396728066	HOTELSCOM7281332709006 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	775.70
04-24	04-23	24692164114108396728462	HOTELSCOM7281332727028 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,245.13
04-24	04-23	24692164114108396733058	HOTELSCOM7281332977429 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	620.56
04-24	04-23	24692164114108396745870	HOTELSCOM7281333592202 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	687.73
04-24	04-23	24692164114108396749815	HOTELSCOM7281333763589 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	687.73
04-24	04-23	24692164114108431457374	HOTELSCOM7281333833765 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	687.73
04-24	04-23	24692164114108431538330	HOTELSCOM7281335602841 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	892.10

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04-24	04-23	24692164114108431539866	HOTELSCOM7281335688647 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	892.10
04-24	04-23	24692164114108431541771	HOTELSCOM7281335765002 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	892.10
04-24	04-24	24692164115108564087732	HOTELSCOM7205465679030 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,099.20
04-24	04-24	24692164115108564091528	HOTELSCOM7205465685890 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,699.20
04-24	04-24	24692164115108564094118	HOTELSCOM7205465691376 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,639.68
04-24	04-24	24692164115108564098689	HOTELSCOM7205465699235 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,832.32
04-24	04-24	24692164115108564104362	HOTELSCOM7205465709592 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,065.32
04-24	04-24	24692164115108564106409	HOTELSCOM7205465713375 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,014.38
04-24	04-24	24692164115108564108769	HOTELSCOM7205465717232 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,078.60
04-24	04-24	24692164115108564110245	HOTELSCOM7205465720010 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	742.22
04-24	04-24	24692164115108564115806	HOTELSCOM7205465730050 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	656.64
04-24	04-24	24692164115108564116705	HOTELSCOM7205465732412 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	420.44
04-24	04-24	24692164115108564123156	HOTELSCOM7205465744857 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,131.61
04-24	04-24	24692164115108564125235	HOTELSCOM7205465748413 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	761.23
04-24	04-24	24692164115108564126472	HOTELSCOM7205465750498 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,709.30
04-24	04-24	24692164115108564131282	HOTELSCOM7205465759137 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	687.68
04-24	04-24	24692164115108564132835	HOTELSCOM7205465761952 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	897.98
04-24	04-24	24692164115108564136620	HOTELSCOM7205465769430 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,846.85
04-24	04-24	24692164115108564138998	HOTELSCOM7205465773897 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,248.10
04-24	04-24	24692164115108564140259	HOTELSCOM7205465776237 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,348.86
04-24	04-24	24692164115108564143063	HOTELSCOM7205465782314 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,670.80
04-24	04-24	24692164115108611323478	HOTELSCOM7205465793474 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,306.50
04-25	04-24	24692164115109025704311	HOTELSCOM7205467225770 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,990.39

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-25	04-24	24692164115109025706118	HOTELSCOM7205467232198 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,003.87
04-25	04-24	24692164115109025708049	HOTELSCOM7205467237475 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,547.25
04-25	04-24	24692164115109042962512	HOTELSCOM7205467304751 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,336.24
04-25	04-24	24692164115109042967339	HOTELSCOM7205467316691 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,988.67
04-25	04-24	24692164115109042985653	HOTELSCOM7205467362433 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,988.67
04-25	04-24	24692164115109042987774	HOTELSCOM7205467367798 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,142.81
04-25	04-23	24692164115109082498146	SOUTHWES 5262285886351 800-435-9792 TX ROTH/KELLY COLLEEN DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 BNA WN Y LAX WN Y SJC WN M PHX WN M BNA	974.96
04-25	04-23	24692164115109082498153	SOUTHWES 5262285892923 800-435-9792 TX SOLOMON/MARISSA ALIC DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 SNA WN Y SJC WN U SNA	524.96
04-25	04-24	24692164115109082498161	SOUTHWES 5262286032213 800-435-9792 TX MARTINEZ HUERTA/VERO DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 ONT WN M SMF WN O ONT	473.96
04-25	04-24	24692164115109082498179	SOUTHWES 5262286029059 800-435-9792 TX SOLOMON/MARISSA ALIC DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 LAS WN Y SJC WN S SNA	638.96
04-25	04-24	24692164115109154834798	HOTELSCOM7281406593508 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	141.90
04-25	04-24	24692164115109154859894	HOTELSCOM7281407819401 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	217.59
04-25	04-24	24692164115109177173992	HOTELSCOM7281408839387 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	662.89
04-25	04-24	24692164115109248000018	HOTELSCOM7281411619403 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	172.98
04-25	04-24	24692164115109248037531	HOTELSCOM7281412375400 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	761.23
04-25	04-24	24692164115109277314090	HOTELSCOM7281414239340 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,134.49
04-25	04-24	24692164115109277316285	HOTELSCOM7281414319366 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,134.49
04-25	04-25	24692164116109332499596	HOTELSCOM7205468259199 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,697.72
04-25	04-25	24692164116109332505665	HOTELSCOM7205468270598 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	846.30
04-25	04-25	24692164116109370492230	HOTELSCOM7205468282751 HOTELS.COM WA P.O.S.: ANKFATXBL SALES TAX: 0.00	686.36

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-25	04-25	24692164116109370495910	HOTELSCOM7205468290795 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	686.36
04-25	04-25	24692164116109370499961	HOTELSCOM7205468297851 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	583.35
04-25	04-25	24692164116109370505510	HOTELSCOM7205468307979 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,878.08
04-25	04-25	24692164116109370505817	HOTELSCOM7205468308651 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,811.78
04-25	04-25	24692164116109370508191	HOTELSCOM7205468312756 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	599.76
04-25	04-25	24692164116109370513480	HOTELSCOM7205468322736 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,524.94
04-25	04-25	24692164116109370513522	HOTELSCOM7205468322652 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,188.00
04-25	04-25	24692164116109370515998	HOTELSCOM7205468327977 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,116.84
04-25	04-25	24692164116109370516715	HOTELSCOM7205468329776 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,800.25
04-25	04-25	24692164116109370529619	HOTELSCOM7281421245026 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,332.75
04-25	04-25	24692164116109370539022	HOTELSCOM7281421746283 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	6,133.04
04-25	04-24	74692164115109177228452	HOTELSCOM7279172476187 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	531.28 CR
04-25	04-25	74692164116109370553614	HOTELSCOM7205468282751 HOTELS.COM WA P.O.S.: ANKFATXBL SALES TAX: 0.00	171.59 CR
04-26	04-25	24055234116700633850446	SUNCTRYAIR VB5EHA MINNEAPOLIS MN WRIGHT ANNELISE J DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 MSP SY E SFO	288.99
04-26	04-24	24431064116036680624491	ALASKA AIR 0272368062449 SEATTLE WA FRAMPTON/DENISE DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 RDM AS X SEA AS X SMF AS X SEA AS X RDM	841.21
04-26	04-25	24692164116100074819752	HOTELSCOM7281494486748 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	166.92
04-26	04-24	24692164116109723695646	UNITED 0162383230103 UNITED.COM TX WHITEHEAD/CHRISTOPHE DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 IAH UA W SMF UA S IAH	545.67
04-26	04-24	24692164116109923349770	SOUTHWES 5262286036563 800-435-9792 TX GONZALEZ/ELIZABETH DEPART: 05-12-24 P.O.S.: SALES TAX: \$0.00 SNA WN M SMF WN S SNA	451.97
04-26	04-25	24692164117100117307475	HOTELSCOM7281498033304 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	867.70

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Travel Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-26	04-24	24717054116871163349240	SPIRIT AIRL 4870389998510 800-7727117 FL WRIGHT/A DEPART: 05-24-24 P.O.S.: SALES TAX: \$0.00 OAK NK K SAN	214.09
04-29	04-25	24692164117100771030397	SOUTHWES 5262286683528 800-435-9792 TX BEHREND/ERIN COLLEEN DEPART: 05-05-24 P.O.S.: SALES TAX: \$0.00 ONT WN M SMF WN U ONT	384.96
04-29	04-25	24692164117100771030405	SOUTHWES 5262286694177 800-435-9792 TX VALDEZ DEAN/KYRRA EI DEPART: 06-03-24 P.O.S.: SALES TAX: \$0.00 DAL WN I PHX WN I SNA WN I PHX WN I DAL	437.96
04-29	04-25	24692164117100771030413	SOUTHWES 5262286716177 800-435-9792 TX STURTEVANT/JONATHAN DEPART: 06-03-24 P.O.S.: SALES TAX: \$0.00 RNO WN E OAK WN E SNA WN C LAS WN C RNO	317.96
04-29	04-25	24692164117100800867090	FAIRFIELD INN & SUITES TURLOCK CA 52225 ARRIVAL: 04-24-24	163.92
04-29	04-26	74692164117100797113875	HOTELSCOM7272895356240 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,866.05 CR
04-30	04-29	24692164120103275404360	HOTELSCOM7281808672566 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	176.62
04-30	04-29	24692164120103358858177	HOTELSCOM7281815488202 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,571.80
04-30	04-29	24692164120103378152114	HOTELSCOM7281818496485 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,619.20
04-30	04-29	24692164120103455635221	HOTELSCOM7281820102723 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	187.08
04-30	04-29	74692164120103455698299	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455698380	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455698588	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455698745	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455698935	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455699172	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
04-30	04-29	74692164120103455699362	HOTELSCOM7281236318521 HOTELS.COM WA P.O.S.: PQT3JO0SP SALES TAX: 0.00	1,061.65 CR
<b>Total Travel Activity</b>				<b>\$272,736.71</b>
<b>MARCUS WHITE</b> 4485-9201-0693-8900			<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,458.11
<b>ACCOUNTING CODE:</b>			<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,458.11

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-10	04-09	24137464100100228410594	TST* HERITAGE EATS NAPA CA P.O.S.: 4aWoG/pGQ46+Lle7a SALES TAX: 2.13	33.75	
04-15	04-12	24692164104100103613071	NAPA VALLEY MARRIOTT H NAPA CA 49733 ARRIVAL: 04-08-24	1,424.36	
<b>Total Travel Activity</b>				<b>\$1,458.11</b>	
<b>LAUREN WEED</b> 4485-9201-0898-2336		<b>CREDITS</b> \$11.74	<b>PURCHASES</b> \$1,892.31	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,880.57
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-26	04-24	24427334116710036445321	SPROUTS FARMERS MAR SAN CLEMENTE CA P.O.S.: 06170710296VLPY7043646074 SALES TAX: 2.47	34.40	
<b>Total Purchasing Activity</b>				<b>\$34.40</b>	
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-08	03-23	74000974098401813927278	HOTEL ZOSO 760-3259676 CA P.O.S.: 0000003921 SALES TAX: 0.00	11.74 CR	
04-10	04-09	24013394100000981779581	RISTORANTE ALLEGRIA NAPA CA	240.00	
04-15	04-12	24493984104091280011332	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28001133 SALES TAX: 0.00	98.00	
04-15	04-12	24692164104100103613097	NAPA VALLEY MARRIOTT H NAPA CA 49735 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24755424104161045093329	SMF MANGO TACO 6401523 SACRAMENTO CA	23.31	
<b>Total Travel Activity</b>				<b>\$1,773.93</b>	
<b>Fleet Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24137464104001614164827	QUIK STOP #0147 WOODLAND CA P.O.S.: 2336 SALES TAX: 11.18	72.24	
<b>Total Fleet Activity</b>				<b>\$72.24</b>	
<b>MACKENZIE DURAN</b> 4485-9201-0993-6299		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,364.69	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,364.69
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-05	04-03	24692164095102638617370	SOUTHWES 5262276333689 800-435-9792 TX DURAN/MACKENZIE JUDI DEPART: 05-04-24 P.O.S.: SALES TAX: \$0.00 LGB WN P HOU WN P SAV WN Q MDW WN Q LGB	691.95	
04-15	04-12	24493984104091280011324	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28001132 SALES TAX: 0.00	100.00	

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24692164104100103612875	NAPA VALLEY MARRIOTT H NAPA CA 49713 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24801974104796911767197	C CASA NAPA CA	148.38	
<b>Total Travel Activity</b>				<b>\$2,364.69</b>	
<b>LACHELLE CARTER</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9201-1277-6922			\$0.00	\$1,429.67	\$0.00
<b>ACCOUNTING CODE:</b>					<b>TOTAL ACTIVITY</b> \$1,429.67
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-15	04-12	24692164104100103612818	NAPA VALLEY MARRIOTT H NAPA CA 49709 ARRIVAL: 04-08-24	1,429.67	
<b>Total Travel Activity</b>				<b>\$1,429.67</b>	
<b>STEPHEN FORD</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>
4485-9201-2531-5460			\$0.00	\$3,023.80	\$0.00
<b>ACCOUNTING CODE:</b>					<b>TOTAL ACTIVITY</b> \$3,023.80
<b>Travel Activity</b>					
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
04-08	04-06	24692164098105199294841	SOUTHWES 5262277567874 800-435-9792 TX FORD/STEPHEN E DEPART: 04-08-24 P.O.S.: SALES TAX: \$0.00 DAL WN B LAS WN B OAK WN B DAL	114.00	
04-10	04-09	24013394100000968391129	NAPASPORT NAPA CA	221.52	
04-10	04-08	24055234100400885000398	HABIT NAPA #49 NAPA CA P.O.S.: 1979498518881 SALES TAX: 0.00	17.32	
04-12	04-10	24692164102108115702875	TST* CALISTOGA INN RESTAU CALISTOGA CA P.O.S.: 00061892017047197681aa SALES TAX: 0.00	671.95	
04-12	04-10	24692164102108383702862	SOUTHWES 5262280074034 800-435-9792 TX FORD/STEPHEN E DEPART: 04-12-24 P.O.S.: SALES TAX: \$0.00 OAK WN B DAL	143.99	
04-15	04-12	24164074103060216426640	NATIONAL CAR RENTAL OAKLAND CA 659763082	307.99	
04-15	04-12	24204294103001466870083	SUBWAY 30160 OAKLAND CA P.O.S.: 420429002226467 SALES TAX: 0.64	13.43	
04-15	04-12	24431064104091774000441	COD AVIATION PK GAR DALLAS TX P.O.S.: 77400044 SALES TAX: 0.00	80.00	
04-15	04-12	24692164104100103612883	NAPA VALLEY MARRIOTT H NAPA CA 49714 ARRIVAL: 04-08-24	1,424.36	
04-22	04-19	24430994111962738681866	RENTAL TOLL65976308 877-860-1283 CA P.O.S.: 73868186 SALES TAX: 0.00	11.95	
<b>Total Travel Activity</b>				<b>\$3,006.51</b>	

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>						
<b>Fleet Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-15	04-12	24427334104120005645402	REDWOOD NAPA VALERO NAPA CA P.O.S.: 02012123780VPRYF260564522 SALES TAX: 1.24	17.29		
<b>Total Fleet Activity</b>				<b>\$17.29</b>		
<b>JULIE COLOMBERO</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-2888-3134			\$141.17	\$41,715.72	\$0.00	\$41,574.55
<b>ACCOUNTING CODE:</b>						
<b>Purchasing Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-01	03-30	24204294090000806027045	PINTEREST ADS 415-7627100 CA P.O.S.: 2Q1000W5 SALES TAX: 0.00	1,000.91		
04-01	04-01	24204294091000418611037	FACEBK 58T2XYB562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00		
04-01	03-30	24692164090101268513284	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10vA3JO SALES TAX: 0.00	500.00		
04-02	04-01	24692164092102911962942	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10zs6UK SALES TAX: 0.00	525.43		
04-03	04-02	24692164093100583884252	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10B1bum SALES TAX: 0.00	500.00		
04-03	04-02	24692164093101035462499	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10C88t3 SALES TAX: 0.00	500.00		
04-03	04-02	24692164093101105332952	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26959282 SALES TAX: 25.88	388.20		
04-03	04-01	24755424093170934994383	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	54.18		
04-04	04-03	24204294094000606146033	FACEBK 954HMYB462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00		
04-04	04-04	24692164095102048480021	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10Emf1d SALES TAX: 0.00	500.00		
04-05	04-04	24692164095102630762968	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10FFj0q SALES TAX: 0.00	500.00		
04-05	04-04	24755424096150965984690	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	1,006.30		
04-08	04-06	24204294096000329681058	FACEBK MYUQHZZK462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00		
04-08	04-05	24692164096103124240825	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10GMiu7 SALES TAX: 0.00	500.00		
04-08	04-05	24692164096103636192787	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10HUFzd SALES TAX: 0.00	500.00		
04-08	04-06	24692164097104164018450	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10IYLqF SALES TAX: 0.00	500.00		
04-08	04-07	24692164098104720888510	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10K9rev SALES TAX: 0.00	500.00		
04-08	04-07	24692164098105189793695	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10LIZ1f SALES TAX: 0.00	500.00		

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-09	04-08	24204294099001802533078	FACEBK R3PXTYB462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-09	04-08	24692164099105953783319	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10MO0mD SALES TAX: 0.00	500.00
04-09	04-03	74755424099150954217328	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	13.08 CR
04-10	04-09	24204294100000215782030	FACEBK ZDH2MZ462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	290.90
04-10	04-09	24692164100106613861385	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10OI7kR SALES TAX: 0.00	500.00
04-10	04-09	24755424101151011915020	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	213.89
04-11	04-10	24692164101107189543505	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10PJFkp SALES TAX: 0.00	500.00
04-11	04-10	24692164101107641708175	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10QJP4o SALES TAX: 0.00	500.00
04-12	04-12	24204294102000247655087	FACEBK CN4QH2Y462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-12	04-11	24692164102108218917628	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10RRdy6 SALES TAX: 0.00	500.00
04-15	04-14	24204294105000208041076	FACEBK 9RDVFB562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-15	04-12	24692164103108992457915	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10Ts36a SALES TAX: 0.00	500.00
04-15	04-13	24692164104100235651270	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10Wz0P8 SALES TAX: 0.00	500.00
04-15	04-13	24692164104109675979943	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10VcSuL SALES TAX: 0.00	500.00
04-15	04-14	24692164105100921471248	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10XSAJ1 SALES TAX: 0.00	500.00
04-16	04-15	24692164106101545522704	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10Z76qw SALES TAX: 0.00	500.00
04-17	04-16	24145724107900016010328	THE PERFECT IMPRESSION,   949-3157960 CA P.O.S.: 80397056895 SALES TAX: 0.00	141.88
04-17	04-17	24204294108000702819024	FACEBK CTK8XZK462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-17	04-17	24204294108000704547045	PINTEREST ADS 415-7627100 CA P.O.S.: 2QJ000YW SALES TAX: 0.00	1,064.74
04-17	04-16	24692164107102270284956	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P110KLSZ SALES TAX: 0.00	500.00
04-17	04-17	24692164108102933398564	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P112ksuT SALES TAX: 0.00	500.00
04-18	04-17	24493984109200807900613	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80790061 SALES TAX: 0.00	29.42
04-18	04-17	24692164108103431983055	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P113p6aS SALES TAX: 0.00	500.00

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-18	04-17	24755424109151094427648	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	413.63
04-19	04-18	24445004110000939260958	WALGREENS #11241 ALISO VIEJO CA P.O.S.: NONE SALES TAX: 1.47	20.46
04-19	04-18	24493984110200807000205	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700020 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000494	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700049 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000726	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700072 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000775	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700077 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000783	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700078 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000825	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700082 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000841	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700084 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000882	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700088 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807000932	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700093 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807001062	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700106 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807001138	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700113 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807001153	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700115 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807001179	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700117 SALES TAX: 0.00	29.42
04-19	04-18	24493984110200807001294	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700129 SALES TAX: 0.00	29.42
04-19	04-18	24692164109104031335224	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P114EewK SALES TAX: 0.00	500.00
04-22	04-19	24204294110000420417032	FACEBK 5MMT8Z3562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-22	04-22	24204294113000410105065	FACEBK CXTE42G462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-22	04-19	24493984111200807100459	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80710045 SALES TAX: 0.00	29.42
04-22	04-19	24493984111200807100509	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80710050 SALES TAX: 0.00	29.42
04-22	04-19	24493984111200807100566	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80710056 SALES TAX: 0.00	29.42

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>				
<b>Purchasing Activity</b>				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-22	04-19	24692164110104865719821	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P116AnxT SALES TAX: 0.00	500.00
04-22	04-20	24692164111105413199373	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P117C8wb SALES TAX: 0.00	500.00
04-22	04-20	24692164111106046946917	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P118Xbkg SALES TAX: 0.00	500.00
04-22	04-21	24692164112106761293460	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11au3d4 SALES TAX: 0.00	500.00
04-23	04-22	24803944114910000167669	GOOGLE*ADS9121351564 CC GOOGLE.COM CA P.O.S.: V09550877196 SALES TAX: 0.00	500.00
04-24	04-23	24493984115200807300352	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80730035 SALES TAX: 0.00	29.42
04-24	04-23	24692164114108003199354	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11df8Fd SALES TAX: 0.00	500.00
04-24	04-23	74208474114000015149326	YOUCANBOOK.ME BEDFORD	33.60
04-25	04-24	24204294115000319766031	FACEBK* CLXWFZB462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-25	04-24	24692164115108775270135	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11f3flp SALES TAX: 0.00	500.00
04-25	04-25	24692164116109407654760	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11gthhw SALES TAX: 0.00	500.00
04-26	04-25	24493984117200807500520	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80750052 SALES TAX: 0.00	29.42
04-26	04-25	24692164116109902771705	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11hAnqt SALES TAX: 0.00	500.00
04-26	04-25	24755424117151175588029	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	4,050.78
04-29	04-27	24204294118000713771030	FACEBK* M9H9B2G462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-29	04-26	24692164117100669405917	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11jnbwH SALES TAX: 0.00	500.00
04-29	04-27	24692164118101295744454	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11kzH2h SALES TAX: 0.00	500.00
04-29	04-28	24692164119101919779323	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11m3l5m SALES TAX: 0.00	500.00
04-29	04-28	24692164119102505594159	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11nh24j SALES TAX: 0.00	500.00
04-29	04-26	24755424118161182063964	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	560.99
04-29	04-26	74692164117100883865545	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26959282 SALES TAX: 0.00	128.09 CR
04-30	04-29	24204294120001607865033	FACEBK* 9RPVTZT462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
04-30	04-29	24692164120103235652942	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P11oATHQ SALES TAX: 0.00	500.00

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**INDIVIDUAL CARDHOLDER ACTIVITY**

Purchasing Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
				<b>Total Purchasing Activity</b>
				\$40,013.12
Travel Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-10	04-08	24428064100100254044917	AMYS DRIVE THRU - ROHNERT ROHNERT PARK CA	20.76
04-15	04-12	24013394104001466179269	NAPA VALLEY BISTRO NAPA CA	95.81
04-15	04-12	24692164104100103612743	NAPA VALLEY MARRIOTT H NAPA CA 49703 ARRIVAL: 04-08-24	1,424.36
04-22	04-21	24755424112281121964613	USC TRANSP T2 MOBILEPAY 213-7403575 CA P.O.S.: df0c61eb-d4a0-4a7 SALES TAX: 0.00	20.50
				<b>Total Travel Activity</b>
				\$1,561.43

<b>JESSICA CONDON</b> 4485-9201-3089-0127	<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
	\$0.00	\$1,471.38	\$0.00	\$1,471.38
<b>ACCOUNTING CODE:</b>				

Travel Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-15	04-12	24692164104100103612826	NAPA VALLEY MARRIOTT H NAPA CA 49710 ARRIVAL: 04-08-24	1,468.15
04-15	04-12	24692164104100103612834	NAPA VALLEY MARRIOTT H NAPA CA 49710 ARRIVAL: 04-08-24	3.23
				<b>Total Travel Activity</b>
				\$1,471.38

<b>AMY PHILLIPS</b> 4485-9201-3459-5177	<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
	\$284.96	\$2,319.24	\$0.00	\$2,034.28
<b>ACCOUNTING CODE:</b>				

Travel Activity				
Post Date	Tran Date	Reference Number	Transaction Description	Amount
04-08	04-04	24692164096103485070753	SOUTHWES 5262276950117 800-435-9792 TX PHILLIPS/AMY CATHERI DEPART: 06-20-24 P.O.S.: SALES TAX: \$0.00 SMF WN E SNA WN E SMF	284.96
04-15	04-12	24692164104100103613006	NAPA VALLEY MARRIOTT H NAPA CA 49726 ARRIVAL: 04-08-24	1,424.36
04-19	04-17	24692164109104199125227	SOUTHWES 5262283491564 800-435-9792 TX PHILLIPS/AMY CATHERI DEPART: 06-20-24 P.O.S.: SALES TAX: \$0.00 SMF WN E SNA WN G SMF	309.96
04-22	04-19	74692164110105038560005	SOUTHWES 5262276950117 800-435-9792 TX PHILLIPS/AMY CATHERI DEPART: 04-19-24 P.O.S.: SALES TAX: \$0.00 DAL WN Y DAL	284.96 CR
04-26	04-24	24692164116109923350380	SOUTHWES 5262286112534 800-435-9792 TX PHILLIPS/AMY CATHERI DEPART: 08-12-24 P.O.S.: SALES TAX: \$0.00 SMF WN E SNA WN E SMF	299.96

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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>						
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
<b>Total Travel Activity</b>						\$2,034.28
<b>LESLIE DOMBEK</b> 4485-9201-4073-4588			<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,430.83	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,430.83
<b>ACCOUNTING CODE:</b>						
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
04-15	04-12	24692164104100103612859	NAPA VALLEY MARRIOTT H NAPA CA 49712 ARRIVAL: 04-08-24			1,424.36
04-15	04-12	24692164104100103612867	NAPA VALLEY MARRIOTT H NAPA CA 49712 ARRIVAL: 04-08-24			6.47
<b>Total Travel Activity</b>						\$1,430.83
<b>DANIEL HERTZLER</b> 4485-9201-5003-7583			<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$2,284.54	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$2,284.54
<b>ACCOUNTING CODE:</b>						
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
04-10	04-09	24137464100100228416385	TST* DOWNTOWN JOE'S NAPA CA			37.14
04-15	04-12	24055224104016000314535	LAZ PARKING L47179-SKI LONG BEACH CA P.O.S.: 00031453 SALES TAX: 9.58			103.00
04-15	04-12	24164074103060216424439	NATIONAL CAR RENTAL SACRAMENTO CA 238355779			412.72
04-15	04-11	24692164103109242150490	SOUTHWES 5262280598943 800-435-9792 TX HERTZLER/DANIEL DEPART: 04-12-24 P.O.S.: SALES TAX: \$0.00 SMF WN Q LGB			249.99
04-15	04-12	24692164104100103612917	NAPA VALLEY MARRIOTT H NAPA CA 49717 ARRIVAL: 04-08-24			1,424.36
04-15	04-12	24692164104109841581003	TST* URBAN ROOTS BREWERY SACRAMENTO CA P.O.S.: 00030498017074996030aa SALES TAX: 0.00			28.32
<b>Total Travel Activity</b>						\$2,255.53
<b>Fleet Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description			Amount
04-15	04-12	24122544104744008313171	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00831317 SALES TAX: 0.00			29.01
<b>Total Fleet Activity</b>						\$29.01
<b>ZANA KIDD</b> 4485-9201-5911-2338			<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,446.99	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,446.99
<b>ACCOUNTING CODE:</b>						

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>						
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-15	04-12	24692164104100103612800	NAPA VALLEY MARRIOTT H NAPA CA 49708 ARRIVAL: 04-08-24	1,424.36		
04-15	04-12	24692164104109843230831	TST* HIGH FLYING FOODS - OAKLAND CA P.O.S.: 8QvSoQHwrwEPQJonW SALES TAX: 1.93	22.63		
<b>Total Travel Activity</b>				<b>\$1,446.99</b>		
<b>HEATHER TAMAYO</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-5987-5843			\$0.00	\$2,075.73	\$0.00	\$2,075.73
<b>ACCOUNTING CODE:</b>						
<b>Purchasing Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-04	04-03	74083424095000000317472	GOWINSTON.AI MONTREAL BC	29.00		
04-10	04-09	24692164100106624680451	2430 SMF SACTOWN SHOP SACRAMENTO CA P.O.S.: 10557 SALES TAX: 0.00	12.99		
<b>Total Purchasing Activity</b>				<b>\$41.99</b>		
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-15	04-12	24164074103060216424652	NATIONAL CAR RENTAL SACRAMENTO CA 238356705	500.26		
04-15	04-12	24493984104091280009781	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28000978 SALES TAX: 0.00	80.00		
04-15	04-12	24692164104100103613055	NAPA VALLEY MARRIOTT H NAPA CA 49731 ARRIVAL: 04-08-24	1,424.36		
04-15	04-12	24755424104161045092818	SMF MANGO TACO 6401523 SACRAMENTO CA	29.12		
<b>Total Travel Activity</b>				<b>\$2,033.74</b>		
<b>AYESHA VISHNANI</b>			<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-6120-2069			\$0.00	\$2,167.99	\$0.00	\$2,167.99
<b>ACCOUNTING CODE:</b>						
<b>Travel Activity</b>						
Post Date	Tran Date	Reference Number	Transaction Description	Amount		
04-09	04-09	24453884100005286824138	SMALL WORLD CAFE NAPA CA P.O.S.: 0 SALES TAX: 0.00	35.50		
04-15	04-14	24164074105060216548532	NATIONAL CAR RENTAL OAKLAND CA 659767556	684.23		
04-15	04-12	24692164104100103613105	NAPA VALLEY MARRIOTT H NAPA CA 49736 ARRIVAL: 04-08-24	1,424.36		
04-22	04-21	24430994113962024872235	RENTAL TOLL65976755 877-860-1283 CA P.O.S.: 02487223 SALES TAX: 0.00	23.90		
<b>Total Travel Activity</b>				<b>\$2,167.99</b>		

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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INDIVIDUAL CARDHOLDER ACTIVITY					
<b>HAZEL ENG</b>		<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-6164-2025		\$30.00	\$1,416.55	\$0.00	\$1,386.55
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-10	04-08	24755424100151009827873	ONT EINSTEIN BROS T4 1419 ONTARIO CA	19.98	
04-11	04-10	74943004101722899277184	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA	30.00 CR	
04-15	04-12	24692164104100103612842	NAPA VALLEY MARRIOTT H NAPA CA 49711 ARRIVAL: 04-08-24	1,378.26	
04-15	04-12	24755424104161045093196	SMF MANGO TACO 6401523 SACRAMENTO CA	18.31	
<b>Total Travel Activity</b>					<b>\$1,386.55</b>
<b>MICHELE RUSHING</b>		<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-6255-0029		\$0.00	\$1,451.28	\$0.00	\$1,451.28
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-15	04-12	24692164104100103613014	NAPA VALLEY MARRIOTT H NAPA CA 49727 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24755424104161045177924	SMF URBAN CRAVE 6405413 SACRAMENTO CA	26.92	
<b>Total Travel Activity</b>					<b>\$1,451.28</b>
<b>TIFFANY CARRASCO</b>		<b>CREDITS</b>	<b>PURCHASES</b>	<b>CASH ADV</b>	<b>TOTAL ACTIVITY</b>
4485-9201-6588-5331		\$0.00	\$2,148.02	\$0.00	\$2,148.02
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-02	04-01	24011344092000072309204	COLUMN PUBLIC NOTICE HTTPSCOLUMN.U DC P.O.S.: opsntq528l5ma SALES TAX: 0.00	137.50	
04-08	04-05	24493984097083165819300	CA NEWSPAPERS ADV S 888-454-9588 CA P.O.S.: 3452393 SALES TAX: 0.00	128.43	
<b>Total Purchasing Activity</b>					<b>\$265.93</b>
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-10	04-09	24137464100100228419017	TST* HERITAGE EATS NAPA CA P.O.S.: Ear4dUPtypgqAIKLA SALES TAX: 3.19	52.57	
04-15	04-12	24427334103740301912049	MCDONALD'S F10150 MERCED CA P.O.S.: 09441580150VPTY7030191204 SALES TAX: 0.00	11.13	
04-15	04-12	24692164104100103612750	NAPA VALLEY MARRIOTT H NAPA CA 49704 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24692164104100103612768	NAPA VALLEY MARRIOTT H NAPA CA 49704 ARRIVAL: 04-08-24	6.47	
04-16	04-15	24941354106613114898204	HERTZ #0737911 VISALIA CA 114898206	265.51	

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>					
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
				<b>Total Travel Activity</b>	
				\$1,760.04	
<b>Fleet Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-15	04-12	24316054104548952925658	SHELL OIL12802519004 RIPON CA P.O.S.: 000000 SALES TAX: 0.00	82.34	
04-16	04-15	24034544106001739159216	76 - DBA CAL FRESNO OIL 1 VISALIA CA P.O.S.: P15002 SALES TAX: 0.03	39.71	
				<b>Total Fleet Activity</b>	
				\$122.05	
<b>JENNIFER BRUNNER</b> 4485-9201-7126-5320		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$1,656.89	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$1,656.89
<b>ACCOUNTING CODE:</b>					
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-01	03-31	24430994092962980430825	ERAC TOLL 3S3J17 877-860-1258 CA P.O.S.: CHG01F7FDAF41F887 SALES TAX: 0.00	13.01	
04-09	04-08	24692164099106103537712	SQ *NICK THE GREEK DAVIS CA P.O.S.: 00011529215138670 SALES TAX: 6.76	91.76	
04-15	04-12	24493984104091280011399	JOHN WAYNE AIRPORT SANTA ANA CA P.O.S.: 28001139 SALES TAX: 0.00	98.00	
04-15	04-12	24692164104100103612784	NAPA VALLEY MARRIOTT H NAPA CA 49706 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24755424104161045179003	SMF URBAN CRAVE 6405413 SACRAMENTO CA	29.76	
				<b>Total Travel Activity</b>	
				\$1,656.89	
<b>ASHLEY LARSEN</b> 4485-9201-9282-6654		<b>CREDITS</b> \$0.00	<b>PURCHASES</b> \$4,581.22	<b>CASH ADV</b> \$0.00	<b>TOTAL ACTIVITY</b> \$4,581.22
<b>ACCOUNTING CODE:</b>					
<b>Purchasing Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-08	04-05	24000974096398900474932	THE UPS STORE 0041 949-2401131 CA P.O.S.: V0041-29240405191 SALES TAX: 0.00	342.16	
04-12	04-11	24003414102900014605891	CULINARY INSTITUTE OF AME 845-4529600 CA P.O.S.: 67090366 SALES TAX: 0.00	525.00	
				<b>Total Purchasing Activity</b>	
				\$867.16	
<b>Travel Activity</b>					
<b>Post Date</b>	<b>Tran Date</b>	<b>Reference Number</b>	<b>Transaction Description</b>	<b>Amount</b>	
04-10	04-09	24755424100281007738689	CASTELLO DI AMOROSA CALISTOGA CA	2,267.70	
04-15	04-12	24692164104100103612933	NAPA VALLEY MARRIOTT H NAPA CA 49720 ARRIVAL: 04-08-24	1,424.36	
04-15	04-12	24692164104109843230823	TST* HIGH FLYING FOODS - OAKLAND CA P.O.S.: /E+O/5q1VJUKJGyL6 SALES TAX: 2.05	22.00	

ACCT. NUMBER: 4485 9279 0004 8836	CALOPS
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<b>INDIVIDUAL CARDHOLDER ACTIVITY</b>									
<b>Travel Activity</b>									
Post Date	Tran Date	Reference Number	Transaction Description			Amount			
<b>Total Travel Activity</b>						\$3,714.06			
<b>KARA MANNIX</b>		<b>CREDITS</b>		<b>PURCHASES</b>		<b>CASH ADV</b>		<b>TOTAL ACTIVITY</b>	
4485-9280-5146-8864		\$0.00		\$1,974.54		\$0.00		\$1,974.54	
<b>ACCOUNTING CODE:</b>									
<b>Travel Activity</b>									
Post Date	Tran Date	Reference Number	Transaction Description			Amount			
04-15	04-12	24037614105900018560839	RDM AIRPORT PARKING REDMOND OR			104.00			
04-15	04-12	24164074103060216430220	NATIONAL CAR RENTAL SAN FRANCISCO CA 361802269			342.95			
04-15	04-12	24692164104100103612982	NAPA VALLEY MARRIOTT H NAPA CA 49724	ARRIVAL: 04-08-24		1,424.36			
04-22	04-19	24430994111962574753076	RENTAL TOLL36180226 877-860-1283 CA P.O.S.: 57475307 SALES TAX: 0.00			11.95			
04-25	04-24	24430994116962651015246	RENTAL TOLL36180226 877-860-1283 CA P.O.S.: 65101524 SALES TAX: 0.00			11.95			
<b>Total Travel Activity</b>						\$1,895.21			
<b>Fleet Activity</b>									
Post Date	Tran Date	Reference Number	Transaction Description			Amount			
04-15	04-12	24034544103001398792078	76 - SAN BRUNO 6 SAN BRUNO CA P.O.S.: P76006 SALES TAX: 0.03			79.33			
<b>Total Fleet Activity</b>						\$79.33			

# INVOICE

**TTC4SUCCESS**

3615 Waterside Way  
Louisville, TN 37777

tasha@ttc4success.com  
+1 (951) 775-4292



## Connections

### Bill to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

### Ship to

California Online Public Schools  
33272 Valle Road  
San Juan Capistrano, CA 92675

## Invoice details

Invoice no.: 1401  
Terms: Net 30  
Invoice date: 05/06/2024  
Due date: 06/05/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		<b>SPED Services</b>	April 2024 Southern CA	1	\$55,822.68	\$55,822.68
2.		<b>SPED Services</b>	April 2024 Northern CA	1	\$30,375.18	\$30,375.18
3.		<b>SPED Services</b>	April 2024 North Bay	1	\$6,733.80	\$6,733.80
4.		<b>SPED Services</b>	April 2024 Monterrey Bay	1	\$5,173.02	\$5,173.02
5.		<b>SPED Services</b>	April 2024 Central Coast	1	\$313.20	\$313.20
6.		<b>SPED Services</b>	April 2024 Central Valley	1	\$2,662.20	\$2,662.20
<b>Total</b>						<b>\$101,080.08</b>

# INVOICE

**EFFECTUAL EDUCATIONAL  
CONSULTING SERVICES**  
22756 Sweet Meadow  
Mission Viejo, CA 92692

rhawnda.bochum@eecsspedservices.com  
(661) 400-1407



**Effectual Educational  
Consulting Services**

## Connections Education dba Pearson OBL:SoCal

**Bill to**  
Connections Education dba Pearson OBL  
SoCal  
10960 Grantchester Way - 3rd floor  
Columbia, MD 21044

### Invoice details

Invoice no.: 12309  
Terms: Net 30  
Invoice date: 03/31/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		<b>Cindy Lopez CCA</b>	Cindy Lopez - Vision Services: SoCal 03/22/24 0.25 Abby Lightburn	0.25	\$120.00	\$30.00
2.		<b>Cheryl Stein CCA Virtual</b>	Cheryl Stein - Adaptive PE services: SoCal 03/04/24 0.50 Vincent Holling 03/04/24 0.25 Vincent Holling 03/11/24 0.50 Vincent Holling 03/11/24 0.25 Vincent Holling 03/18/24 0.50 Vincent Holling 03/18/24 0.25 Vincent Holling 03/25/24 0.50 Vincent Holling 03/25/24 0.25 Vincent Holling	3	\$110.00	\$330.00
3.		<b>Cindy Lopez CCA</b>	Cindy Lopez - Vision Services: SoCal 03/21/24 0.25 Cole Ridgley 03/22/24 0.50 Cole Ridgley 03/27/24 1.75 Cole Ridgley	2.5	\$120.00	\$300.00
4.		<b>Clarissa English CCA</b>	Clarissa English - School Psychologist: SoCal 03/01/24 1.00 David Marcial	1	\$110.00	\$110.00
5.		<b>Bevy Escobar CCA</b>	Bevy Escobar - School Nurse: SoCal 03/13/24 4.00 Almos, Paul 03/08/24 4.00 Ammons, Kristyne 03/05/24 4.00 Marcial, David 03/05/24 4.00 Simmons, Saryah	16	\$110.00	\$1,760.00

6.	<b>Gary Vierra CCA</b>	Gary Vierra - Adaptive PE services: SoCal 03/15/24 0.25 Jonathan Tulak 03/15/24 0.50 Jonathan Tulak	0.75	\$110.00	\$82.50
7.	<b>Jill Morrison CCA IC</b>	Jill Morrison - Individual Counseling: SoCal 03/05/24 0.50 Anthony Almos 03/05/24 1.00 Anthony Almos 03/12/24 0.50 Anthony Almos 03/12/24 1.00 Anthony Almos 03/19/24 0.50 Anthony Almos 03/19/24 1.00 Anthony Almos 03/26/24 0.50 Anthony Almos 03/26/24 1.00 Anthony Almos 03/04/24 0.50 Ryan Lok 03/04/24 1.60 Ryan Lok 03/11/24 0.50 Ryan Lok 03/11/24 1.20 Ryan Lok 03/18/24 0.50 Ryan Lok 03/18/24 1.00 Ryan Lok 03/25/24 0.50 Ryan Lok 03/25/24 1.00 Ryan Lok 03/05/24 0.50 Shyanna Rivera 03/05/24 1.00 Shyanna Rivera 03/12/24 0.50 Shyanna Rivera 03/12/24 1.00 Shyanna Rivera 03/19/24 0.50 Shyanna Rivera 03/19/24 1.00 Shyanna Rivera 03/26/24 0.50 Shyanna Rivera 03/26/24 1.00 Shyanna Rivera	18.8	\$100.00	\$1,880.00
8.	<b>Jill Morrison CCA BIS</b>	Jill Morrison - Behavior Intervention Services: SoCal 03/05/24 0.50 Petra Arteaga 03/05/24 1.00 Petra Arteaga 03/12/24 0.50 Petra Arteaga 03/12/24 1.20 Petra Arteaga 03/19/24 0.50 Petra Arteaga 03/19/24 1.00 Petra Arteaga 03/26/24 0.50 Petra Arteaga 03/26/24 1.00 Petra Arteaga	6.2	\$100.00	\$620.00
9.	<b>Ramona Costello CCA</b>	Ramona Costello - School Psychologist: SoCal 03/01/24 1.00 Jason Green 03/05/24 1.00 Seth Alderete	2	\$110.00	\$220.00
10.	<b>Kathryn Pierson CCA</b>	Kathryn Pierson - School Psychologist: SoCal 03/01/24 1.50 Jasmine Parra-Villanueva	1.5	\$110.00	\$165.00
11.	<b>BAE Therapy CCA</b>	BAE Therapy - Behavior Intervention Services: SoCal 03/06/24 2.00 Matilda Brothers 03/13/24 2.00 Matilda Brothers 03/20/24 2.00 Matilda Brothers	6	\$100.00	\$600.00

SoCal  
 03/06/24 17.00 Samantha Forbis  
 03/20/24 8.00 Rylee Wintland  
 03/23/24 1.00 Rylee Wintland

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13.	<b>Linda Nguyen CCA</b>	Linda Nguyen - School Psychologist: SoCal 03/13/24 26.00 Kristyne Ammons 3273828 03/13/24 28.00 Jahmil Cooper 5382974 03/26/24 25.00 Saryah Simmons	79	\$110.00	\$8,690.00
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14.	<b>Sarah Johnson CCA</b>	Sarah Johnson - Adaptive PE services: SoCal 03/01/24 0.50 Maximus Lopez 03/04/24 0.50 Jason Butts 03/06/24 0.50 John Bowman 03/06/24 0.50 Nico Gentle 03/07/24 0.75 Nico Gentle 03/07/24 1.00 Nico Gentle 03/07/24 0.50 Kenzie Carcamo-Rojas 03/07/24 0.50 Maximus Lopez 03/07/24 0.50 Irene Bahn 03/13/24 0.50 John Bowman 03/13/24 0.50 Nico Gentle 03/14/24 0.50 Kenzie Carcamo-Rojas 03/14/24 0.50 Maximus Lopez 03/20/24 0.50 John Bowman 03/20/24 0.50 Nico Gentle 03/21/24 0.50 Kenzie Carcamo-Rojas 03/21/24 0.50 Maximus Lopez 03/21/24 0.50 Mia McDaniel 03/27/24 0.50 John Bowman 03/27/24 0.50 Nico Gentle 03/28/24 0.50 Kenzie Carcamo-Rojas 03/28/24 0.50 Maximus Lopez	11.75	\$110.00	\$1,292.50
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15.	<b>Monique Charbonnet CCA</b>	Monique Charbonnet - Physical Therapist: SoCal 03/08/24 1.00 Clarissa Sierra 03/12/24 0.50 Clarissa Sierra 03/12/24 0.50 Clarissa Sierra 03/19/24 0.50 Clarissa Sierra 03/19/24 0.50 Clarissa Sierra	3	\$160.00	\$480.00
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16.	<b>Michelle Ballard CCA</b>	Michelle Ballard - School Psychologist: SoCal 03/01/24 1.00 Paul Almos 03/05/24 3.00 Paul Almos 03/07/24 3.00 Paul Almos 03/10/24 1.00 Paul Almos 03/11/24 2.50 Paul Almos	10.5	\$110.00	\$1,155.00
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17.	<b>Michael Block CCA CG</b>	Michael Block - Counseling & Guidance: SoCal 03/06/24 0.50 Johnny Martinez 03/13/24 0.50 Johnny Martinez 03/20/24 0.50 Johnny Martinez 03/27/24 0.50 Johnny Martinez 03/06/24 1.00 Johnny Martinez 03/13/24 1.00 Johnny Martinez	6	\$100.00	\$600.00
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18.	<b>Michael Block CCA IC</b>	Michael Block - Individual Counseling: SoCal 03/04/24 0.50 Angel Thompson 03/12/24 0.50 Angel Thompson 03/04/24 0.50 Angel Thompson 03/12/24 0.50 Angel Thompson 03/05/24 0.50 Angela Bautista-Larios 03/12/24 0.50 Angela Bautista-Larios 03/19/24 0.50 Angela Bautista-Larios 03/26/24 0.50 Angela Bautista-Larios 03/05/24 1.00 Angela Bautista-Larios 03/12/24 1.00 Angela Bautista-Larios 03/19/24 1.00 Angela Bautista-Larios 03/26/24 1.00 Angela Bautista-Larios 03/08/24 0.50 Gillian Gray 03/15/24 0.50 Gillian Gray 03/22/24 0.50 Gillian Gray 03/29/24 0.50 Gillian Gray 03/08/24 2.00 Gillian Gray 03/15/24 2.00 Gillian Gray 03/22/24 2.00 Gillian Gray 03/29/24 2.00 Gillian Gray 03/08/24 0.50 Hayden Eskins 03/14/24 0.50 Hayden Eskins 03/22/24 0.50 Hayden Eskins 03/29/24 0.50 Hayden Eskins 03/08/24 1.75 Hayden Eskins 03/14/24 2.00 Hayden Eskins 03/22/24 2.00 Hayden Eskins 03/29/24 2.00 Hayden Eskins 03/08/24 0.50 Leanna Zelaya-Crosthwaite 03/08/24 2.00 Leanna Zelaya-Crosthwaite	30.25	\$100.00	\$3,025.00
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19.	<b>Michael Block CCA BIS</b>	Michael Block - Behavior Intervention Services: SoCal 03/07/24 1.00 Jonathan Tulak 03/14/24 1.00 Jonathan Tulak 03/21/24 1.00 Jonathan Tulak 03/28/24 1.00 Jonathan Tulak 03/07/24 2.00 Jonathan Tulak 03/14/24 2.00 Jonathan Tulak 03/21/24 2.00 Jonathan Tulak 03/28/24 2.00 Jonathan Tulak 03/04/24 0.50 Armonie Stewart 03/11/24 0.50 Armonie Stewart 03/18/24 0.50 Armonie Stewart 03/25/24 0.50 Armonie Stewart 03/04/24 1.00 Armonie Stewart 03/11/24 1.00 Armonie Stewart 03/18/24 1.00 Armonie Stewart 03/25/24 1.00 Armonie Stewart	18	\$100.00	\$1,800.00
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20.	<b>Soraya Cleary CCA</b>	Soraya Cleary - Speech and Language Pathologist: 03/02/24 1.50 Jasmine Villanueva	1.5	\$130.00	\$195.00
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SoCal  
 03/08/24 0.50 Adrian Christensen  
 03/22/24 0.50 Adrian Christensen

22.	<b>Henry Hernandez CCA IC</b>	Henry Hernandez - Individual Counseling: Social 03/05/24 0.50 Trinity Franco 03/05/24 1.31 Trinity Franco 03/12/24 0.50 Trinity Franco 03/12/24 1.31 Trinity Franco 03/19/24 0.50 Trinity Franco 03/19/24 1.31 Trinity Franco 03/26/24 0.50 Trinity Franco 03/26/24 1.31 Trinity Franco 03/14/24 0.50 Victor Landa 03/14/24 1.31 Victor Landa 03/29/24 1.00 Victor Landa 03/06/24 0.50 Gavin Miller 03/06/24 1.31 Gavin Miller 03/13/24 0.50 Gavin Miller 03/13/24 1.31 Gavin Miller 03/20/24 0.50 Gavin Miller 03/20/24 1.31 Gavin Miller 03/27/24 0.50 Gavin Miller 03/27/24 1.31 Gavin Miller 03/14/24 0.50 Samaria Sova 03/14/24 1.31 Samaria Sova 03/28/24 0.50 Samaria Sova 03/28/24 1.31 Samaria Sova 03/07/24 0.50 Adrianna Vassil 03/07/24 1.31 Adrianna Vassil 03/14/24 0.50 Adrianna Vassil 03/14/24 1.31 Adrianna Vassil 03/21/24 0.50 Adrianna Vassil 03/21/24 1.31 Adrianna Vassil 03/28/24 0.05 Adrianna Vassil 03/28/24 1.31 Adrianna Vassil	27.7	\$100.00	\$2,770.00
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23.	<b>Henry Hernandez CCA BIS</b>	Henry Hernandez - Behavior Intervention Services: Social 03/06/24 0.50 Benjamin Barba 03/06/24 1.31 Benjamin Barba 03/13/24 0.50 Benjamin Barba 03/13/24 1.31 Benjamin Barba 03/21/24 0.50 Benjamin Barba 03/21/24 1.31 Benjamin Barba 03/27/24 0.50 Benjamin Barba 03/27/24 1.31 Benjamin Barba 03/12/24 1.00 Benjamin Barba 03/06/24 0.50 Gillian Gray 03/06/24 1.31 Gillian Gray 03/13/24 0.50 Gillian Gray 03/13/24 1.31 Gillian Gray 03/20/24 0.50 Gillian Gray 03/20/24 1.31 Gillian Gray 03/27/24 0.50 Gillian Gray 03/27/24 1.31 Gillian Gray 03/08/24 0.20 Robert Gray 03/01/24 0.50 Immanuel Hunter-Hines 03/15/24 0.50 Immanuel Hunter-Hines 03/22/24 0.50 Immanuel Hunter-Hines	21.45	\$100.00	\$2,145.00
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03/07/24 0.50 Isabel Paulo-Cruz  
 03/07/24 1.31 Isabel Paulo-Cruz  
 03/21/24 0.50 Isabel Paulo-Cruz  
 03/21/24 1.31 Isabel Paulo-Cruz  
 03/01/24 0.15 Isabel Paulo-Cruz

24.	<b>Henry Hernandez CCA CG</b>	Henry Hernandez - Counseling & Guidance: Social 03/06/24 0.50 Isaiah Gallegos 03/06/24 1.31 Isaiah Gallegos 03/13/24 0.50 Isaiah Gallegos 03/13/24 1.31 Isaiah Gallegos 03/20/24 0.50 Isaiah Gallegos 03/20/24 1.31 Isaiah Gallegos 03/27/24 0.50 Isaiah Gallegos 03/27/24 1.31 Isaiah Gallegos 03/07/24 0.50 Bella Nikira 03/07/24 1.31 Bella Nikira 03/19/24 0.50 Bella Nikira 03/19/24 1.31 Bella Nikira	10.86	\$100.00	\$1,086.00
25.	<b>Artesja Cobb CCA</b>	Artesja Cobb - Occupational Therapist: SoCAL 3/6/2024 0.50 Niko Gentle 3/7/2024 1.50 Niko Gentle 3/13/2024 0.50 Niko Gentle 3/20/2024 0.50 Niko Gentle 3/28/2024 1.00 Niko Gentle 3/8/2024 1.50 Ivory Mirsky 3/22/2024 3.00 Ivory Mirsky	8.5	\$130.00	\$1,105.00
26.	<b>Courtney Ellis CCA</b>	Courtney Ellis - Speech and Language Pathologist: 03/08/24 1.00 Belen Martinez 03/11/24 1.00 Belen Martinez 03/18/24 1.00 Belen Martinez 03/25/24 1.00 Belen Martinez	4	\$130.00	\$520.00

**Total** **\$33,921.00**

**Note to customer**

Thank you for your business.



<b>Account Name</b>	California Online Public Schools
<b>Account Number</b>	A275553
<b>Authorization Number</b>	0085902000
<b>Invoice Total</b>	\$23,222.85
<b>Invoice Number</b>	L241198227
<b>Invoice Date</b>	04/08/2024

Direct billing inquiries to 844-325-1836.  
**Please pay your bill online at [CLAconnect.com/billpay](https://CLAconnect.com/billpay) - CLA's preferred method of payment.**  
 Finance charges will be assessed at 1.25% monthly, 15% annually.

**Due Upon Receipt**

Ship To Address: 33272 Valle Road, San Juan Capistrano, CA 92675-4842, United States of America

Service / Work Description	Amount
Progress Billing, 1/3 of fee upon execution of the SOW, includes 5% technology and client support fees.	\$23,222.85
Technology and Client Support Fee	\$0.00
Sales Tax	\$0.00
<b>Invoice Total</b>	<b>\$23,222.85</b>

**We appreciate your business and referrals**

0912443A275553000232228500L2411982277

Remit to:  
 CliftonLarsonAllen LLP  
 P.O. Box 31001-2443  
 Pasadena, CA 91110-2443

California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano, CA 92675-4842

Amount Remitted	\$ _____
Account Number	A275553
Invoice Number	L241198227

# 2023-2024

# PAYMENT REQUEST

Payment Request Number: **2023- 24 - 56**

CHECK NUMBER \_\_\_\_\_  
(FOR OFFICE USE ONLY)

Date: 05/20/2024

Date Needed (Optional): \_\_\_\_\_

Invoice Number: 2818856 - rev 1 of 1

Vendor/Payable To: GHA Technologies, Inc.

Address: Dept#2090

PO Box 29661

City: Phoenix

State: Arizona

Zip: 85038

Date Delivered or Mailed:



Method of Payment (circle one):

Credit Card    Check    Money Order    Cashier's Check    **ACH**    OTHER:

Description	Item Number (when applicable)	Cost (1)	Qty (2)	Total Cost (1) x (2)
SBUY FORTIS G11 CHROMEBOOK N200 8GB 64GB 14IN (1366 X 768) TOP TOUCHSCREEN U-SLI	9R3K2UT#ABA	\$ 342.00	500	\$ 171,000.00
Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU- NEW	\$ 33.00	500	\$ 16,500.00
E-Waste Fee	Fee	\$ 4.00	500	\$ 2,000.00
Tax		\$ 13,252.50	1	\$ 13,252.50
				\$ -
				\$ -
<b>Order Total:</b>				<b>\$ 202,752.50</b>

Approve: DocuSigned by: Britnie Anderson

5/20/2024

Request: DocuSigned by: Rickie Romero

Date 5/20/2024

Admins: FE9DD366CFFD491... al)

Date 5/20/2024

Audited by (Signature): 53EF3C0EE6DA47E...

Date



**GHA Technologies, Inc.**

Dept. #2090  
 PO Box 29661  
 Phoenix, Arizona 85038  
 United States  
<http://www.gha-associates.com>  
 (P) 480-951-6865  
 (F) 480-951-6956

Proforma	
<b>Date</b>	May 17, 2024 12:17 PM CDT
<b>Modified Date</b>	May 17, 2024 12:20 PM CDT
<b>Invoice #</b>	2818856 - rev 1 of 1
<b>Description</b>	Proforma Invoice # 3
<b>SalesRep</b>	Dang, Khoi (P) 214-547-8865 (F) 480-951-6956
<b>Customer Contact</b>	

**Customer**

California Online Public Schools (CO142834)  
 33272 Valle Rd San Juan Capistrano, CA 92675-4842  
 United States

**Bill To**

California Online Public Schools  
 Carter, LaChelle  
 33272 Valle Rd San Juan Capistrano, CA 92675-4842  
 United States  
 (P) 909-588-0718  
[finance@californiaops.org](mailto:finance@californiaops.org)

**Ship To**

Software MSP c/o Cal OPS  
 Safi, Sangar  
 2200 South Dupont  
 Anaheim, CA 92806  
 United States  
 (P) 909-645-5064  
[ssafi@softmsp.com](mailto:ssafi@softmsp.com)

<b>Customer PO:</b> 2023 - 24 - 80	<b>Terms:</b> Purchase Order (EFT)	<b>Ship Via:</b> FedEx Ground
<b>Special Instructions:</b>		<b>Carrier Account #:</b>

#	Description	Part #	Tax	Qty	Unit Price	Total
1	SBUY FORTIS G11 CHROMEBOOK N200 8GB 64GB 14IN (1366 X 768) TOP TOUCHSCREEN U-SLI	9R3K2UT#ABA	Yes	500	\$342.00	\$171,000.00
2	Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	No	500	\$33.00	\$16,500.00
3	E-Waste Fee	Fee	No	500	\$4.00	\$2,000.00
					<b>Subtotal:</b>	<b>\$189,500.00</b>
					Tax (7.7500%):	\$13,252.50
					Shipping:	\$0.00
					Misc:	\$0.00
					<b>Total:</b>	<b>\$202,752.50</b>

Thank you for your order. We value your business and will continue to provide you excellent service in addition to our comprehensive product line.

GHA is an authorized and leading supplier for Microsoft, HP, Apple, Dell, Lenovo, VMWare, IBM and Cisco. GHA does not source any of these products from the gray market. If you have a pending quotation from a competitor that is significantly less in price, that may be a strong indication of gray market involvement. Please immediately bring this to the attention of your sales professional who can verify with the manufacturer for your benefit and protection. Your sales representative can also talk to you about the risks associated with doing business with a gray market supplier.

-The prices quoted may change due to market conditions beyond our control.

-GHA cannot be responsible for manufacturer availability or delays.

-No verbal quotations or promises can be honored unless set forth herein.

-Due to many people working from home, GHA will not be responsible for the boxes if lost or stolen after the delivery has been made, and if they are lost or stolen, you still agree to pay your GHA invoice. Signature will be required on all shipments.

-Handling Fees: Handling fees charged on shipments are in addition to the freight and insurance charges and vary.

-Returns Policy: Cloud Service Provider CSP orders for Microsoft require at least 30 days of cancellation notice from Buyer. Buyer agrees to pay for any cloud subscription usage incurred. For all other CSP s, GHA will pass through and honor the cancellation policy as stated in the original contract whether 30, 60 or 90 days of cancellation notice is required. Custom computers and technology orders are non-cancellable and non-returnable. No return will be accepted after 30 days from the invoice date. Goods accepted for credit upon return will be subject to handling/restocking charge, which shall be not less than 15% of the price of Goods. Custom-made Goods are not subject to cancellation or return under any circumstances. In no case are Goods to be returned without first obtaining Seller's written permission. Goods must be securely packed in the original packaging and delivered to Seller in an undamaged condition with Buyer being solely responsible for paying all return freight expenses and keeping the GHA invoice current within 30 days from the date of shipment regardless of the reason for a return. All returns must be accompanied by an authorized RMA number, which is valid for 15 days after date of issuance. GHA Technologies makes NO WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE with respect to the goods described hereon. Professional Service Organizations are separate companies from GHA. GHA is not responsible for their workmanship and there is no right to offset payment.

-International shipments/returns: Customer is responsible to pay all VAT, duties, customs charges, freight forwarding services, storage, handling, foreign exchange rates/fees, miscellaneous fees from any country, expedited or return freight expenses. Customer shall be liable; GHA is NOT responsible. GHA is not responsible for any return shipment expenses.

-This document shall be governed by the laws of the State of Arizona.

-You may view all Terms & Conditions at: <https://www.gha-associates.com/terms-and-conditions> - .

-THIS QUOTE HAS BEEN PROVIDED FOR CLIENT AND GHA PURPOSES ONLY\*\*

-CORPORATE OFFICE: (REMIT PAYMENTS TO THE DEPARTMENT NUMBER AND PO BOX LISTED ABOVE; NO PAYMENTS SHOULD BE MAILED TO THE CORPORATE OFFICE) GHA Technologies, Inc. 8998 E. Raintree Drive Scottsdale, AZ 85260

# INVOICE

**Software MSP, LLC**  
20869 Plummer St  
Chatsworth, CA 91311

psingh@softmsp.com  
+1 (818) 983-1196



## California Online Public Schools

**Bill to**  
Tracy Le  
California Online Public Schools

**Ship to**  
Tracy Le  
California Online Public Schools

### Invoice details

Invoice no.: 1019  
Terms: Net 15  
Invoice date: 05/22/2024  
Due date: 06/01/2024

#	Date	Product or service	Description	Qty	Rate	Amount
1.		<b>Services</b>	Chromebook Deployment Project - Milestone 2	1	\$84,117.00	\$84,117.00

**Total** **\$84,117.00**

### Ways to pay

BANK

Pay invoice



# Invoice

Remit To:  
 PO Box 776725  
 Chicago, IL 60677-6725  
 AR@Edmentum.com  
 Tax ID#41-1646390

#INV3231221

Date: 05/23/2024

**Bill To**

California Online Public Schools  
 California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano CA 92675  
 United States

<b>Amount Due</b>	\$210,000.00
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Terms	Due Date	PO #	Order #	Customer #
Net 15	06/07/2024	2023-24-103	#Q-616622	745440

Description	Qty	Start Date	End Date	Amount
<b>California Online Academy</b>				
Carone Learning: User Enrollment Subscription	4,200	07/01/2024	06/30/2025	
Carone Learning: User Enrollment Subscription	2	05/23/2024	06/30/2024	

<b>Subtotal</b>	\$210,000.00
<b>Tax</b>	\$0.00
<b>Invoice Total</b>	\$210,000.00



**FROM**

Care Solace, Inc.  
 P.O. Box 14190  
 Palm Desert CA 92255-4190

**BILL TO**

CA Connections Academy - MD -  
 Dr. Richard Savage  
 33272 Valle Road  
 San Juan Capistrano, CA 92675  
 United States

**INVOICE #** 2024-11950  
**DATE** 05/01/2024  
**DUE DATE** 05/31/2024  
**AMOUNT DUE (USD)** \$ 36,000.00

DESCRIPTION	AMOUNT
Annual subscription for Care Solace service beginning 07/01/2024 and ending 06/30/2025.	\$36,000.00
<b>AMOUNT DUE (USD)</b>	<b>\$ 36,000.00</b>

Terms: 2/15 Net 30 Days (2% Discount for Net 15 Payment)

Via ACH:  
 Bank of Southern California  
 Account Name: Care Solace Inc.  
 Routing/ABA: 122243402  
 Account #: 301023573  
 (1% discount for ACH)

Via Check:  
 P.O. Box 14190  
 Palm Desert CA 92255-4190

Invoice	
<b>Invoice #</b>	2024-11950
<b>Due Date</b>	05/31/2024
<b>Amount Due (USD)</b>	\$ 36,000.00

Care Solace Inc - W-9



**BRANDASTIC**  
IGNITE YOUR POTENTIAL

Brandastic, Inc.  
949.899.7340  
3857 Birch Street  
Suite 271  
Newport Beach, CA 92660

<b>Billed To</b>	<b>Date of Issue</b>	<b>Invoice Number</b>	<b>Amount Due (USD)</b>
Julie Colombero	05/21/2024	1207097	<b>\$21,000.00</b>
California Online Public Schools	<b>Due Date</b>		
33272 Valle Road San Juan Capistrano, CA 92675	06/11/2024		

Description	Rate	Qty	Line Total
CCAS-1 CCAS-1 California Online Public Schools   Revised Marketing Contract   For June	\$21,000.00	1	\$21,000.00
Subtotal			21,000.00
Tax			0.00
Total			21,000.00
Amount Paid			0.00
<b>Amount Due (USD)</b>			<b>\$21,000.00</b>

**Terms**

If mailing live checks, please use the address noted above. Thank you

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.



National Sports Apparel LLC  
 2238 N.Glassell Suite E  
 Orange CA 92865  
 United States

**Invoice**  
 #INV54915  
 5/14/2024

**Bill To**

Ashley Larson  
 California Online Public Schools  
 33272 Valle Rd  
 San Juan Capistrano CA 92675  
 United States

**Ship To**

Ashley Larson  
 California Online Public Schools  
 33272 Valle Rd  
 San Juan Capistrano CA 92675  
 United States

**Total**

\$49,765.00

**Due Date: 6/13/2024**

Terms	Due Date	Sales Rep	Memo	PO #
Net 30	6/13/2024	Jered Hunt		

To Invoice	Item	Options	Rate	Amount
500	<b>Misc</b> Garb Custom Full Button Uniform Qty 500		\$92.00	\$46,000.00
1	<b>Shipping</b> Shipping TBD		\$200.00	\$200.00

<b>Subtotal</b>	\$46,200.00
<b>Tax (7.75%)</b>	\$3,565.00
<b>Total</b>	\$49,765.00
<b>Amount Paid</b>	\$0.00
<b>Amount Remaining</b>	\$49,765.00

Please be advised that there is a 3% fee required for use of a credit card. For questions or to make a payment, please call 714-279-8777. Exchanges are not accepted after 30 days.



INV54915



**Pearson**

**INVOICE**

**Customer Bill-to:**  
 California Connections Academy Central  
 Coast  
 33272 VALLE RD  
 SAN JUAN CAPISTRANO, CA 92675

**Attention:**  
 Accounts Payable

**Customer Ship-to:**  
 California Connections Academy  
 Central Coast  
 33272 VALLE RD  
 SAN JUAN CAPISTRANO, CA 92675

**Connections Education LLC dba  
 Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
**Tel:** 1-800-843-0019  
**Email:** pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015936  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 4235156  
**Project Number :** 82079911  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CalCACC-23/24  
**Number of Pages :** Page 1 of 2

<b>Total Ordered Quantity (No. Of Items)</b>	:	1
<b>Net Amount</b>	:	USD \$33,790.82
<b>Tax Total</b>	:	USD \$398.14
<b>Invoice Total</b>	:	USD \$34,188.96
<b>Amount Due</b>	:	USD \$34,188.96

REMITTANCE INFORMATION	
<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
Pearson Virtual Schools USA	Bank Name : Bank of America N A
32369 Collection Center Drive	Bank Address :
Chicago, IL 60693-0323	ABA ACH No : 071000039
	ABA Wire No : 026009593
	SWIFT Code : BOFAUS3N
	A/C No : 8188290225
	Bank Account Name : Connections Education LLC dba Pearson Virtual Schools USA



<b>Invoice Number:</b> 91000015936						Page 2 of 2	
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079911	CalCACC-23/24	Direct Charges	19		33,790.82	398.14	34,188.96

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.  
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

<b>Invoice Total</b>	<b>Subtotal</b>	<b>Total Tax</b>	<b>Invoice Total</b>
	USD \$33,790.82	USD \$398.14	USD \$34,188.96



# Pearson

<b>Charges for the Following Period:</b>	<b>April 2024</b>
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<b>Enrollment/Unit Based Charges</b>	
Accounting and Regulatory Reporting	458.33
Connexus™ Annual License (EMS)	5,500.00
Curriculum Postage	365.75
Direct Course Instruction Support	233.75
Educational Resource Center	1,155.00
Enrollment and Records Management	443.33
Facility Support Services	25.00
Hardware/Software - Employees	(100.00)
Human Resources Support	(208.33)
Internet Subsidy Payment Processing	184.10
Monthly Fee per Student on an IEP	2,550.00
School Curriculum Supplies	250.00
Student Technology Assistance	2,012.50
Tangible and Intangible Instructional Materials	10,025.78
Technical Support and Repairs	1,375.00
	<b>24,270.21</b>
<b>Revenue Based Charges</b>	
Marketing Services	1,120.07
School Administration	6,720.43
Treasury Services	1,680.11
	<b>9,520.61</b>

<b><i>Total Amount Due</i></b>	<b>33,790.82</b>
--------------------------------	------------------



**Pearson**

**INVOICE**

**Customer Bill-to:**

California Connections Academy North Bay  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Customer Ship-to:**

California Connections Academy North Bay  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Connections Education LLC dba**

**Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
 Tel: 1-800-843-0019  
 Email: pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015934

**Date :** 09-MAY-2024

**Due Date :**

**Payment Terms :**

**Customer Account :** 3903212

**Project Number :** 82079974

**Currency :** USD

**Shipment Terms :**

**Purchase Order Number :** CalCANB-23/24

**Number of Pages :** Page 1 of 2

**Attention:**

Accounts Payable

<b>Total Ordered Quantity (No. Of Items)</b>	:	1
<b>Net Amount</b>	:	USD \$74,272.63
<b>Tax Total</b>	:	USD \$1,115.40
<b>Invoice Total</b>	:	USD \$75,388.03
<b>Amount Due</b>	:	USD \$75,388.03

**REMITTANCE INFORMATION**

**Make Checks Payable to:**

Pearson Virtual Schools USA  
 32369 Collection Center Drive  
 Chicago, IL 60693-0323

**Bank Wire to:**

**Bank Name :** Bank of America N A  
**Bank Address :**  
**ABA ACH No :** 071000039  
**ABA Wire No :** 026009593  
**SWIFT Code :** BOFAUS3N  
**A/C No :** 8188290225  
**Bank Account Name :** Connections Education LLC dba Pearson Virtual Schools USA



<b>Invoice Number:</b> 91000015934							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079974	CalCANB-23/24	Direct Charges	23		74,272.63	1,115.40	75,388.03

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.  
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

<b>Invoice Total</b>	<b>Subtotal</b>	<b>Total Tax</b>	<b>Invoice Total</b>
	USD	USD	USD
	\$74,272.63	\$1,115.40	\$75,388.03



# Pearson

**Charges for the Following Period:**

**April 2024**

**Enrollment/Unit Based Charges**

<b>Accounting and Regulatory Reporting</b>	<b>845.83</b>
<b>Connexus™ Annual License (EMS)</b>	<b>10,150.00</b>
<b>Curriculum Postage</b>	<b>816.75</b>
<b>Direct Course Instruction Support</b>	<b>187.00</b>
<b>Educational Resource Center</b>	<b>2,131.50</b>
<b>Enrollment and Records Management</b>	<b>990.00</b>
<b>Facility Support Services</b>	<b>75.00</b>
<b>Hardware/Software - Employees</b>	<b>500.00</b>
<b>Human Resources Support</b>	<b>1,041.67</b>
<b>Internet Subsidy Payment Processing</b>	<b>507.85</b>
<b>Monthly Fee per Student on an IEP</b>	<b>4,800.00</b>
<b>School Curriculum Supplies</b>	<b>333.33</b>
<b>Student Technology Assistance</b>	<b>5,989.58</b>
<b>Tangible and Intangible Instructional Materials</b>	<b>25,937.48</b>
<b>Technical Support and Repairs</b>	<b>2,537.50</b>

**56,843.49**

**Revenue Based Charges**

<b>Marketing Services</b>	<b>2,050.49</b>
<b>School Administration</b>	<b>12,302.92</b>
<b>Treasury Services</b>	<b>3,075.73</b>

**17,429.14**

***Total Amount Due***

**74,272.63**



**Pearson**

**INVOICE**

**Customer Bill-to:**  
 California Connections Academy Northern  
 California  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-  
 4842

**Customer Ship-to:**  
 California Connections Academy  
 Northern California  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA  
 92675-4842

**Connections Education LLC dba  
 Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
 Tel: 1-800-843-0019  
 Email: pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015933  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3922560  
**Project Number :** 82079975  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CalCANC-23/24  
**Number of Pages :** Page 1 of 2

**Attention:**  
 Accounts Payable

<b>Total Ordered Quantity (No. Of Items)</b>	:	1
<b>Net Amount</b>	:	USD \$678,300.12
<b>Tax Total</b>	:	USD \$9,908.66
<b>Invoice Total</b>	:	USD \$688,208.78
<b>Amount Due</b>	:	USD \$688,208.78

**REMITTANCE INFORMATION**

<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	<b>Bank Name :</b> Bank of America N A
	<b>Bank Address :</b>
	<b>ABA ACH No :</b> 071000039
	<b>ABA Wire No :</b> 026009593
	<b>SWIFT Code :</b> BOFAUS3N
	<b>A/C No :</b> 8188290225
	<b>Bank Account Name :</b> Connections Education LLC dba Pearson Virtual Schools USA



<b>Invoice Number:</b> 91000015933							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079975	CalCANC-23/24	Direct Charges	24		678,300.12	9,908.66	688,208.78

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register. Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

<b>Invoice Total</b>	<b>Subtotal</b>	<b>Total Tax</b>	<b>Invoice Total</b>
	USD	USD	USD
	\$678,300.12	\$9,908.66	\$688,208.78



# Pearson

<b>Charges for the Following Period:</b>	<b>April 2024</b>
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<b>Enrollment/Unit Based Charges</b>	
Accounting and Regulatory Reporting	8,220.83
Community Outreach	4,166.67
Connexus™ Annual License (EMS)	98,650.00
Curriculum Postage	6,825.50
Direct Course Instruction Support	2,851.75
Educational Resource Center	20,716.50
Enrollment and Records Management	8,273.33
Facility Support Services	525.00
Hardware/Software - Employees	2,550.00
Human Resources Support	5,312.50
Internet Subsidy Payment Processing	3,788.22
Monthly Fee per Student on an IEP	43,350.00
School Curriculum Supplies	1,458.33
Student Technology Assistance	62,627.08
Tangible and Intangible Instructional Materials	209,092.71
Technical Support and Repairs	24,662.50
	503,070.92
<b>Revenue Based Charges</b>	
Marketing Services	20,615.20
School Administration	123,691.20
Treasury Services	30,922.80
	175,229.20

<b><i>Total Amount Due</i></b>	<b>678,300.12</b>
--------------------------------	-------------------



**Pearson**

**INVOICE**

**Customer Bill-to:**  
 California Connections Academy Central Valley  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Customer Ship-to:**  
 California Connections Academy Central Valley  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Connections Education LLC dba Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
 Tel: 1-800-843-0019  
 Email: pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015931  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3922001  
**Project Number :** 82079977  
**Currency :** USD  
**Shipment Terms :**  
**Purchase Order Number :** CalCACV-23/24  
**Number of Pages :** Page 1 of 2

**Attention:**  
 Accounts Payable

<b>Total Ordered Quantity (No. Of Items)</b>	:	1
<b>Net Amount</b>	:	USD \$325,477.64
<b>Tax Total</b>	:	USD \$5,118.73
<b>Invoice Total</b>	:	USD \$330,596.37
<b>Amount Due</b>	:	USD \$330,596.37

<b>REMITTANCE INFORMATION</b>	
<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	<b>Bank Name :</b> Bank of America N A
	<b>Bank Address :</b>
	<b>ABA ACH No :</b> 071000039
	<b>ABA Wire No :</b> 026009593
	<b>SWIFT Code :</b> BOFAUS3N
	<b>A/C No :</b> 8188290225
	<b>Bank Account Name :</b> Connections Education LLC dba Pearson Virtual Schools USA



<b>Invoice Number:</b> 91000015931						Page 2 of 2	
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079977	CalCACV-23/24	Direct Charges	24		325,477.64	5,118.73	330,596.37

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.  
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

<b>Invoice Total</b>	<b>Subtotal</b>	<b>Total Tax</b>	<b>Invoice Total</b>
	USD \$325,477.64	USD \$5,118.73	USD \$330,596.37



# Pearson

**Charges for the Following Period:**

**April 1612**

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting	8,20. 3 0
Community Outreach	1,67838
Connexus™ Annual License (EMS)	20,66636
Curriculum Postage	8,99639
Direct Course Instruction Support	0,10936
Educational Resource Center	7,0636
Enrollment and Records Management	2,86838
Facility Support Services	16636
Hardware/Software Employees	26636
Human Resources Support	78838
Internet Subsidy Payment Processing	1,60. 3 0
Monthly Fee per Student on an IEP	12,86636
School Curriculum Supplies	20. 3 0
Student Technology Assistance	88,2839
Tangible and Intangible Instructional Materials	067,8173T
Technical Support and Repairs	06,19636
	122,2073T

**Revenue Based Charges**

Marketing Services	T,98. 30
School Administration	90,10731
Treasury Services	02,8623.
	70,69T39

**Total Amount Due**

**819,2003 2**



**Pearson**

**INVOICE**

**Customer Bill-to:**  
 California Connections Academy Southern  
 California  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Customer Ship-to:**  
 California Connections Academy  
 Southern California  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA  
 92675-4842

**Connections Education LLC dba  
 Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
 Tel: 1-800-843-0019  
 Email: pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015930  
**Date :** 09-MAY-2024  
**Due Date :**  
**Payment Terms :**  
**Customer Account :** 3921999  
**Project Number :** 82079976  
**Currency :** USD  
**Shipment Terms :**  
**Shiphase Order Number :** CalCASC-23/24  
**Number of Pages :** Page 1 of 2

**Attention:**  
 Accounts Payable

<b>Total Ordered Quantity (No. Of Items)</b>	:	2
<b>Net Amount</b>	:	USD \$2,571,250.28
<b>Tax Total</b>	:	USD \$27,743.26
<b>Invoice Total</b>	:	USD \$2,598,993.54
<b>Amount Due</b>	:	USD \$2,598,993.54

**REMITTANCE INFORMATION**

<b>Make Checks Payable to:</b>	<b>Bank Wire to:</b>
Pearson Virtual Schools USA 32369 Collection Center Drive Chicago, IL 60693-0323	<b>Bank Name :</b> Bank of America N A
	<b>Bank Address :</b>
	<b>ABA ACH No :</b> 071000039
	<b>ABA Wire No :</b> 026009593
	<b>SWIFT Code :</b> BOFAUS3N
	<b>A/C No :</b> 8188290225
	<b>Bank Account Name :</b> Connections Education LLC dba Pearson Virtual Schools USA



Invoice Number: 91000015930							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079976	CalCASC-23/24	Direct Charges	25		2,265,211.06	27,743.27	2,292,954.33
82079976	CalCASC-23/24	Pass Through	4		306,039.22	-0.01	306,039.21

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register. Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

Invoice Total	Subtotal	Total Tax	Invoice Total
	USD	USD	USD
	\$2,571,250.28	\$27,743.26	\$2,598,993.54



# Pearson

Charges for the Following Period:

April 2024

## Compensation Expenses

Benefits - Administration	191,560.99
Benefits - Instructional	674,677.14
Credit for Nonbillable Earnings Paid by the School	(9,830.09)
Withholdings	307,492.10
	<b>1,163,900.14</b>

## Enrollment/Unit Based Charges

Accounting and Regulatory Reporting	22,683.33
Community Outreach	45,833.33
Connexus™ Annual License (EMS)	272,200.00
Curriculum Postage	19,272.00
Direct Course Instruction Support	9,396.75
Educational Resource Center	57,162.00
Enrollment and Records Management	23,360.00
Facility Support Services	1,525.00
Hardware/Software - Employees	8,200.00
Human Resources Support	17,083.33
Internet Subsidy Payment Processing	10,659.45
Monthly Fee per Student on an IEP	125,850.00
School Curriculum Supplies	5,000.00
Short Term Substitute Teaching Services	9,600.00
Student Technology Assistance	179,639.58
Tangible and Intangible Instructional Materials	595,911.38
Technical Support and Repairs	68,050.00
	<b>1,471,426.15</b>

## Revenue Based Charges

Marketing Services	60,103.54
School Administration	360,621.26
Treasury Services	90,155.31
	<b>510,880.11</b>

## Deficit Protection Credit

**(583,333.33)**

## Pass Through Expenses

Miscellaneous	8,377.21
	<b>8,377.21</b>

**Total Amount Due**

**2,571,250.28**



**Pearson**

**INVOICE**

**Customer Bill-to:**

California Connections Academy Monterey Bay  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Customer Ship-to:**

California Connections Academy Monterey Bay  
 33272 Valle Road  
 SAN JUAN CAPISTRANO, CA 92675-4842

**Connections Education LLC dba**

**Pearson Virtual Schools USA**  
 509 S Exeter Street, Suite 202  
 Baltimore, MD 21202  
 Tel: 1-800-843-0019  
 Email: pobsalesops@pearson.com  
**Tax ID No:**  
 68-0519943

**Invoice Number :** 91000015937

**Date :** 09-MAY-2024

**Due Date :**

**Payment Terms :**

**Customer Account :** 3973052

**Project Number :** 82079973

**Currency :** USD

**Shipment Terms :**

**Purchase Order Number :** CalCAMB-23/24

**Number of Pages :** Page 1 of 2

**Attention:**

Accounts Payable

<b>Total Ordered Quantity (No. Of Items)</b>	:	1
<b>Net Amount</b>	:	USD \$219,795.55
<b>Tax Total</b>	:	USD \$3,141.12
<b>Invoice Total</b>	:	USD \$222,936.67
<b>Amount Due</b>	:	USD \$222,936.67

**REMITTANCE INFORMATION**

**Make Checks Payable to:**

Pearson Virtual Schools USA  
 32369 Collection Center Drive  
 Chicago, IL 60693-0323

**Bank Wire to:**

**Bank Name :** Bank of America N A  
**Bank Address :**  
**ABA ACH No :** 071000039  
**ABA Wire No :** 026009593  
**SWIFT Code :** BOFAUS3N  
**A/C No :** 8188290225  
**Bank Account Name :** Connections Education LLC dba Pearson Virtual Schools USA



<b>Invoice Number:</b> 91000015937							Page 2 of 2
Project Number	Project Agreement Number	Description	Quantity	List Price	Net Price	Tax	Line Total
82079973	CalCAMB-23/24	Direct Charges	23		219,795.55	3,141.12	222,936.67

To pay your invoice online: Visit <https://ipay2.bizsys.pearson.com/register> to register.  
 Already registered? Access your online account by visiting <https://ipay2.bizsys.pearson.com>

<b>Invoice Total</b>	<b>Subtotal</b>	<b>Total Tax</b>	<b>Invoice Total</b>
	USD \$219,795.55	USD \$3,141.12	USD
			\$222,936.67



# Pearson

**Charges for the Following Period:**

**April 868,**

**Enrollment/Unit Based Charges**

Accounting and Regulatory Reporting	85,535
Conne <sup>™</sup> us L Annual (icense MES ) 1	0,466,366
Curriculum Postage	808,536
Direct Course Instruction )upport	,462,366
Educational Resource Center	542,366
Enrollment and Records S anagement	808,636
Facility )upport )ervices	,76366
Hardware/)oftware - Employees	576,366
Human Resources )upport	,407,366
Internet )ubsidy Payment Processing	,469,366
S onthly Fee per )tudent on an IEP	,407,636
)chool Curriculum )upplies	000,366
)tudent Technology Assistance	,94,836
Tangible and Intangible Instructional S aterials	x04,803,2
Technical )upport and Repairs	x407,636
	,5,429,362

**Revenue Based Charges**

S arketing )ervices	54,793,8
)chool Administration	094,737
Treasury )ervices	259,362
	7,422,35

**Total Amount Due**

**8,242,737**



# Capistrano Unified School District

33122 Valle Road  
 San Juan Capistrano, CA 92675  
 Phone: (949) 234-9332

CALIFORNIA CONNECTIONS ACADEMY - CARTER  
 ATTN: LACHELLE CARTER  
 DIRECTOR OF FINANCE  
 33272 VALLE ROAD  
 SAN JUAN CAPISTRANO, CA 92675

ACCT ID:	C68001133
INVOICE NUMBER:	<b>68TI1616</b>
DIVISION	68CH
TERM:	2324
INVOICE	05/23/2024
DUE DATE:	06/23/2024
AMOUNT DUE:	<b>41,187.00</b>

Item	Qty	Unit Amt	Account	Description	Amount
1	1.00	41,187.00	0101-0000-0-8699-0000-0000-205-69000000	OVERSIGHT JUNE '24	41,187.00

Tax 0.00

<b>INVOICE</b>	<b>41,187.00</b>
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Please remit a copy with payment - Thank You

Remit to: **Capistrano Unified School District**  
**Attention: Accounts Receivable**  
**33122 Valle Road**  
**San Juan Capistrano, CA 92675**

Account ID: C68001133  
 Account Name: CALIFORNIA CONNECTIONS ACADEMY -  
 INVOICE NUMBER: 68TI1616  
 DIV: 68CH  
 TERM: 2324  
 DUE DATE: 06/23/2024  
 AMOUNT DUE: 41,187.00



*the Association of Personalized Learning Schools & Services*

**Every Child's Learning is Personal**

Jeff Rice, Founder/Director  
18820 Lodestone Court, Penn Valley, CA. 95946  
Voice: 530-432-3609; Fax: 530-432-3610; Email: [jeffrice@jps.net](mailto:jeffrice@jps.net); Web: [www.theaplus.org](http://www.theaplus.org)

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**INVOICE**  
**#03272401**

Date: March 27, 2024

To:  
California Online Public Schools  
Attn: Ashley Larsen  
33272 Valle Road  
San Juan Capistrano, CA. 92675

**Amount Due: \$40,000.00**  
(The sum forty thousand dollars)

\*For Independent Contractor services provided through the 2024-2025 school year beginning July 1, 2024 and ending June 30<sup>th</sup> 2025.

**Terms:**

\*Membership fee reflects the standard membership Magenta level of \$40,000 based on CalOPS' current student enrollment of more than 9,000 total students. Payment is due on or around July 1, 2024.

**Summary of services provided:**

Jeff Rice, doing business as APLUS+ shall provide an array of standard community awareness, consulting, networking, communications information, promotion, and public relations services to California Online Public Schools (CalOPS) for the duration of the 2024-2025 school year as described in APLUS+ contract agreement and supplements.

**Please make check payable to APLUS+**

## 24-25 CalOPS Supplemental Program Renewals

Vendor	Renewal Notice/Quote #	Application Target Use	School Level	Start Date	End Date	Amount
Mind Education ST Math	00018930	PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems.	Elem, MS, HS	7/1/2024	6/30/2025	\$36,090.00
Nearpod	226432	Digital Classroom- used in LiveClass	All Levels	7/13/2024	7/12/2025	\$92,100.00
IXL Learning	4956965-2024-002	Math, ELA, Science, Social Studies support, CAASPP prep	Elem, MS, HS Math, SpEd	9/27/2024	9/27/2025	\$197,700.00
ExploreLearning	00165334	STEM Learning - Gizmos - Math and science, Reflex - math fact fluency, Frax - Fractions	All Levels	7/1/2024	6/30/2025	\$84,519.70
Classkick	2021-40882	Digital Classroom- used in LiveClass	All Levels	7/1/2024	6/30/2025	\$26,320.93
Epic Creations	00058690	Online Library, primarily accessed outside of Clever	Elem, MS, SpEd	8/1/2024	7/31/2025	\$50,700.00

## 24-25 CalOPS Business Contract Renewals

Vendor	Renewal Notice/Quote #	Description	Start Date	End Date	Amount
Brandastic	20240601	Brandastic Management Fee	6/1/2024	5/31/2025	\$252,000
Capturing Kids' Hearts	04102024	Employee Related: Staff Training/Prof. Dvlpmt	6/1/2024	5/31/2025	\$40,750.00



MIND Education  
 5281 California Avenue, Suite 300  
 Irvine, CA 92617  
 949-345-8700  
 866-569-7014  
 www.mindeducation.org

Created Date 2/27/2024  
 Quote Number 00018930  
 Expiration Date 8/31/2024  
 Partnership Manager Karen Pankow  
 Partnership Manager Email [kpankow@mindeducation.org](mailto:kpankow@mindeducation.org)  
 Renewal Rep Mary Jane Smith  
 Renewal Rep Email [mjsmith@mindeducation.org](mailto:mjsmith@mindeducation.org)  
 Education Success Manager Anita Delgado  
 Education Success Manager Email [adelgado@mindeducation.org](mailto:adelgado@mindeducation.org)

**Please submit purchase orders:**  
**By email: [purchaseorders@mindeducation.org](mailto:purchaseorders@mindeducation.org)**  
**By Fax: 1-866-569-7014**  
**You can view our technical requirements [here](#).**  
**Thank you for being an ST Math partner!**

Bill To Name California Connections Acdmy - District  
 Bill To 33272 Valle Road  
 SAN JUAN CAP, CA 92675-4842  
 United States

Ship To Name California Connections Acdmy - District  
 Ship To 33272 Valle Road  
 SAN JUAN CAP, CA 92675-4842  
 United States

Product	Account	Quantity	Detail Description	Total Price
Renew ST Math Site Subscription (1-150 Students)	CA Connections Acdmy - Monterey Bay	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (1-150 Students Enrolled) - One (1) Virtual Training - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 3,500.00
Renew ST Math Site Subscription (151-250 Students)	CA Connections Acdmy - Central Vly	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (151-250 Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 6,000.00
			Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled)	

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at <http://www.mindeducation.org/misc/terms/>.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our Privacy Policy is located at <http://www.mindeducation.org/misc/privacy/>.



Renew ST Math Site Subscription (251+ Students)	CA Connections Acadmy - North Ca	1.00	<ul style="list-style-type: none"> <li>- One (1) Professional Learning Offering</li> <li>- Access to ST Math Academy on-demand professional learning modules</li> <li>- Embedded program help and tutorials</li> <li>- Ongoing Minor Software Updates</li> <li>- Technical Support Via Email and/or Phone</li> </ul>	USD 12,000.00
Renew ST Math Site Subscription (251+ Students)	CA Connections Acdmy - S. Ca	1.00	<p>Annual Renewal ST Math Site Subscription License:</p> <ul style="list-style-type: none"> <li>- Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled)</li> <li>- One (1) Professional Learning Offering</li> <li>- Access to ST Math Academy on-demand professional learning modules</li> <li>- Embedded program help and tutorials</li> <li>- Ongoing Minor Software Updates</li> <li>- Technical Support Via Email and/or Phone</li> </ul>	USD 12,000.00
Renewal ST Math Student Subscription	CA Connections Acdmy - Central Coast	34.00	<p>ST Math Annual Service/Renewal Fee Includes:</p> <ul style="list-style-type: none"> <li>- Renewal of ST Math Single Student Annual Software License for Indicated # of Students</li> <li>- Ongoing Minor Software Updates</li> <li>- Self-Guided Online Courses (Asynchronous via Web Browser)</li> <li>- Just-in-Time Live Webinars (Instructor-Lead via WebEx)</li> <li>- Technical Support during Standard Business Hours via Email or Phone</li> <li>- Weekly School Progress Reports Delivered via Email</li> </ul>	USD 1,190.00
Renewal ST Math Student Subscription	CA Connections Acdmy - North Bay	40.00	<p>ST Math Annual Service/Renewal Fee Includes:</p> <ul style="list-style-type: none"> <li>- Renewal of ST Math Single Student Annual Software License for Indicated # of Students</li> <li>- Ongoing Minor Software Updates</li> <li>- Self-Guided Online Courses (Asynchronous via Web Browser)</li> <li>- Just-in-Time Live Webinars (Instructor-Lead via WebEx)</li> <li>- Technical Support during Standard Business Hours via Email or Phone</li> <li>- Weekly School Progress Reports Delivered via Email</li> </ul>	USD 1,400.00

Subtotal USD 36,090.00  
Grand Total USD 36,090.00

**\*Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to [remittance@mindeducation.org](mailto:remittance@mindeducation.org) in order to ensure that sales tax is not included on your final invoice.**

Start Date 7/1/2024  
End Date 6/30/2025

Thank you for being an ST Math partner! By submitting payment for quoted services, you agree to MIND Education's Terms of Use as described at <http://www.mindeducation.org/misc/terms/>.

MIND Education complies with applicable state and federal laws and regulations and uses commercially-available measure to protect and maintain the security of any collected data. Our PriPowered by BoardOnTrackt <http://www.mindeducation.org/misc/privacy/>.



Sales Order For:		Contact Information:	
<b>Account</b>	California Online Public Schools	<b>Company Name</b>	Nearpod, LLC
<b>Address</b>	33272 VALLE RD SAN JUAN CAPISTRANO, California 92675 UNITED STATES	<b>Address</b>	2911 Peach Street Wisconsin Rapids, WI 54494
<b>Contact</b>	Heather Tamayo	<b>Nearpod Contact</b>	David Gonzalez david.gonzalez@nearpod.com
		<b>Company Phone</b>	305-677-5030
<b>Service Start:</b>	07/13/2024	<b>Please Note:</b> If you are a <i>Tax-Exempt Customer</i> , please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.	
<b>Service End:</b>	07/12/2025		
<b>Ask your Nearpod Rep about locking in your rate for up to 3 years with multi-year pricing.</b>			

## PRODUCTS

Product	Quantity	List Price	Discount	Total
Nearpod Premium Plus - District	8500 - Students	\$51,680.00	(\$21,230.00)	\$30,450.00
Nearpod English Learner	300 - Students	\$6,800.00	(\$0.00)	\$6,800.00
Flocabulary Plus	8500 - Students	\$35,530.00	(\$11,330.00)	\$24,200.00
Nearpod Math Program	8500 - Students	\$48,705.00	(\$18,055.00)	\$30,650.00
			<b>Total</b>	(USD) \$92,100.00

**Special Terms:**

Nearpod Math Program is priced based on K-8th grade enrollment (40% off) since it does not yet include 9-12th grade content, however, the whole school will have access to the product.

This quote includes a complimentary 60-minute Nearpod Math implementation webinar training that is separate from the 3 paid trainings.

## Product Description Detail

### Nearpod Premium Plus - District

Nearpod Premium Plus - District:

Nearpod Premium Plus, including unlimited access to:

- Nearpod's lesson, video, and activity creation and delivery platform with 20+ formative assessment and media features
- Nearpod Lesson Library with 8,500+ standards-aligned, interactive lessons for all K-12 subject areas, featuring favorite educational brands
- Nearpod Video & Activity Library with 10,200+ standards-aligned interactive videos and 3,300+ activities for all K-12 subject areas, featuring favorite educational brands, that can be used on their own, or added to Nearpod slides lessons
- District features including larger class sizes, unlimited storage, School and District shared Libraries, LMS integration, and more
- Premium Plus lesson delivery features, including Live Teacher Annotation, Co-Teaching, and Live to Student-Paced

### Nearpod English Learner

Nearpod EL is a standards-aligned supplemental program that provides the content, tools, and organization needed to create daily differentiated learning experiences that maximize language acquisition for all learners. Nearpod EL empowers every teacher to:

- Differentiate instruction with EL Content Companions and language supports, all organized in one place
- Engage every learner with equitable learning experiences
- Know where students need help through real-time data

### Flocabulary Plus

Flocabulary Plus

Unlimited access to Flocabulary including:

- 750+ standards-aligned K-12 lessons across all core subjects and beyond, each lesson includes a hip-hop video and instructional vocabulary activities
- Week in Rap lessons, added weekly August through May to spotlight current events and help students make real-world connections
- Student Accounts, enabling teachers to assign lessons and activities and view results of assessments
- Upcoming comprehension content and features exclusive to Flocabulary Plus with 200+ new lessons and a new interactive activity

### Nearpod Math Program

Nearpod Math Program

Powered by Nearpod Premium Plus, Nearpod Math is a supplemental math program that provides unlimited access to:

- Nearpod Math Library: 5,000 new standards-aligned lessons, videos and practice activities
- Virtual manipulatives: Fraction Tiles, Base 10 Blocks, Algebra Tiles, and Color Tiles
- Enhanced Course Navigation and reporting: designed to explicitly align to a districts' core curriculum with improved course navigation, standards-based search and preview functionality

## Training Policy

### Training Cancellation Policy

Nearpod requests 48 hours notice to cancel or reschedule a confirmed session. If the session is not canceled but no one attends, this session will be considered expired.

### Minimum Attendance Policy

Nearpod requests that at least 10 participants attend a confirmed training session. If there are fewer than 10 participants, the session may be modified and will not be recorded.

### Free Training Resources

Access to daily public webinars, on-demand webinars and how-to resources and videos can be accessed here: <http://nearpod.com/resources>

## PO Instructions: Please provide the following information on all POs submitted for an accepted Order

### Required

- Vendor Name – Nearpod, LLC
- Customer Name
- PO Number
- Line items for each Product being purchased and the amount for each line item Product
  - If training is included with your order, please ensure it is a separate line item with an amount listed
- Total Amount of the complete Order to match Sales Order form

### Requested but not Required

- Quote ID (If provided, it should match the Quote Number)
- Dates of Service

**Terms**

This Sales Order is valid until:

Service will run from 07/13/2024 until 07/12/2025, or from when customer is first provided access to the purchased service(s) for a length of time equal to the time between the Start Date and End Date, whichever is later. The agreed upon price for this timeframe is (USD) \$92,100.00.

Nearpod price quotes are confidential, unless disclosure is required by subpoena or state law. Education List Pricing is only available for PreK-12 Education customers. Please submit this price quote attachment with your Purchase Order. Tax-exempt customers should include their tax-exempt number on their Purchase Order.

This Sales Order covers the Nearpod and/or Flocabulary Services described herein and is governed by the Terms of Service and License Agreement and Data Protection Addendum available at: <https://docs.renaissance.com/R67464>.

**Customers providing a Purchase Order are required to remit payment within 30 days of invoicing. Otherwise, payment is required within 7 business days. Failure to remit payment may cause a disruption in service. By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Sales Order and any documents incorporated herein.**

**If you are a Tax-exempt customer, please include your Sales Tax-Exempt Certificate with signed documents/proof of payment. Otherwise, applicable tax will be included in your invoice.**

**Purchase Order Information (REQUIRED):**

Yes [    ] – Please provide PO number below

No [    ]

PO Number: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Tax Exempt #: \_\_\_\_\_



Subject: Nearpod 2024 W-9 Form

Dear Customer,

Effective December 31, 2023, Nearpod, Inc. was converted to Nearpod, LLC under Delaware state law. The result of this change is that Nearpod, LLC is now classified as a disregarded entity for federal and state income tax reporting purposes.

Nearpod's FEIN (46-0993679) remains the same. This change has no impact on the entity's sales and use tax reporting, excise tax, property tax, or payroll tax reporting. Quoting and invoicing continue to be performed under the Nearpod name and EIN number.

This change does impact the presentation of Nearpod's W-9 form. The purpose of Form W-9 is to ensure Form-1099 reporting is correct. This allows the IRS to confirm income earned is properly reported on the correct federal income tax return.

The Form W-9 and its instructions were updated in March of 2024 to clarify reporting requirements for disregarded entities. As Nearpod is now classified as a disregarded entity for income tax reporting purposes, the name of its parent (RL AcquisitionCo) must be listed on line 1 of the form, and its name (Nearpod LLC) must be listed on line 2. Additionally, per the instructions, its parent's FEIN (82-5287590) must be included in Part I.

To reiterate, Nearpod's FEIN (46-0993679) remains the same. However, the presentation on its W-9 form has been adjusted due to the change in its classification for federal and state income tax purposes.

We hope this context is helpful as you review this year's W-9 form. The attached W-9 form is the latest version issued by the IRS.

Sincerely,

The Nearpod Operations Team

Phone 1-855-NEARPOD (632-7763) | Fax 305-655-1999 | 2911 Peach St, Wisconsin Rapids, WI 54494 | [www.nearpod.com](http://www.nearpod.com)

**Form W-9**  
 (Rev. March 2024)  
 Department of the Treasury  
 Internal Revenue Service

**Request for Taxpayer Identification Number and Certification**

Go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9) for instructions and the latest information.

**Give form to the requester. Do not send to the IRS.**

**Before you begin.** For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See Specific Instructions on page 3.	<p><b>1</b> Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)</p> <p><b>RL ACQUISITIONCO INC.</b></p> <p><b>2</b> Business name/disregarded entity name, if different from above.</p> <p><b>NEARPOD LLC</b></p> <p><b>3a</b> Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.</p> <p><input type="checkbox"/> Individual/sole proprietor    <input checked="" type="checkbox"/> C corporation    <input type="checkbox"/> S corporation    <input type="checkbox"/> Partnership    <input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . . .</p> <p><b>Note:</b> Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.</p> <p><input type="checkbox"/> Other (see instructions)</p> <p><b>3b</b> If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . <input type="checkbox"/></p>	<p><b>4</b> Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any) <b>5</b></p> <p>Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)</p> <p><i>(Applies to accounts maintained outside the United States.)</i></p>
	<p><b>5</b> Address (number, street, and apt. or suite no.). See instructions.</p> <p><b>PO BOX 8036</b></p> <p><b>6</b> City, state, and ZIP code</p> <p><b>WISCONSIN RAPIDS, WI 54495-8036</b></p> <p><b>7</b> List account number(s) here (optional)</p>	<p>Requester's name and address (optional)</p>

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>									
<b>OR</b>									
<b>Employer identification number</b>									
8	2				5	2	8	7	5
									0

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

**Sign Here**    Signature of U.S. person *John Sloane*    Date **April 18, 2024**

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](http://www.irs.gov/FormW9).

**What's New**

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).



# RENEWAL QUOTE

IXL Learning  
 777 Mariners Island Blvd., Suite 600  
 San Mateo, CA 94404

QUOTE # 4956965-2024-002  
 DATE: MAY 20, 2024

**TO:**  
 Leslie Dombek  
 California Connections Academy  
 33272 VALLE RD  
 San Juan Capistrano, CA 92675

**COMMENTS OR SPECIAL INSTRUCTIONS**

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Kelly Bailey	A23-4956965	September 27, 2024 - September 27, 2025	September 27, 2024

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	IXL site license for 9,275 students, including: Grades PK-8: 5,125 students Subjects: Math, ELA, Science, and Social studies	\$123,000.00	\$123,000.00
1	Grades 9-12: 4,150 students Subjects: Math and ELA  <i>K-8 math licenses include complimentary access to IXL's universal screener</i>  <i>Unlimited instructor accounts included</i>	\$74,700.00	\$74,700.00
SUBTOTAL			\$197,700.00
SALES TAX			--
SHIPPING & HANDLING			--
TOTAL DUE			\$197,700.00

**Ordering instructions**

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, [click here](#) or go to <http://www.ixl.com/po-upload> and enter quote # 4956965-2024-002. For international accounts, we can accept wire transfers for an additional fee.



**SALES CONTRACT**

**CONTRACT #198030**

**May 20, 2024**

IXL Learning  
 777 Mariners Island Blvd., Suite 600  
 San Mateo, CA 94404

**CUSTOMER**

Leslie Dombek  
 California Connections Academy  
 33272 VALLE RD  
 San Juan Capistrano, CA 92675

**RENEWAL INFO**

Salesperson	Account #	Quote #	Renewal period
Kelly Bailey	A23-4956965	4956965-2024-002	Sep 27, 2024 – Sep 27, 2025

**PAYMENT PLAN**

Amount	Invoice date
\$197,700	September 27, 2024
<b>TOTAL</b>	<b>\$197,700</b>

*Price valid until September 27, 2024*

**ACCEPTANCE OF SALES CONTRACT**

This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

**AUTHORIZED SIGNATURE**

**DATE**

\_\_\_\_\_

\_\_\_\_\_



## TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to:

IXL Learning  
777 Mariners Island Blvd., Suite 600  
San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
- a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
  - b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (v) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.
  - c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.
  - d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.
- Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.**
7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:  
Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail [orders@ixl.com](mailto:orders@ixl.com)  
Completed sales contracts should be emailed to your sales consultant.



ExploreLearning  
 110 Avon Street, Suite 300  
 Charlottesville, VA 22902

# Renewal Notice

For your ExploreLearning subscription  
**EL Order #: 00165334**

Your subscription to the items below  
 will expire on: **08/31/2024**

**Ship To:**

Leslie Dombek  
 California Online Public Schools  
 33272 Valle Road  
 San Juan Capistrano, CA 92675  
 USA

**Choose your renewal term below - multi-year discounts are available!**

Item # / Description	Quantity	Renewal Price
DISSCI-BUN2SUBJECT-V / Bundle: Science4Us + Elem + Secondary Gizmos 2-subject, district-wide license	6	\$54,959.70
RFLX-FRX2-BUN-V / Bundle: Reflex + Frax; Site License	6	\$29,560.00
Estimated Tax		\$0.00
<b>TOTAL</b>		<b>\$84,519.70</b>

Multi-Year Discounts		Savings of
<b>3 YEARS</b>	\$228,203.19	\$25,355.91
<b>2 YEARS</b>	\$160,587.43	\$8,451.97

**EL Order #: 00165334**

Renewal # of Years: (1,2 or 3 YEAR) \_\_\_\_\_  
 Total Renewal Price: \_\_\_\_\_  
 Tax Exempt (Y/N): \_\_\_\_\_

*All ExploreLearning subscriptions and/or services are offered subject to ExploreLearning’s standard license, terms of use and privacy policy (the “License Terms”), available on the product log in pages as supplemented by this notice - and ExploreLearning’s K-12 processing (<https://web.explorelearning.com/k12processing>). By placing an order, customer confirms its acceptance of the License Terms.*

**PLEASE NOTE THE EL ORDER # (00165334) MUST APPEAR ON PURCHASE ORDER(S) TO PROCESS.**

*If the above price reflects sales tax and your organization should be tax-exempt, please send a current sales tax exemption certificate (including signature and date) via e-mail: [sales@explorelearning.com](mailto:sales@explorelearning.com) and cc: [hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com) or fax: 877-829-3039. Otherwise, **please remit total including applicable sales tax.***

Choose Method of Payment:  
 \_\_\_\_\_ P.O. – Signed P.O. must be included/attached.  
 \_\_\_\_\_ Check – Payable to ExploreLearning  
 \_\_\_\_\_ Visa, MasterCard, Discover or American Express

**Please send Purchase Orders via email:**  
**[sales@explorelearning.com](mailto:sales@explorelearning.com) and cc:**  
**[hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com) or fax: 877-829-3039**

Card Number: \_\_\_\_\_  
 Expiration Date: \_\_\_\_\_  
 CVV: \_\_\_\_\_  
 Name on Card: \_\_\_\_\_  
 Phone: (\_\_\_\_) \_\_\_\_\_

**PLEASE NOTE: Our remittance address for checks HAS CHANGED:**

ExploreLearning  
 110 Avon St, Ste 300  
 Charlottesville, VA 22902

**Please confirm your Primary Account Contact Name and Email:** \_\_\_\_\_  
**Please confirm your PD Contact Name and Email:** \_\_\_\_\_

**Questions – call us: 866.882.4141 ext 346 ([hannah.carlson@explorelearning.com](mailto:hannah.carlson@explorelearning.com))**

Printed May 2024



# Renewal Quote

Classwork CO, DBA Classkick

[classkick.com](http://classkick.com)

**BILL TO:**  
**[Official] California Connections Academy**  
 CA

**QUOTE #** 2021-40882  
**QUOTE DATE** 4/26/2024  
**QUOTE EXPIRES** 6/30/2024

DESCRIPTION	QUANTITY	1 YR TERM	2 YR TERM	3 YR TERM	3 YR TERM* (Paid Annually)
Classkick Pro Subscription	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TERM DATE:</b> 07/01/2024		\$26,320.93	\$52,641.86	\$78,962.79	\$26,320.93
<b>DISCOUNT:</b>			5.00%	10.00%	Locked in price!
<b>TOTAL:</b>		<b>\$26,320.93</b>	<b>\$50,009.77</b>	<b>\$71,066.51</b>	<b>\$26,320.93</b>

**NOTES:**

Classkick Pro license is an unlimited license for all site administrators, teachers and students. PD sessions included. 3 Year Term (Paid Annually, Locked in price) will have a nominal 2% percentage increase for years 2 and 3.

**Payment Method (Check One):**  PO  Check  Wire Transfer

**Subscription Acceptance**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_  
**Title** \_\_\_\_\_ **Email** \_\_\_\_\_  
**Signature** \_\_\_\_\_

This signature acknowledges the quoted price above and will initiate the purchase order and invoicing process. Submitted a signed quote will send an invoice and confirm your subscription.

**Subscription Assignments**

**Classkick Pro Account Owner/Admin**  Same as above  
**Name** \_\_\_\_\_ **Email** \_\_\_\_\_ **Title** \_\_\_\_\_  
**Billing Contact Email**  Same as above  
**Name** \_\_\_\_\_ **Email** \_\_\_\_\_ **Title** \_\_\_\_\_

**Remit payment to:**

**Classwork Co, DBA Classkick**  
 PO Box 772728  
 Area #2223001  
 Detroit, MI 48277-2728 USA

In the check memo please include:  
 "Area #2223001"  
 billspayable@classkick.com

Our W-9 is below (page 2 of this invoice) or you can download it here: [classkick.com/w9](https://classkick.com/w9).  
 Memberships are refundable for up to 30 days. Membership renews automatically unless canceled in writing or via a software application system earlier than 30 days before the end date.  
 This Order is governed by the terms of Classkick's Terms of Service found at [Terms of Service](#). Please see our [Privacy Policy](#).

Form <b>W-9</b> (Rev. October 2018) Department of the Treasury Internal Revenue Service	<b>Request for Taxpayer Identification Number and Certification</b> ▶ Go to <a href="https://www.irs.gov/FormW9">www.irs.gov/FormW9</a> for instructions and the latest information.	Give Form to the requester. Do not send to the IRS.
1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. <b>Classwork Co</b>		
2 Business name/disregarded entity name, if different from above <b>Classkick</b>		
3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only <b>one</b> of the following seven boxes.		
<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate		
<input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ _____ <b>Note:</b> Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is <b>not</b> disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.		
<input type="checkbox"/> Other (see instructions) ▶ _____		
5 Address (number, street, and apt. or suite no.) See instructions. <b>2045 W Grand Ave Ste B PMB 50472</b>		4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <small>(Applies to accounts maintained outside the U.S.)</small>
6 City, state, and ZIP code <b>Chicago IL 60612</b>		Requester's name and address (optional)
7 List account number(s) here (optional)		

**Part I Taxpayer Identification Number (TIN)**

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

<b>Social security number</b>	
[ ] [ ] [ ] - [ ] [ ] - [ ] [ ] [ ] [ ]	
<b>OR</b>	
<b>Employer identification number</b>	
4 6 - 3 5 5 0 5 4 0	

**Part II Certification**

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must check out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

<b>Sign Here</b>	Signature of U.S. person ▶ <i>Joy Moore</i>	Date ▶ <b>01/17/2024</b>
------------------	---	--------------------------

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to [www.irs.gov/FormW9](https://www.irs.gov/FormW9).

**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)  
Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.*



Epic Creations, Inc.

228 Hamilton Ave. Floor 3, Palo Alto, CA 94301

**Quote**

Quote Number	00058690	Created Date	5/20/2024
Expiration Date	7/20/2024	Prepared By	Schools 3
		Email	schoolplus3@getepic.com

**Account & Contact Information**

Account Name	California Online Public Schools	Phone	209-432-9088
Contact Name	Thanette Short		

**Address Information**

Bill To Name	California Online Public Schools	Ship To Name	California Online Public Schools
Bill To	United States	Ship To	United States

**Product Lines**

Product	Product Code	Line Item Description	List Price	Quantity	Sales Price	Total Price
Epic School Plus	EPIC-000391	Epic School Plus offers 40,000+ eBooks and videos for students under 12. Accessible anytime, anywhere, on most devices. Includes educator tools, FERPA, and COPPA compliance. License: August 1 - July 31.	USD 12.00	4,225.00	USD 12.00	USD 50,700.00

Total Amount	USD 50,700.00
Net Amount	USD 50,700.00

**Specific Terms & Conditions**

Terms & Conditions \*Please reference this quote number on the purchase order.

\*Note that this quote does not include any applicable local taxes.

Please remit payment to:

Epic Creations, Inc.  
 Account# 3300952814  
 Routing# 121140399  
 Swift Code SVBKUS6S  
 Or  
 Remit payment to:  
 Checks to Epic Creations, Inc.  
 228 Hamilton Ave.  
 Floor 3



**BRANDASTIC** X California Online Public Schools

# 2024-2025 Marketing Proposal

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10. **Next Steps**

## Our Difference

When you partner with Brandastic, you not only have access to every department, but an entire team committed to your success. We take our time and do our due diligence so you not only get a tailored finished product, you gain a relationship dedicated to your long term success.

Whether you have an idea and need to outline a actionable strategy, or a robust project in need of some accurate review and a focused gameplan, our industry expertise can help you channel your idea into a tangible product or service.

***We take your goals, map them out and figure out realistic, concrete plans that will best help you get there.***



# Allow Us to Introduce Our Leadership!

Here at Brandastic it is our Mission to ignite the brand potential of our clients. Through creative design, innovative marketing, and utilizing the latest technology, we help you become a leader in your market. More than ever, brands need to be agile, engaging, and offer their customers long-lasting value.

***That's where we come in.***



Justin  
President / CEO



Lachelle  
Managing Partner



Sandy  
Director of Operations



Melissa  
Director of Marketing



Erin  
Executive Assistant



Tri  
Lead Digital Manager



Andy  
Lead Developer



Megan  
Lead Creative Manager

Over 13 Years in Business & Serving over 450 clients





California Online Public Schools

# What We Know

California Online Public Schools provides tuition-free independent study schools offer students in grades TK–12 a safe, engaging environment where they can learn in the way that works best for them.

# Goals + Needs

## YOUR GOALS

- Achieving and surpassing enrollment goals for 2024-2025 academic year through strong paid and organic digital marketing efforts.
- Maintaining brand consistency and a cohesive brand image through all marketing materials

## YOUR NEEDS

- A strategic marketing partner to oversee:
  - Paid media campaigns;
  - Organic Content Creation (Social + Blogs)
  - Website optimizations;
  - Search engine optimization;
  - Email marketing;
  - Photo and video creation (Back to School and Fall Festival);
  - Misc. Graphic design requests

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## CLIENT DETAILS

*Client:* Julie Colombero

*Email:* [jcolombero@californiaops.org](mailto:jcolombero@californiaops.org)

*Company:* California Online Public Schools

*Phone:* 949.427.1131



# Roadmap

# Roadmap - 2024-2025

Non-paid Creative	Paid Campaign(s)	Search Engine Optimization + Website
<p><b>Organic Social Content + Moderation</b></p> <ul style="list-style-type: none"> <li>• Mood board + Creative Direction</li> <li>• Content Calendar</li> <li>• Graphic Design</li> <li>• Photo / Video Editing</li> <li>• Scheduling + Posting</li> <li>• Social Moderation + Commenting</li> </ul> <p><b>Marketing Collateral</b></p> <ul style="list-style-type: none"> <li>• Marketing Collateral                             <ul style="list-style-type: none"> <li>• Booth Design(s)</li> <li>• Fliers</li> <li>• Templates</li> <li>• Gig</li> <li>• Merchandise</li> </ul> </li> </ul> <p><b>Email Marketing</b></p> <ul style="list-style-type: none"> <li>• Salesforce - Email Marketing Templates / Automations</li> <li>• Parent Square - Parent / Student Newsletters</li> </ul>	<p><b>Strategic Marketing Roll Outs Begin</b></p> <ul style="list-style-type: none"> <li>• Campaign Brief(s)                             <ul style="list-style-type: none"> <li>○ Budget</li> <li>○ Campaign Run Dates</li> <li>○ Asset Copy + Creative</li> <li>○ Campaign Build(s)</li> </ul> </li> <li>• Campaign Build(s) - <i>Enrollment</i> <ul style="list-style-type: none"> <li>○ Channels: Google, Meta, Instagram, Pinterest</li> <li>○ Audience Targeting Segmentation</li> <li>○ Tracking/Implementation</li> <li>○ Goal Setting</li> <li>○ Launch</li> </ul> </li> <li>• Campaign Optimizations                             <ul style="list-style-type: none"> <li>○ Creative Updates</li> <li>○ Campaign Strategies</li> <li>○ Budget Allocations</li> </ul> </li> <li>• Campaign Management                             <ul style="list-style-type: none"> <li>○ Performance Monitoring + Optimizations</li> <li>○ Reports Generated + KPIs Assessed</li> </ul> </li> </ul> <p>Powered by BoardOnTrack</p>	<p><b>Search Engine Optimization Strategy + Implementation</b></p> <ul style="list-style-type: none"> <li>• Technical SEO Review &amp; optimization</li> <li>• On-Page &amp; Off-Page optimization</li> <li>• Backlink profile optimization</li> <li>• Content &amp; navigation strategy</li> <li>• Mobile PageSpeed optimization</li> <li>• Heatmap Implementation &amp; analysis</li> </ul> <p><b>Website Content</b></p> <ul style="list-style-type: none"> <li>• FAQ Content</li> <li>• Blog Writing</li> <li>• Location Landing Pages</li> <li>• Misc. / New Pages</li> </ul> <p><b>Blog Strategy + Execution</b></p> <ul style="list-style-type: none"> <li>• Monthly Blog Topics</li> <li>• Copywriting / SEO Optimized</li> <li>• Regular Posting</li> </ul>

# Roadmap - 2024-2025

## Videography + Photography

### Back to School Event (Recruitment)

- Pre-Production
  - Shot List
  - Scriptwriting
  - Day-of Coordination
- Production
- Post-Production
  - Edited Videos for Website / Social Media

### Fall Festival (Parent Interviews)

- Pre-Production
  - Shot List
  - Scriptwriting
  - Day-of Coordination
- Production
- Post-Production
  - Edited Videos for Website / Social Media

### Misc. Video Production/Editing

- Intro / Webinar Video

## New Initiatives

### 2024-2025 Master Marketing Calendar

- Shared timeline of key campaigns, events

### Marketing Efforts - Expansion

- Advertising opportunities, ie. Niche.com
- Programmatic Media Buys
- OOH Media Buys - Billboards, Banners

### Recruitment Campaign(s)

- 'Work at CalOPS' Page
  - Design
  - Implementation
- Brand Awareness Campaigns

### Retention Campaigns

- Marketing materials to support enrollment team to existing families

## Misc + Ongoing

### ONGOING

- ***Paid Media Execution (Search)***
- ***Paid Media Execution (Social)***
- ***Email Marketing***
  - *Salesforce/Pardot Email Designs*
  - *Parent Square Email Designs*
- ***Search Engine Optimization***
  - *Blog Strategy + Execution*
  - *Reputation Management + Execution*
  - *Content Strategy*
  - *On-Page + Off-Page Optimizations*
  - *Backlink Strategy*
- ***Organic Social Content***
- ***Marketing Collateral***

# Investment

## California Online Public Schools: **Investment Calendar**

June '24-May '25	Monthly Investment	Annual Investment
<b>Brandastic Management Fee</b>	<b>\$21,000 mo</b> <i>for 12 months</i>	<b>\$252,000</b>

**Annual Investment: \$252,000** June '24 -May '25

Thank you!



# Capturing Kids' Hearts®

Powered by Flippen Group



## CAPTURING KIDS' HEARTS ► SERVICE AGREEMENT

CAPTURE *Hearts*. IMPACT *Culture*. SEE *Change*.

**Created by:**

Angie Shoffner  
Capturing Kids' Hearts

**Prepared for:**

Leslie Dombek  
California Online Public School

Date: April 10, 2024

# SERVICE AGREEMENT



California Online Public School ("Client" or "you")  
33272 Valle Road  
San Juan Capistrano, CA 92675

Thank you for selecting The Flippen Group, LLC, dba Capturing Kids' Hearts ("**CKH**" or "**we**") to serve your organization. Our goal is to provide you with products and services that will both motivate and empower your organization to advance to a new level of success. Please take a moment to review the information below, and then sign and return this form to confirm this Master Services Agreement ("**Agreement**"). We look forward to serving you.

## Section 1: Our Commitment

The Agreement itself is between CKH and you, the above-identified Client, although most of the benefits of this Agreement are available to many of your representatives/participants as well. Once accepted by you, this Agreement governs our relationship with regard to all of the "**Products and Services**" as defined in this Agreement, or that may later be mutually agreed upon between the parties with reference to this Agreement; many if not all of which involve training events to be conducted by CKH's representatives ("**Consultants**" or "**Strategists**"). In addition, this Agreement together with the Terms of Use associated with our "**Websites**" governs our relationship over the numerous resources and products that are and will be made available to you during the "**Term**" of this Agreement (collectively, "**Resources**"). Once your acceptance of this Agreement is confirmed, the pricing applicable to you for all such Products and Services and for your access to many of the Resources ("**Access**") become enforceable.



# SERVICE AGREEMENT

## Section 2: Products and Services

Leadership Solutions	Proposed Timeline	Quantity	Solutions Price	Solutions Subtotal
<p><b>Capturing Kids' Hearts 1<sup>®</sup>: A Custom Virtual Experience</b></p> <p>Two, eight-hour virtual trainings for up to 50 participants.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>Two, 4-hour live virtual sessions. Each virtual session can occur on the same day, or on consecutive days.</li> <li>Each participant will receive 8 Continuing Education Units(CEU) for attending.</li> <li>Participants have access to our online community and resource center designed to support Capturing Kids' Hearts 1 implementation and the associated processes.</li> </ul>	August 28-29, 2024	1	\$21,000.00	\$21,000.00
<p><b>Capturing Kids' Hearts<sup>®</sup> Leadership Blueprint Recharged*</b></p> <p>One-day training for up to 50 participants</p> <p>* Prerequisite: At least 80% of the participants have attended Capturing Kids' Hearts<sup>®</sup> Leadership Blueprint Training</p>	Spring 2025	1	\$7,750.00	\$7,750.00



# SERVICE AGREEMENT

<p><b>CKH Campus Premium</b> A campus-specific subscription that provides comprehensive ongoing support to leaders and staff who have completed Capturing Kids' Hearts® 1 Training</p>	<p>2024-2025 School Year</p>	<p>3</p>	<p>\$4,000.00</p>	<p>\$12,000.00</p>
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**Grand Total      \$40,750.00**

# SERVICE AGREEMENT



## ADDITIONAL CHARGES (where applicable):

### TRAVEL EXPENSES:

Travel expenses for each training event or other service provided by CKH under this Agreement will be itemized on invoices and are included in the total amounts itemized under this Agreement. Unless otherwise agreed in advance, such travel expenses inside the Continental United States will be billed at the rate of \$1,250.00 for one-day events, \$1,900.00 for two-day events, and \$2,250.00 for three-day events (per Consultant). Each additional consecutive day for durations in excess of three days will be billed at \$350.00 per day (per Consultant).

### FACILITY EXPENSES:

Client (at a minimum) will be responsible for securing facilities/meeting space with adequate square footage, comfortable seating, and light refreshments for all attendees for any training event. Facilities and all related costs will be at Client's expense.

### ADDITIONAL PARTICIPANT FEES (to the extent applicable):

- A \$200.00 fee will be charged for each person over 50 not to exceed 60 total per Capturing Kids' Hearts® Leadership Blueprint Recharged.
- A \$400.00 fee will be charged for each person over 50 not to exceed 60 total per Capturing Kids' Hearts® 1 Training.

## Section 3: Investment

### AGREEMENT:

By entering this Agreement, you agree to engage CKH as your provider for our Resources and all the Products and Services as outlined in the accompanying Products and Services section or that may later be mutually agreed between the parties with reference to this Agreement, each of which is incorporated into this Agreement in its entirety by this reference.

Until accepted by you this Agreement and its rates and other pricing terms are non-binding and will expire in 30 calendar days following April 10, 2024. To accept and receive the benefits of this Agreement, your signature and acceptance can only be confirmed by CKH upon our receipt of the signed return of this Agreement on or before, May 10, 2024.

### PAYMENT TERMS:

The fees for each of the Products and Services and for your Access to Resources shall be determined based on the applicable Products and Services section as well as the other terms of this Agreement. In the case of Products and Services involving scheduled events, the fees (including travel, if applicable) will be billed when the corresponding Products and Services are provided or rendered.

Subscription(s) services shall commence upon the signing of this agreement or June 1, 2024 for the 2024-2025 school year(s) (whichever occurs later) through May 31, 2025. Unless terminated in writing, subscription service(s) will automatically renew on June 1st annually at current rates. Should subscription costs increase by more than 20% over this agreement, the Client will be given 60 days' notice of the rate increase.

Purchase Orders for each scheduled item that is part of the Products and Services section, must be submitted to CKH at least 45 days prior to the scheduled event.

Invoices are due upon receipt. Please make all checks payable to Capturing Kids' Hearts.

### SURCHARGES & TAXES:

# SERVICE AGREEMENT



For Products or Services sold or accessed or Services performed in jurisdictions where taxes, including sales tax, apply to the corresponding transactions under this Agreement, Client shall be responsible for payment of such taxes or for reimbursement of the payment of such taxes when they are paid by or for CKH.

# SERVICE AGREEMENT



## Section 4: Policies

### **SCHEDULING:**

CKH will need someone designated in Client organization to work with on scheduling and event planning needs.

CKH will contact you upon confirmed signing of this Agreement to begin setting up dates for Products and Services to be rendered on the applicable Products and Services section.

Confirmation of all scheduled dates of service will be made via email and is subject to cancellation terms as listed in this Agreement.

CKH may need to communicate with the Client's members/Participant(s) via e-mail to communicate pertinent details about events or products they are attending/experiencing. These e-mail addresses are not shared with any third-party organizations and are only used for the events they are attending. These email addresses are NOT used for soliciting purposes.

### **FACILITIES/EVENT SET-UP:**

You and CKH will mutually agree upon the location of any event as part of the Products and Services section, which should be resolved at least 30 days prior to a scheduled service. CKH will provide event-specific details for any scheduled service (including square footage requirements, AV needs, schedule, and other logistics to be coordinated). Should any of those details need to be altered, prior approval by CKH would be needed.

### **RECORDING/MEDIA:**

Video and/or audio taping of events is strictly prohibited without prior written approval by CKH.

Media representatives are not allowed to attend events without prior written approval by CKH.

### **DEPOSITS and CANCELLATIONS:**

- No deposit is required.
- CKH requires a cancellation notice of 90 days prior to any scheduled date of service. A cancellation notice received inside the 90-day window will result in the full contractual fee being assessed as of the date of cancellation. To the extent not offset by duplicate expenses incurred by CKH, the fee charged for such cancellation may be credited to the event once that event is rescheduled, although any amounts paid for Products or Services that are unused by your organization within the 12 months following the date of signature of this Agreement will be forfeited.
- Travel expenses that CKH has incurred and that must be cancelled because of the Client rescheduling or cancelling a product(s) or service(s) without at least two weeks' advance notice may result in extra charges to the Client.
- In the event an assigned CKH Consultant/Strategist is subject to illness, travel delay, or unavoidable emergencies, the event can be rescheduled/restructured/reassigned.
- Force Majeure: Except with regard to payment obligations, neither party shall be liable to the other for any failure or delay in performing its obligations under this Agreement where such failure or delay is as a result of Acts of God (including fire, flood, earthquake, storm, hurricane or other natural disasters), pandemics, epidemics, war, invasion, act of foreign enemies, hostilities (whether war is declared or not), civil war, rebellion, revolution, insurrection, military or usurped power or confiscation, terrorist activities, government sanction, blockage, embargo, labor dispute, strike, lockout or interruption or failure of electricity or telephone service, and no other Party will have a right to terminate this Agreement in such circumstances. Any Party asserting Force Majeure as an excuse shall have the burden of proving that reasonable steps were taken (under the circumstances) to minimize delay or damages caused by foreseeable events, that all non-excused obligations were substantially fulfilled, and that the other Party was timely notified of the likelihood or actual occurrence which would justify such an assertion so that other prudent precautions could be contemplated.

### **RESOURCES:**

# SERVICE AGREEMENT



During the course of providing the Products and Services, participants will be provided with various Resources, some of which shall be distributed by hand or by email to participants during or in preparation or follow-up to particular events, and others of which shall be accessed through websites operated by CKH (“Websites”). For the purpose of accessing some or all of the Resources used during our provision of the Products and Services, you will be required to create an account through one or more of the Websites. In the process, you will be required to accept the Terms of Use for the Websites, which will govern your rights and obligations with respect to the content accessed through those Websites, to the extent such Terms of Use are consistent with this Agreement.

## Section 5: Intellectual Property

### COPYRIGHTS & TECHNOLOGY RIGHTS

CKH’s intellectual property is a crucial part of providing training materials and consulting services to its clients, and CKH could not continue its work if its clients did not honor and respect CKH’s intellectual property rights. All copyrights and other forms of intellectual property protection pertaining to the Resources, including without limitation all content and functionality on or of the Websites, as well as all text, graphics, images, logos, icons, audio, video, tables, algorithms, analytics, reports, and dynamic content associated with the Resources, whether prearranged or created or modified during the course of providing the Products and Services, as well as the selection, arrangement and "look and feel" of all the foregoing, (excluding personal data belonging to you or your authorized users) are the exclusive property of CKH or its licensors. **None of our work or work product is done on a “work for hire” basis, and all our material and work product is owned exclusively by CKH and is subject to one or more of the following: copyright, trademark, patent, license, or trade secret.** Intellectual property and learning/know-how that may be developed while working with any client shall remain the property of CKH. By entering into this Agreement, you are expressly acknowledging and agreeing to the matters set forth in this paragraph and you are agreeing that none of the training materials, notebooks, videos, presentations, processes or concepts may be used by you, for any purpose, without the express advance written consent of CKH. All textual, dramatic, audio, and/or visual Resources are protected by U.S. and international copyright laws. All rights not expressly granted are reserved.

### TRADEMARKS:

The trademarks, service marks, designs, and logos displayed on or in conjunction with the Products, Services, Resources or Websites (collectively, the “Trademarks”) are the registered and unregistered trademarks of CKH and its licensors. You agree that you will obtain advance written consent from CKH before referring to or attributing any information to CKH or its licensors in any public medium (e.g., signage, press releases, websites, etc.) for advertising or promotion purposes, or for the purpose of informing or influencing any third party, understanding that such consent may be denied for any or no reason. You also agree that you will not use or reproduce any Trademark of, or imply any endorsement by or relationship with, CKH or its licensors.

### USE OF RESOURCES:

Capturing Kids’ Hearts grants individual participants of training a limited, non-exclusive, revocable, and non-transferable license for the Term of this Agreement to view, access, download, display, and otherwise use specific Capturing Kids’ Hearts Resources for their personal and classroom use only. Resources are made available to participants based upon their completed training and provided during training or through site content of Websites.

Access to Resources for participants is based upon both their completion of specific training(s) with Capturing Kids’ Hearts and the contractual relationship between Capturing Kids’ Hearts and the Client, the organization of which the participant is a current member. The relationship with a Client is documented in the products listed in the Products and Services Section and determines the varying levels of access to Resources based upon the training, products or subscriptions purchased. If the participant is no longer part of the Client’s organization, the participant will no longer have access to the resources.

### APPLICABLE RESTRICTIONS & REQUIREMENTS:

Any unauthorized use of Resources is prohibited and may violate copyright, trademark, patent, and other applicable laws or regulations and could result in criminal or civil penalties. All Resources are made available for use by you only to the extent

# SERVICE AGREEMENT



that such use complies with all Applicable Restrictions & Requirements. For these purposes, “**Applicable Restrictions & Requirements**” means any and all of the following: (i) the provisions of this Agreement; (ii) the Terms of Use associated with the Websites; (iii) any other CKH agreements or Products and Services that may be applicable to you; (iv) any written instructions or restrictions provided to you by CKH; and (v) any instructions or restrictions printed on or otherwise accompanying any copies of the Resources that are provided to you, or that appear on Websites that are associated with such Resources. To be clear, except to the extent expressly permitted in writing as part of the Applicable Restrictions & Requirements, your rights do not include rights to do any of the following (collectively, “**Prohibited Actions**”), all of which you are prohibited from doing without CKH’s express prior written consent: (i) reproduce, modify, translate, aggregate, distribute, sell, commercially exploit, transmit, post, make derivatives of, or publicly disclose any of the Resources, or any portion thereof, in any way not expressly permitted in writing by CKH; (ii) remove, redact, or omit any and all copyright and other proprietary notices displayed on the Resources or on any permitted copies thereof; (iii) use of any data mining, robots or similar data gathering or extraction methods in connection with the Resources or the Websites; (iv) download (other than page caching) of any portion of the Resources or the Websites except to the extent expressly authorized during provision of the Products and Services; (v) reverse engineer or access the Resources or the Websites in order to develop or use any competitive website, content, app, product or service; (vi) use any of the Websites, Products or Resources other than for their intended purposes; (vii) resell any Resources or other Products delivered or otherwise acquired by you during the course of the Services or otherwise through the Websites; (viii) store, transport or use any Products or Resources in an unsafe or reckless manner or in any manner prohibited by law or regulation; or (ix) use any of the Resources in any manner not permitted by law or regulation. CKH may also impose additional reasonable limits on the scope of your access to and use of the Resources, including limits on time or number of materials accessed or machines used to access such Resources, in part to prevent unauthorized third-party access to or use of such Resources.

## CONFIDENTIALITY:

This Agreement and its various terms (including the pricing, combination of services and solutions, and other terms of all associated Products and Services section) as well as metrics, observations and personal information about Client’s participants that may be contained or reflected in Deliverables (collectively, “**Confidential Information**”) shall be treated as confidential by Client and shall not be disclosed to any third parties throughout the Term of this Agreement and for five (5) years thereafter. However, notwithstanding the foregoing, Client may disclose such Confidential Information in compliance with judicial or other governmental orders or open records requests, provided that (i) Client shall give CKH at least ten business days advance written notice before so disclosing in response to such orders or requests, and (ii) Client shall reasonably cooperate with CKH to accommodate any requests from CKH to secure protective orders or to limit the scope of responses to the extent legally permissible.

## Section 6: Disclaimers

Client accepts and must accept all of the Resources, Access, Products and Services, including any work products, results or deliverables produced thereby (collectively, “**Deliverables**”), “AS IS” and with all faults and errors. CKH HEREBY DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, THAT MIGHT RELATE TO THE RESOURCES, ACCESS, SERVICES OR ANY DELIVERABLES, EXCEPT FOR ANY SPECIFIC WARRANTIES THAT MAY BE EXPRESSLY PROVIDED IN THE TERMS OF THIS AGREEMENT, IF ANY. The entire risk as to the functionality, operation, and results is with the Client, and neither CKH nor any of its Consultants or other representatives assumes any risk or obligation in connection therewith. CKH hereby disclaims any and all liability, risk, obligation, or responsibility for decisions made or actions taken by Client after use of the Products, Resources, Access, Services, or any Deliverables. CKH shall in no way be responsible or liable for CLIENT’S use of (1) the Resources, Access, Products, Services, or Deliverables, (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. CKH does not guarantee or warrant any particular result or success as a result of the use of the Resources, Access, Products, Services, or Deliverables. Instead, the Resources, Access, Products, Services, and Deliverables should be considered tools to assist the Client, but they should not be treated as a singular solution.

# SERVICE AGREEMENT



In no event shall CKH or any of its Consultants or other representatives be liable for or responsible for any indirect, incidental, or consequential damages or injuries related to Client's or its representative's use of: (1) the Resources, Access, Products, Services or Deliverables; (2) the information and data provided by third parties in order to use the Resources, Access, Products, Services or Deliverables; or (3) the information or results obtained through the Resources, Access, Products, Services or Deliverables. The maximum possible liability of CKH shall not exceed the lesser of (a) the amount that the Client paid for the Resources, Access, Products, Services, or Deliverables that directly relate to the claim giving rise to such liability or (b) the full retail cost of those same Resources, Access, Products, Services or Deliverables.

No information shared by CKH verbally or in writing can be constituted to be professional advice, such as medical, legal, financial, psychological, business, or counseling advice. Diagnosing medical or psychological conditions cannot be done through a coaching process and should only be done by licensed professionals.

## Section 7: Entirety & Interpretation

Once accepted, this Agreement together with the Terms of Use associated with our Websites represents the entire agreement, and supersedes any and all previous understandings, between you and CKH as pertains to our Products and Services and your Access to Resources. To be valid and enforceable, any amendment or modification to this Agreement, which may be in the form of a subsequent Products and Services Amendment that expressly invokes this Agreement, must be in a writing and signed by the respective authorized representatives to be bound thereby. This Agreement shall be construed, interpreted, and enforced exclusively under the laws and venue applicable in College Station, Brazos County, Texas. Section and paragraph headings have been included in this Agreement in hopes of facilitating ease of reference, but such headings shall not affect the interpretation of this Agreement. In the event of any inconsistency that cannot be reasonably resolved between this Agreement and an applicable Products and Services, the Products and Services section shall control for purposes of resolving the inconsistency, and a more recent Products and Services section shall control over inconsistent terms in Products and Services section(s). To the extent of any inconsistency that cannot be reasonably resolved between this Agreement and the Terms of Use associated with our Websites, this Agreement shall control throughout the Term, while the Terms of Use will control after the Term. You also agree that this Agreement will not be construed against CKH by virtue of having drafted it.

## Section 8: Acceptance & Term

To indicate your acceptance of this Agreement without changes, the Client should have its authorized representative sign where indicated below and return the signed Agreement to Capturing Kids' Hearts via email to [angie.shoffner@capturingkidshearts.org](mailto:angie.shoffner@capturingkidshearts.org). Once returned, the date of your authorized representative's signature shall be treated as the effective start date of this Agreement. The enforceable term of this Agreement ("**Term**") shall extend until all services on the Products and Services section are from the Effective Date, unless sooner terminated, except that the Term shall be automatically extended through the last day of your Subscription Access, including any and all Renewal Terms for such Access.

Either party to this Agreement may terminate this Agreement at any point during the Term by providing ninety days' written notice to the other in the event that such other party materially breaches any provision of this Agreement, unless that other party cures such breach during those ninety days. All unpaid payment obligations and all rights and obligations under Intellectual Property of this Agreement shall survive any termination of this Agreement.

## Section 9: Confirmation

On behalf of the Client, the undersigned individual hereby confirms that they have read and understand all the terms and conditions of this Agreement, and, as the contact person and authorized representative of the Client for all purposes of this

# SERVICE AGREEMENT



Agreement, will endeavor to see that all policies and related details are understood and completed by all Client involved parties in the planning of the Products and Services. The undersigned individual applies their signature to this Agreement on behalf of their respective party for the purposes of entering into a legally binding contractual relationship between CKH and Client.

If you have any questions or need additional assistance, please do not hesitate to contact us.

California Online Public School

By:

Printed Name:

Client's Authorized Representative

Title:

Date:

Contact Information:

Capturing Kids' Hearts

Attn: Angie Shoffner

[angie.shoffner@capturingkidshearts.org](mailto:angie.shoffner@capturingkidshearts.org)

1199 Haywood Drive

College Station, TX 77845

Phone: 800-316-4311

Fax: 877-941-4700

# Coversheet

## Approval of Check Registry (attached)

**Section:** IV. Consent Items  
**Item:** E. Approval of Check Registry (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Check Register 240604.pdf

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10553	Aalaneja Stelly		04/03/2024	\$ 63.55
10554	Abel Qawasmi		04/03/2024	23.35
10555	Adapted Childs Play LLC		04/03/2024	464.57
10556	Ajay Ghingoor		04/03/2024	71.59
10557	Alexandra Torline		04/03/2024	73.19
10558	Alexis Gilliard		04/03/2024	76.88
10559	Alison Waters		04/03/2024	48.35
10560	Alyson Ben-Joseph		04/03/2024	284.48
10561	Amy Chang		04/03/2024	43.96
10562	Amy Sharp		04/03/2024	37.85
10563	Andrea Story		04/03/2024	176.13
10564	Andrew Rietveld		04/03/2024	172.86
10565	April Yi		04/03/2024	73.38
10566	Ashley Gardea-Molina		04/03/2024	43.83
10567	Ashley Leu		04/03/2024	34.14
10568	AT&T		04/03/2024	530.70
10569	Brittney Kish		04/03/2024	56.95
10570	Cara Deckert		04/03/2024	128.54
10571	Carmen Kwan		04/03/2024	69.55
10572	Cassandra Sharpe		04/03/2024	133.33
10573	Catarina Guido		04/03/2024	75.09
10574	CE Mechanical Inc		04/03/2024	1,971.77
10575	Christine Gelfuso		04/03/2024	61.45
10576	Cynthia Bradford		04/03/2024	44.22
10577	Connie McCorkle		04/03/2024	63.55
10578	Corodata Records Management Inc.		04/03/2024	200.59
10579	Danielle Nazaroff		04/03/2024	36.18
10580	Deiana Jackson		04/03/2024	35.51
10581	Department of Justice		04/03/2024	32.00
10582	Diane Johnson		04/03/2024	41.47
10583	Dominic Resendiz		04/03/2024	500.00
10584	Eden Rincon		04/03/2024	62.98
10585	El Paseo Childrens Center Inc.		04/03/2024	6,360.00
10586	Emilio Rendon-Vargas		04/03/2024	30.05
10587	Emily Helmich		04/03/2024	117.92
10588	Erica Osorio		04/03/2024	17.42
10589	Erin Chung		04/03/2024	79.46
10590	Eva Castaneda		04/03/2024	129.31
10591	Eva McGahey		04/03/2024	46.25
10592	Every Special Child LLC		04/03/2024	16,515.00
10593	FeldCare Connects		04/03/2024	600.00
10594	Felipe Hull		04/03/2024	168.74
10595	Franchesca Lansang		04/03/2024	85.36
10596	Gina Casey		04/03/2024	15.90
10597	Gregory Israel		04/03/2024	71.69
10598	Hai Le		04/03/2024	69.01
10599	Headstand		04/03/2024	18,000.40
10600	Heather Vizzini		04/03/2024	180.24
10601	Hope Rowley		04/03/2024	101.08
10602	Jamia Seifert		04/03/2024	90.98
10603	Jannel Wyant		04/03/2024	62.78
10604	Jennifer Bartlett		04/03/2024	19.43
10605	Jennifer Blake		04/03/2024	18.76
10606	Jennifer Yip		04/03/2024	30.28
10607	Jennifer Stewart-Wilson		04/03/2024	39.53
10608	Jesse Hodge		04/03/2024	20.00
10609	Jessica Baez-Ramirez		04/03/2024	136.01
10610	Jillian Kabel		04/03/2024	110.99
10611	Jordyn Ross		04/03/2024	71.59

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10612	Jorgelina Corral		04/03/2024	30.64
10613	Jose Alameida		04/03/2024	152.39
10614	Julia Davis		04/03/2024	41.94
10615	Juliane Hutchison		04/03/2024	46.13
10616	Kacey Mathieson		04/03/2024	20.77
10617	Katherine Duckworth		04/03/2024	61.51
10618	Kathryn Macias		04/03/2024	18.76
10619	Kelly Harper		04/03/2024	82.98
10620	Kelsey Dickman		04/03/2024	233.83
10621	Kimberly A Zimmerman		04/03/2024	115.24
10622	Kristen Hager		04/03/2024	32.16
10623	Kristin Cable		04/03/2024	121.36
10624	Kristin Luedtke		04/03/2024	20.10
10625	Kristina Craig		04/03/2024	69.27
10626	Lawrence Steinberg		04/03/2024	65.66
10627	Lauren Bradley		04/03/2024	96.38
10628	Lauren Williams-Hackman		04/03/2024	30.05
10629	Law Offices of Young, Minney & Corr LLP		04/03/2024	2,990.00
10630	Lina Arango		04/03/2024	142.58
10631	Lizeth Bautista		04/03/2024	57.62
10632	Logan Mackie		04/03/2024	40.84
10633	Mackenzie Duran		04/03/2024	111.12
10634	Marianne Masino		04/03/2024	102.09
10635	Marissa Mesa		04/03/2024	29.14
10636	Mary N Ehrke		04/03/2024	83.75
10637	Melinda Medina O'Neill		04/03/2024	110.02
10638	Melissa Eisenrod		04/03/2024	39.49
10639	Melissa Kolbeck		04/03/2024	47.47
10640	Michele Rushing		04/03/2024	35.09
10641	Mikhail Afadonis		04/03/2024	54.59
10642	Mildred Toscano		04/03/2024	28.14
10643	Mindy Hall		04/03/2024	103.18
10644	Morrissa Berman		04/03/2024	83.65
10645	Mukul Dwivedi		04/03/2024	65.66
10646	Natalie Ha		04/03/2024	19.43
10647	Neal Mixer		04/03/2024	37.52
10648	Paige Wall		04/03/2024	160.77
10649	Pamela Zakhar		04/03/2024	45.46
10650	PC Connection Sales Corp		04/03/2024	34.50
10651	Pearson Virtual Schools USA		04/03/2024	2,825,792.50
10652	Penelope Knight		04/03/2024	467.54
10653	Phil Wenker		04/03/2024	115.24
10654	Quynh Nguyen-Le		04/03/2024	41.44
10655	Rachel Idiart		04/03/2024	60.30
10656	Rebecca Novalis-Edwards		04/03/2024	175.22
10657	Richard Conway		04/03/2024	71.02
10658	Robert Sima		04/03/2024	48.81
10659	Ryan Counts		04/03/2024	124.64
10660	Santa Margarita Water District		04/03/2024	164.88
10661	Scott Panaro		04/03/2024	17.65
10662	Sean Van Bussel		04/03/2024	73.70
10663	Shannon Doss		04/03/2024	57.78
10664	Shawn Dunkley		04/03/2024	52.26
10665	Shayla Deshay		04/03/2024	35.57
10666	Shayne Hanpanit		04/03/2024	118.12
10667	Sherri Rempe		04/03/2024	154.00
10668	Shideh Nejad		04/03/2024	38.76
10669	Stacy Laredo		04/03/2024	123.28
10670	Stacy Reynolds		04/03/2024	53.15

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10671	Stephanie Parker		04/03/2024	40.02
10672	Stephanie Robinson		04/03/2024	113.88
10673	Steve Lopez		04/03/2024	54.27
10674	Sunny Chavez		04/03/2024	125.86
10675	Yu Kim		04/03/2024	69.58
10676	Susan Axson		04/03/2024	94.42
10677	Sydney Ortiz		04/03/2024	34.66
10678	Tamara Olsen		04/03/2024	38.76
10679	Tate Murphy		04/03/2024	89.01
10680	Taylor Kubel		04/03/2024	113.95
10681	Taylor Whitmer		04/03/2024	54.17
10682	Than Short		04/03/2024	158.12
10683	Thavry Khun		04/03/2024	97.15
10684	Theresa Vergel de Dios		04/03/2024	54.17
10685	Tracy Pinckney		04/03/2024	99.83
10686	Zachary Bennett		04/03/2024	38.25
10687	Abel Qawasmi	Reimb - Mileage - 03/19/24	04/08/2024	68.91
10688	Ajay Ghingoor	Reimb - Mileage - 03/26/24	04/08/2024	26.13
10689	Alexander Smith	Reimb - 03/01/24 - 03/03/24	04/08/2024	378.33
10690	Alexandra Torline	Reimb - Meals - 03/26/24	04/08/2024	40.77
10691	Alison Waters	Reimb - Mileage - 03/19/24	04/08/2024	26.58
10692	Allyson Curtis	Reimb - Mileage - 03/26/24	04/08/2024	56.85
10693	Allyson Rawlins	Reimb - Travel - 03/07/24	04/08/2024	205.70
10694	Amanda Fort-Seamon	Reimb - Mileage - 03/13/24 - 03/19/24	04/08/2024	716.80
10695	Amy Chang	Reimb - Meals - 03/15/24	04/08/2024	98.37
10696	Amy Sharp	Reimb - Mileage - 03/26/24	04/08/2024	49.55
10697	Andrea Story	Reimb - Mileage - 03/19/24	04/08/2024	40.26
10698	Andrew Rietveld	Reimb - Meals - 03/21/24	04/08/2024	315.10
10699	Angela George	Reimb - Mileage - 03/19/24	04/08/2024	72.26
10700	Anna Johnson	Reimb - Mileage - 03/07/24 - 03/26/24	04/08/2024	770.24
10701	April Yi	Reimb - Mileage - 03/21/24	04/08/2024	53.50
10702	Ashley Gardea-Molina	Reimb - Mileage - 03/19/24	04/08/2024	70.25
10703	Bonnie Wheeler	Reimb - Mileage - 03/07/24	04/08/2024	77.34
10704	Brandi Jackson	Reimb - Meals - 03/07/24	04/08/2024	107.32
10705	Brianne Fidalgo	Reimb - Mileage - 03/21/24	04/08/2024	89.01
10706	Brittany West	Reimb - Mileage - 03/06/24 - 03/19/24	04/08/2024	557.63
10707	Bryan Daseler	Reimb - Mileage - 03/06/24 - 03/10/24	04/08/2024	670.11
10708	Caitlyn Shaefer	Reimb - Mileage - 03/13/24	04/08/2024	222.44
10709	Cassie Williams	Reimb - Mileage - 03/19/24	04/08/2024	30.13
10710	Catherine Kang	Reimb - Mileage - 03/07/24	04/08/2024	87.69
10711	Catherine Schwartz	Reimb - Mileage - 03/06/24	04/08/2024	109.88
10712	CE Mechanical Inc	HVAC Svcs - 03/24	04/08/2024	295.00
10713	Charter Impact	Business Mgmt - 04/24	04/08/2024	105,090.00
10714	Chloee Farris	Reimb - Mileage - 03/21/24	04/08/2024	36.18
10715	Christina Banks	Reimb - Mileage - 03/06/24 - 03/21/24	04/08/2024	420.09
10716	Christine Gelfuso	Reimb - Mileage - 03/19/24	04/08/2024	57.43
10717	Christine Quesada	Reimb - Mileage - 03/06/24 - 03/07/24	04/08/2024	264.87
10718	Cynthia Bradford	Reimb - Travel - 03/21/24	04/08/2024	87.97
10719	Connie McCorkle	Reimb - Meals - 03/19/24 - 03/22/24	04/08/2024	259.19
10720	Corodata Records Management Inc.	Document Storage Mgmt - 11/01/23 - 11/30/23	04/08/2024	74.02
10721	Cortnie Higareda	Reimb - Mileage - 03/13/24	04/08/2024	147.74
10722	Dana Putnam	Reimb - Mileage - 03/07/24 - 03/26/24	04/08/2024	47.32
10723	Daniel Bowe	Reimb - Mileage - 03/13/24	04/08/2024	56.28
10724	Daniel Levien	Reimb - Mileage - 03/19/24	04/08/2024	255.09
10725	Danielle Bouillerce	Reimb - Travel - 03/19/24	04/08/2024	162.92
10726	Deiana Jackson	Reimb - Mileage - 03/19/24	04/08/2024	58.25
10727	Diana Kruper	Reimb - Meals - 03/21/24	04/08/2024	37.06
10728	Diane Wilde	Reimb - Travel - 03/05/24 - 03/06/24	04/08/2024	159.15
10729	Dianna Vitale	Reimb - Meals - 03/07/24 - 03/21/24	04/08/2024	90.33

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10730	Doreen Stringer	Reimb - Mileage - 03/06/24	04/08/2024	390.85
10731	Doug Bertran	Reimb - Meals - 03/21/24	04/08/2024	170.71
10732	Dustin Thompson Photography	Photography Graduation	04/08/2024	500.00
10733	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	264,361.93
10734	Emilio Rendon-Vargas	Reimb - Mileage - 03/21/24	04/08/2024	63.55
10735	Emily Helmich	Reimb - Mileage - 03/19/24	04/08/2024	31.21
10736	Erica Osorio	Reimb - Mileage - 03/21/24	04/08/2024	20.14
10737	Erika Philbrick	Reimb - Meals - 03/01/24 - 03/07/24	04/08/2024	98.39
10738	Erin Behrend	Reimb - Meals - 03/07/24	04/08/2024	57.52
10739	Erin Chung	Reimb - Mileage - 03/26/24	04/08/2024	36.08
10740	Erin MacNabb	Reimb - Mileage - 03/05/24 - 03/06/24	04/08/2024	138.02
10741	Erin Wittenberg	Reimb - Meals - 03/07/24	04/08/2024	74.94
10742	Eva Castaneda	Reimb - Mileage - 03/15/24 - 03/18/24	04/08/2024	90.45
10743	Evan Slead	Reimb - Mileage - 03/19/24	04/08/2024	35.69
10744	Every Special Child LLC	SpEd Svcs - 02/24	04/08/2024	5,265.00
10745	Felipe Hull	Reimb - Meals - 03/21/24	04/08/2024	24.69
10746	Gina Casey	Reimb - Meals - 03/21/24 - 03/22/24	04/08/2024	42.16
10747	Gina Glaze	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	198.59
10748	Grecia Gamiz	Reimb - Mileage - 01/30/24 - 02/22/24	04/08/2024	185.31
10749	Gregory Israel	Reimb - Mileage - 03/21/24	04/08/2024	456.08
10750	Heather Vizzini	Reimb - Meals - 03/19/24	04/08/2024	36.75
10751	Hiddleston Listening, Language, and Speech Cent	SpEd Svcs - 02/24	04/08/2024	661.76
10752	Hollie Ayers	Reimb - Travel - 03/20/24 - 03/23/24	04/08/2024	378.43
10753	Hope Rowley	Reimb - Mileage - 03/21/24	04/08/2024	51.74
10754	Hugo Jaimes	Reimb - Mileage - 03/13/24 - 03/26/24	04/08/2024	176.78
10755	Jason King	Reimb - Mileage - 03/19/24 - 03/21/24	04/08/2024	115.10
10756	Jennifer Baham	Reimb - Mileage - 03/07/24	04/08/2024	58.86
10757	Jennifer Bartlett	Reimb - Meals - 03/19/24 - 03/21/24	04/08/2024	205.11
10758	Jennifer Blake	Reimb - Mileage - 03/21/24	04/08/2024	130.47
10759	Jennifer Castro	Reimb - Mileage - 03/07/24 - 03/20/24	04/08/2024	72.16
10760	Jennifer Conley	Reimb - Meals - 03/14/24 - 03/19/24	04/08/2024	210.19
10761	Jennifer Stewart-Wilson	Reimb - Meals - 03/21/24	04/08/2024	43.79
10762	Jesse Hodge	Reimb - Mileage - 03/07/24	04/08/2024	114.47
10763	Jesse Santiago	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	191.52
10764	Joel Bernstein	Reimb - Mileage - 03/21/24	04/08/2024	44.59
10765	Jonathan Lee	Reimb - Mileage - 03/21/24	04/08/2024	147.40
10766	Jonathan M. Sturtevant	Reimb - Mileage - 03/05/24 - 03/06/24	04/08/2024	393.53
10767	Jorgelina Corral	Reimb - Mileage - 03/26/24	04/08/2024	48.24
10768	Jose Alameida	Reimb - Mileage - 03/19/24	04/08/2024	109.01
10769	Joseph Bakhos	Reimb - Meals - 03/07/24 - 03/19/24	04/08/2024	171.42
10770	Joshua Skrmetti	Reimb - Office Supplies - 03/19/24 - 03/21/24	04/08/2024	420.80
10771	Julia Davis	Reimb - Mileage - 03/14/24	04/08/2024	95.96
10772	Julianna Bassegio	Reimb - Mileage - 03/21/24	04/08/2024	147.30
10773	Julie Searfoss	Reimb - Travel - 03/13/24	04/08/2024	124.36
10774	Karen Lombard	Reimb - Mileage - 03/21/24	04/08/2024	94.37
10775	Katherine Duckworth	Reimb - Mileage - 03/07/24	04/08/2024	381.38
10776	Kathryn Macias	Reimb - Mileage - 03/19/24	04/08/2024	88.34
10777	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/08/2024	111.22
10778	Kelli Brinlee	Reimb - Mileage - 03/13/24	04/08/2024	58.29
10779	Kelly Harper	Reimb - Mileage - 03/21/24	04/08/2024	24.02
10780	Kelsey Dickman	Reimb - Mileage - 03/19/24	04/08/2024	40.20
10781	Kimberly Benumof	Reimb - Mileage - 03/01/24 - 03/07/24	04/08/2024	71.59
10782	Kimberly Bridges	Reimb - Mileage - 03/07/24	04/08/2024	87.64
10783	Kristen Brown	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	61.59
10784	Kristin Luedtke	Reimb - Mileage - 03/21/24	04/08/2024	135.78
10785	Kristina Craig	Reimb - Meals - 03/26/24	04/08/2024	100.30
10786	Kristina Meredith	Reimb - Mileage - 03/07/24	04/08/2024	54.51
10787	Landin Mello	Reimb - Travel - 03/07/24 - 03/10/24	04/08/2024	632.14
10788	Lauren Bradley	Reimb - Meals - 03/19/24	04/08/2024	68.24

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10789	Lauren Williams-Hackman	Reimb - Mileage - 03/21/24	04/08/2024	23.05
10790	Leona Luyks	Reimb - Mileage - 03/07/24	04/08/2024	23.49
10791	Leslie C. Sharpe	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	592.33
10792	Leticia Barcenas	Reimb - Travel - 03/20/24 - 03/21/24	04/08/2024	130.52
10793	Logan Mackie	Reimb - Meals - 03/21/24	04/08/2024	65.56
10794	Lori Ellsworth	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	123.28
10795	Lucia O'Bannon	Reimb - Meals - 03/07/24	04/08/2024	35.41
10796	Lyndsie Williams	Reimb - Meals - 03/21/24	04/08/2024	66.80
10797	Marcus White	Reimb - Mileage - 03/13/24	04/08/2024	482.40
10798	Marianne Masino	Reimb - Meals - 03/21/24	04/08/2024	81.69
10799	Matthew C. Wilkes	Reimb - Mileage - 03/26/24	04/08/2024	149.41
10800	Meena Duguay	Reimb - Mileage - 03/07/24	04/08/2024	26.35
10801	Megan Paschall	Reimb - Mileage - 03/07/24 - 03/21/24	04/08/2024	141.37
10802	Melinda Medina O'Neill	Reimb - Mileage - 03/21/24	04/08/2024	66.90
10803	Melissa Eisenrod	Reimb - Meals - 03/21/24	04/08/2024	26.70
10804	Melissa Kolbeck	Reimb - Mileage - 03/26/24	04/08/2024	66.18
10805	Melissa Laurenson	Reimb - Mileage - 03/07/24	04/08/2024	103.90
10806	Melissa Price	Reimb - Mileage - 03/13/24	04/08/2024	50.92
10807	Michael Felias	Reimb - Meals - 03/26/24	04/08/2024	34.74
10808	Michael Gray	Reimb - Meals - 03/19/24	04/08/2024	79.52
10809	Michelle Mann	Reimb - Mileage - 03/26/24	04/08/2024	165.57
10810	Mikhail Afadonis	Reimb - Meals - 03/26/24	04/08/2024	109.67
10811	Mindy Hall	Reimb - Mileage - 03/26/24	04/08/2024	302.17
10812	Morrissa Berman	Reimb - Mileage - 03/26/24	04/08/2024	43.90
10813	Mukul Dwivedi	Reimb - Mileage - 03/26/24	04/08/2024	113.80
10814	Nancy Hoppe	Reimb - Travel - 03/14/24	04/08/2024	80.69
10815	Neal Mixer	Reimb - Mileage - 03/21/24	04/08/2024	32.16
10816	Neil McDevitt	Reimb - Mileage - 03/06/24 - 03/19/24	04/08/2024	261.30
10817	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	146,039.85
10818	Pamela Zakhar	Reimb - Meals - 03/21/24	04/08/2024	32.73
10819	PC Connection Sales Corp	Office Supplies	04/08/2024	553.96
10820	Priscilla Sepulveda	Reimb - Meals - 03/07/24 - 03/21/24	04/08/2024	121.51
10821	Quynh Nguyen-Le	Reimb - Meals - 03/19/24	04/08/2024	30.72
10822	Rachel Lee	Reimb - Meals - 03/07/24	04/08/2024	27.76
10823	Rebecca Novalis-Edwards	Reimb - Meals - 03/21/24	04/08/2024	51.49
10824	Rita Leung	Reimb - Mileage - 03/07/24	04/08/2024	54.17
10825	Robert Sima	Reimb - Meals - 03/19/24	04/08/2024	19.91
10826	Rosalba Chavez	Reimb - Meals - 03/07/24	04/08/2024	20.00
10827	Samantha Behar	Reimb - Meals - 03/18/24 - 03/21/24	04/08/2024	250.30
10828	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/08/2024	74.58
10829	Saul Villela	Reimb - Mileage - 03/07/24	04/08/2024	19.43
10830	Sean Van Bussel	Reimb - Meals - 03/25/24 - 03/27/24	04/08/2024	141.82
10831	Shannon Smith	Reimb - Meals - 03/07/24	04/08/2024	33.51
10832	Shawn Dunkley	Reimb - Mileage - 03/26/24	04/08/2024	372.96
10833	Shea Scheuer	Reimb - Meals - 03/05/24 - 03/20/24	04/08/2024	367.17
10834	Sherri Rempe	Reimb - Mileage - 03/15/24	04/08/2024	29.48
10835	Shideh Nejad	Reimb - Mileage - 03/26/24	04/08/2024	90.35
10836	Silver Springs Drinking Water	Office Supplies	04/08/2024	60.00
10837	Sonova USA Inc.	SpEd Svcs - 03/24 - 04/24	04/08/2024	2,855.69
10838	Stacy Laredo	Reimb - Meals - 03/26/24	04/08/2024	127.77
10839	Stacy Reynolds	Reimb - Mileage - 03/21/24	04/08/2024	65.31
10840	Stanford Sierra Youth & Families	Professional Development	04/08/2024	440.00
10841	Stephanie Butterfield	Reimb - Mileage - 03/13/24	04/08/2024	10.05
10842	Stephanie Robinson	Reimb - Mileage - 03/21/24	04/08/2024	44.22
10843	Steve Lopez	Reimb - Mileage - 03/21/24	04/08/2024	47.40
10844	Steve Thorns	Reimb - Mileage - 03/06/24 - 03/20/24	04/08/2024	324.28
10845	Sunny Chavez	Reimb - Mileage - 03/19/24	04/08/2024	34.07
10846	Yu Kim	Reimb - Mileage - 03/19/24	04/08/2024	21.06
10847	Suzanne Platt	Reimb - Mileage - 03/07/24 - 03/21/24	04/08/2024	103.89

**Southern California****Check Register****For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10848	Sydney Ortiz	Reimb - Meals - 03/19/24	04/08/2024	74.99
10849	Tamara Hurwitz	Reimb - Travel - 03/19/24	04/08/2024	58.03
10850	Tamara Olsen	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	87.47
10851	Tammy Nettles	Reimb - Mileage - 03/07/24 - 03/19/24	04/08/2024	125.96
10852	Taylor Kubel	Reimb - Meals - 03/08/24 - 03/21/24	04/08/2024	459.95
10853	Taylor Moreno	Reimb - Travel - 03/13/24	04/08/2024	252.90
10854	Taylor Whitmer	Reimb - Meals - 03/19/24 - 03/21/24	04/08/2024	125.76
10855	Theresa Vergel de Dios	Reimb - Mileage - 03/26/24	04/08/2024	163.35
10856	TTC4SUCCESS	SpEd Svcs - 02/24	04/08/2024	98,809.38
10857	UPS	Shipping Svcs - 03/02/24 - 03/08/24	04/08/2024	138.38
10858	US Bank Equipment Finance	Equipment Lease - 03/08/24 - 04/08/24	04/08/2024	1,572.17
10859	Veronica Huerta	Reimb - Mileage - 03/21/24	04/08/2024	30.62
10860	Victor Serrato	Reimb - Mileage - 03/19/24	04/08/2024	332.73
10861	Vivian Nguyen	Reimb - Mileage - 03/18/24 - 03/19/24	04/08/2024	153.43
10862	Wally Wang	Reimb - Mileage - 03/19/24	04/08/2024	99.86
10863	Yvonne Hernandez	Reimb - Mileage - 03/01/24 - 03/07/24	04/08/2024	134.09
10864	Alicia Kyo	Reimb - Mileage - 03/26/24	04/15/2024	56.77
10865	Amy Chang	Reimb - Mileage - 04/04/24	04/15/2024	45.96
10866	Anna Johnson	Reimb - Meals - 03/28/24	04/15/2024	56.85
10867	Anthony Ramos	Reimb - Meals - 03/26/24	04/15/2024	19.52
10868	Ashley Leu	Reimb - Mileage - 03/26/24	04/15/2024	380.54
10869	Brian Gilliland	Reimb - Mileage - 03/07/24	04/15/2024	48.81
10870	Brian Leal	Reimb - Mileage - 03/21/24	04/15/2024	32.16
10871	Brittney Kish	Reimb - 03/26/24	04/15/2024	91.12
10872	Bryan Buckey	Reimb - Mileage - 03/29/24 - 04/01/24	04/15/2024	397.31
10873	Bryan Daseler	Reimb - 03/20/24 - 03/23/24	04/15/2024	572.10
10874	Cara Deckert	Reimb - Meals - 03/26/24	04/15/2024	32.73
10875	Caren Wittkop	Reimb - Mileage - 03/19/24	04/15/2024	64.32
10876	Catarina Guido	Reimb - Mileage - 03/20/24 - 03/21/24	04/15/2024	121.34
10877	Christine Branstetter	Reimb - Mileage - 03/13/24 - 03/22/24	04/15/2024	185.59
10878	Danica Salazar	Reimb - Mileage - 03/07/24	04/15/2024	124.62
10879	Daniel Bowe	Reimb - Meals - 03/21/24	04/15/2024	13.51
10880	Danielle Vela	Reimb - Mileage - 03/21/24	04/15/2024	56.18
10881	Diane Wilde	Reimb - 03/26/24	04/15/2024	108.44
10882	Doreen Stringer	Reimb - Travel - 03/20/24 - 03/23/24	04/15/2024	399.33
10883	Doug Bertran	Reimb - Mileage - 03/26/24	04/15/2024	66.33
10884	Eden Rincon	Reimb - Mileage - 03/26/24 - 03/27/24	04/15/2024	75.71
10885	Erika Philbrick	Reimb - Mileage - 03/26/24	04/15/2024	36.85
10886	Grecia Gamiz	Reimb - Mileage - 03/07/24	04/15/2024	49.48
10887	Hai Le	Reimb - Travel - 12/06/23 - 03/07/24	04/15/2024	771.27
10888	Jannel Wyant	Reimb - Mileage - 03/26/24	04/15/2024	36.85
10889	Jennifer Baham	Reimb - Mileage - 03/26/24	04/15/2024	68.91
10890	Jennifer Brunner	Reimb - Mileage - 03/07/24	04/15/2024	37.65
10891	Jennifer Castro	Reimb - 03/26/24 - 03/27/24	04/15/2024	41.78
10892	Jesse Hodge	Reimb - Mileage - 03/26/24 - 03/27/24	04/15/2024	111.89
10893	Jessica Baez-Ramirez	Reimb - Mileage - 03/25/24 - 03/27/24	04/15/2024	146.56
10894	Juliane Hutchison	Reimb - Meals - 03/19/24	04/15/2024	36.75
10895	Kathryn Sculatti	Reimb - Mileage - 03/26/24	04/15/2024	57.30
10896	Kelsey Dickman	Reimb - Mileage - 03/20/24 - 03/26/24	04/15/2024	189.61
10897	Kimberly Bridges	Reimb - 03/26/24	04/15/2024	39.77
10898	Kristina Craig	Reimb - Mileage - 03/29/24	04/15/2024	52.16
10899	Kristina Meredith	Reimb - Mileage - 03/19/24	04/15/2024	72.26
10900	Kristle Halcomb	Reimb - Mileage - 03/26/24	04/15/2024	79.73
10901	Kylie Hoover	Reimb - Mileage - 03/25/24	04/15/2024	59.53
10902	Lailah Yoon	Reimb - LiveScan - 03/13/24	04/15/2024	30.00
10903	Laura Shryock	Reimb - Travel - 02/20/24 - 03/13/24	04/15/2024	499.27
10904	Lina Arango	Reimb - Meals - 03/21/24	04/15/2024	214.97
10905	Lisa Shafer	Reimb - Mileage - 03/21/24	04/15/2024	112.33
10906	Marissa Mesa	Reimb - Mileage - 03/26/24	04/15/2024	27.37

## Southern California

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For the period ended April 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10907	Megan Newmark	Reimb - Meals - 03/19/24	04/15/2024	93.31
10908	Michele Rushing	Reimb - Meals - 03/22/24	04/15/2024	21.45
10909	Mildred Toscano	Reimb - Mileage - 03/19/24	04/15/2024	26.03
10910	Olivia Kessler	Reimb - Mileage - 03/07/24	04/15/2024	81.74
10911	Paige Wall	Reimb - Travel - 03/07/24 - 03/26/24	04/15/2024	414.46
10912	Patty Joy	Reimb - Mileage - 03/07/24	04/15/2024	30.42
10913	Rachel Idiart	Reimb - Mileage - 03/26/24	04/15/2024	22.78
10914	Rebecca Hardey	Reimb - Meals - 03/21/24	04/15/2024	51.37
10915	Samantha Behar	Reimb - Meals - 03/25/24	04/15/2024	28.59
10916	Samantha Canto	Reimb - Mileage - 03/06/24 - 03/26/24	04/15/2024	288.77
10917	Sara Bauchman	Reimb - Mileage - 03/19/24	04/15/2024	67.27
10918	Saul Villela	Reimb - Meals - 03/21/24 - 03/24/24	04/15/2024	395.92
10919	Shea Scheuer	Reimb - 03/27/24 - 03/28/24	04/15/2024	459.13
10920	Stephanie Butterfield	Reimb - Travel - 03/21/24 - 03/23/24	04/15/2024	191.91
10921	Steve Thorns	Reimb - Mileage - 03/27/24 - 03/28/24	04/15/2024	185.87
10922	Susan Bunnell Christensen	Reimb - Mileage - 03/06/24 - 03/26/24	04/15/2024	267.17
10923	Than Short	Reimb - Meals - 03/18/24 - 03/21/24	04/15/2024	188.02
10924	Theresa Vergel de Dios	Reimb - Travel - 03/17/24 - 03/21/24	04/15/2024	92.45
10925	Tracy Le	Reimb - Mileage - 03/18/24 - 03/21/24	04/15/2024	76.38
10926	Tracy Pinckney	Reimb - Mileage - 03/20/24 - 03/22/24	04/15/2024	76.38
10927	Victor Serrato	Reimb - Travel - 03/25/24 - 03/26/24	04/15/2024	203.41
10928	Victoria Kim	Reimb - Mileage - 03/07/24	04/15/2024	140.40
10929	Zachary Bennett	Reimb - Mileage - 032624	04/15/2024	44.12
10930	Brandastic, Inc.	Marketing Svcs - 04/24	04/15/2024	2,100.00
10931	Capistrano Unified School District	Oversight Fees - 04/24	04/15/2024	170,632.00
10932	CE Mechanical Inc	Repairs and Maintenance	04/15/2024	797.64
10933	Class Technologies Inc	License - 07/01/24 - 03/30/27	04/15/2024	142,089.93
10934	Concur Technologies Inc	Software	04/15/2024	7,378.38
10935	Crown Facility Solutions Inc	Janitorial Svcs - 04/24	04/15/2024	1,296.00
10936	Heritage Schools Inc	SpEd Svcs - 03/24	04/15/2024	17,497.00
10937	IXL Learning Inc	License (33300)	04/15/2024	27,060.00
10938	Kashaokiwaki Wahpepah	Reimb - Mileage - 03/07/24 - 03/26/24	04/15/2024	118.96
10939	Law Offices of Michelle Won	Legal - 03/24	04/15/2024	440.00
10940	Law Offices of Young, Minney & Corr LLP	Legal - 03/24 - SpEd	04/15/2024	10,875.00
10941	Milestones Therapy Group, A Prof. SLP Corporat	SpEd Svcs - 12/23	04/15/2024	1,481.99
10942	PHMG	Audio Branding Svcs - 03/14/24 - 06/13/24	04/15/2024	1,860.00
10943	Software MSP LLC	Chrombook Deployment Project - Milestone 1	04/15/2024	84,116.00
10944	UPS	Shipping Svcs - 03/24	04/15/2024	28.88
10945	Zoom Video Communications Inc	Communication Svcs - 03/24	04/15/2024	59.78
10946	Pearson Virtual Schools USA	Internet Subsidy Payment Processing	04/16/2024	2,709,794.05
10947	Andrew Rietveld	Reimb - Mileage - 03/21/24	04/16/2024	157.55
10948	Brandastic, Inc.	Marketing Svcs - 04/24	04/16/2024	18,900.00
10949	Scenario Learning LLC	Professional Development	04/16/2024	6,926.40
10950	Yu Kim		04/17/2024	69.58
10951	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/19/2024	74.58
10952	Aalaneja Stelly	Reimb - Meals - 03/26/24	04/19/2024	44.79
10953	Amy Phillips	Reimb - Mileage - 03/06/24 - 03/23/24	04/19/2024	360.46
10954	Bernadette Jamero	Reimb - Travel - 03/14/24 - 03/21/24	04/19/2024	266.84
10955	Branche Jones	Consultant Svcs - 03/24	04/19/2024	4,000.00
10956	Carrie Page	Reimb - Meals - 03/07/24 - 03/21/24	04/19/2024	613.25
10957	CE Mechanical Inc	Repairs and Maintenance	04/19/2024	396.55
10958	Community Therapy Services	SpEd Svcs - 01/24	04/19/2024	16,665.00
10959	Corodata Records Management Inc.	Record Storage - 03/01/24 - 03/31/24	04/19/2024	165.54
10960	Corodata Shredding Inc	Shredding Svcs - 03/04/24	04/19/2024	39.00
10961	Department of Justice	Fingerprinting Svcs - 03/24	04/19/2024	243.00
10962	Erin Behrend	Reimb - Meals - 03/21/24	04/19/2024	33.40
10963	Erin Wittenberg	Reimb - Mileage - 03/26/24	04/19/2024	83.65
10964	Facing History and Ourselves Inc	Professional Development	04/19/2024	8,750.00
10965	FeldCare Connects	SpEd Svcs - 03/24	04/19/2024	940.00

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## For the period ended April 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10966	Headstand	Consulting Svcs - 04/24 Retainer	04/19/2024	18,000.40
10967	Hilary Bessette	Reimb - Travel - 03/17/24 - 03/25/24	04/19/2024	102.94
10968	Jennifer Bartlett	Reimb - Meals - 04/01/24 - 04/02/24	04/19/2024	196.12
10969	Jennifer Brunner	Reimb - Meals - 03/22/24	04/19/2024	317.66
10970	Jennifer Yip	Reimb - Mileage - 03/26/24 - 03/27/24	04/19/2024	24.12
10971	Jordyn Ross	Reimb - Meals - 03/25/24 - 03/27/24	04/19/2024	64.36
10972	Kimberly Benumof	Reimb - Mileage - 03/20/24 - 03/21/24	04/19/2024	81.38
10973	Lailah Yoon	Reimb - LiveScan - 03/13/24	04/19/2024	32.00
10974	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 03/24 - SpEd	04/19/2024	8,072.50
10975	Nasco	School Supplies (6000)	04/19/2024	248,017.50
10976	Netrix	Professional Svcs - 1 Year	04/19/2024	3,080.00
10977	PC Connection Sales Corp	IT Svcs	04/19/2024	3,678.71
10978	Philadelphia Insurance Companies	Insurance Svcs - 04/24	04/19/2024	16,398.77
10979	Pitney Bowes Global Financial Services LLC	Office Supplies	04/19/2024	762.81
10980	Ricardo Romero	Reimb - Mileage - 03/06/24 - 03/21/24	04/19/2024	296.81
10981	Richard Savage	Reimb - Mileage - 03/05/24 - 03/22/24	04/19/2024	554.76
10982	Santa Margarita Water District	Utility Svcs - 03/01/24 - 04/02/24	04/19/2024	249.23
10983	Sherri Rempe	Reimb - Meals - 03/18/24 - 04/05/24	04/19/2024	62.88
10984	Specialized Therapy Services Inc	SpEd Svcs - 02/24	04/19/2024	508.75
10985	Steve Thorns	Reimb - Mileage - 04/02/24	04/19/2024	66.33
10986	UPS	Shipping Svcs - 03/24 - 04/24	04/19/2024	55.24
10987	Yvonne Hernandez	Reimb - Mileage - 03/25/24 - 03/27/24	04/19/2024	100.50
10988	The Hartford	Workers Compensation - 05/24	04/24/2024	44,454.20
10989	Christine Quesada	Reimb - Mileage - 03/26/24	04/24/2024	139.72
10990	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/26/2024	111.22
10991	Adapted Childs Play LLC	SpEd Svcs - 03/24	04/26/2024	502.76
10992	AT&T	Communication Svcs - 03/07/24 - 04/06/24	04/26/2024	530.70
10993	Britnie Anderson	Reimb - Travel - 04/01/24 - 04/03/24	04/26/2024	775.82
10994	Carmen Kwan	Reimb - Mileage - 03/25/24 - 03/27/24	04/26/2024	154.77
10995	Cortnie Higareda	Reimb - Meals - 03/27/24 - 03/29/24	04/26/2024	194.64
10996	Danielle Nazaroff	Reimb - Meals - 03/26/24	04/26/2024	34.15
10997	Erica Osorio	Reimb - Travel - 04/02/24	04/26/2024	80.99
10998	Every Special Child LLC	SpEd Svcs - 03/24	04/26/2024	16,695.00
10999	Faith Thomas	Reimb - Meals - 03/24/24 - 03/27/24	04/26/2024	138.62
11000	Gina Glaze	Reimb - Mileage - 04/04/24 - 04/5/24	04/26/2024	179.26
11001	Jamia Seifert	Reimb - School Supplies - 03/26/24 - 04/05/24	04/26/2024	70.78
11002	Jesse Santiago	Reimb - Mileage - 02/28/24 - 04/04/24	04/26/2024	132.47
11003	Kylie Hoover	Reimb - Mileage - 04/05/24	04/26/2024	157.94
11004	Laura Shryock	Reimb - Mileage - 03/26/24	04/26/2024	95.70
11005	Lauren Weed	Reimb - Mileage - 03/20/24 - 03/22/24	04/26/2024	167.50
11006	LRP Publications	SpEd Svcs - 09/24 - 08/25	04/26/2024	5,842.00
11007	Luz Rodrigues	Reimb - Grad Nite Refund - 02/02/24	04/26/2024	109.00
11008	Michael Felias	Reimb - Meals - 04/02/24	04/26/2024	60.00
11009	Mildred Toscano	Reimb - Mileage - 04/01/24 - 04/02/24	04/26/2024	412.74
11010	Milestones Therapy Group, A Prof. SLP Corporat	SpEd Svcs - 01/01/24 - 01/31/24	04/26/2024	129,602.06
11011	Newfront Insurance Services LLC - NFT Checking	Insurance - 10/18/23 - 10/18/24	04/26/2024	1,500.00
11012	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	113,232.14
11013	PC Connection Sales Corp	IT Svcs	04/26/2024	24.50
11014	Pearson Virtual Schools USA	PVS Invoice - Accounting and Regulatory Reporting - 06	04/26/2024	123,824.00
11015	Rachael Hastings	Reimb - Meals - 03/19/24 - 03/24/24	04/26/2024	397.32
11016	Shideh Nejad	Reimb - Mileage - 04/05/24	04/26/2024	14.07
11017	Sonova USA Inc.	School Supplies SpEd	04/26/2024	1,741.14
11018	Stanford Sierra Youth & Families	SpEd Svcs - 02/24	04/26/2024	48,510.00
11019	Sunni N James Holifield	Reimb - Mileage - 03/29/24	04/26/2024	80.40
11020	Susan Axson	Reimb - Mileage - 03/26/24	04/26/2024	81.74
11021	UPS	Shipping Svcs - 04/24	04/26/2024	87.32
11022	US Bank Equipment Finance	Equipment Lease - 04/08/24 - 05/08/24	04/26/2024	1,050.53
11023	Zana Kidd	Reimb - Mileage - 03/18/24 - 03/20/24	04/26/2024	18.09
11024	Zoom Video Communications Inc	Communication Svcs - 04/17/24	04/26/2024	2,133.00

**Southern California**  
**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
ACH	InterPres Corporation	Rent - 05/24	04/25/2024	30,499.23
ACH	Chase Bank	Amazon Business	04/09/2024	4,655.48
ACH	Chase Bank	JP Morgan Chase	04/24/2024	231,951.49
ACH	Fedwire Tax Services	PR 043024 Taxes 9001 Acct	04/29/2024	248,419.37
ACH	CALCA SOCAL	CALCA SOCAL	4/26/2024	405,505.00
ACH	CALCA SOCAL	CALCA SOCAL	4/26/2024	408,062.50
ACH	HSAWCSPCUSTODIAN	HSAWCSPCUSTODIAN	4/30/2024	2,167.36
ACH	ACCOUNT ANALYSIS SETTLEMENT CHARGE	ACCOUNT ANALYSIS SETTLEMENT CHARGE	4/30/2024	145.19
ACH	FEDWIRE DEBIT VIA: BK AMER	FEDWIRE DEBIT VIA: BK AMER	4/30/2024	271,472.87
ACH	CERIDIAN HCM-NS	CERIDIAN HCM-NS	4/30/2024	542.32
ACH	CERIDIAN HCM-NS	CERIDIAN HCM-NS	4/30/2024	50.00
ACH	SYNCHRONY BANK	SYNCHRONY BANK	4/30/2024	99.95
VOID	Yu Kim		04/16/2024	VOID
VOID	Andrew Rietveld	Reimb - Mileage - 03/21/24	04/16/2024	VOID
VOID	Kathryn Sculatti	Reimb - Mileage - 03/06/24	04/26/2024	VOID
VOID	Samantha Burkes	Reimb - Meals - 03/20/24 - 03/24/24	04/19/2024	VOID
<b>Total Disbursements</b>				<b>\$ 9,176,303.30</b>

**Central Valley**

**Check Register**

**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40057	Pearson Virtual Schools USA		04/03/2024	\$ 388,793.68
40058	Pearson Virtual Schools USA		04/03/2024	388,793.68
40059	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	50,846.37
40060	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	3,847.31
40061	Pearson Virtual Schools USA	Educational Resource Center	04/16/2024	346,835.02
40062	Community Therapy Services	SpEd Svcs - 01/24	04/19/2024	4,890.00
40063	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	2,463.51
			<b>Total Disbursements</b>	<b>\$ <u>1,186,469.57</u></b>

**Northern California**  
**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60142	AT&T		04/03/2024	\$ 1,074.31
60143	Charter Communications		04/03/2024	160.95
60144	Law Offices of Young, Minney & Corr LLP		04/03/2024	785.00
60145	Pearson Virtual Schools USA		04/03/2024	758,950.11
60146	ADT	Security Svcs - 03/26/24 - 04/25/24	04/08/2024	102.13
60147	Alhambra	Office Supplies	04/08/2024	73.94
60148	City Signs	Signs	04/08/2024	7,096.66
60149	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	100,502.93
60150	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 04/08/24 - 04/12/24	04/08/2024	942.50
60151	Hilton Garden Inn Livermore	Facility Rental - 03/21/24	04/08/2024	3,382.70
60152	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	8,702.03
60153	Pitney Bowes Bank Inc Purchase Power	Postage - 03/13/24 - 03/17/24	04/08/2024	1,487.11
60154	The Phillips Academy	SpEd Svcs - 02/24	04/08/2024	9,289.75
60155	UPS	Postage - 03/09/24 - 03/16/24	04/08/2024	24.78
60156	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 03/24 - SpEd	04/15/2024	860.00
60157	PG&E	Utility Svcs - 02/27/24 - 03/27/24	04/15/2024	52.36
60158	Teamwork Speech Therapy Inc	SpEd Svcs - 03/24	04/15/2024	150.00
60159	The Balloon Man	Balloons	04/15/2024	1,096.99
60160	UPS	Shipping Svcs - 03/24	04/15/2024	1.30
60161	Pearson Virtual Schools USA	Tax	04/15/2024	705,192.88
60162	Alhambra	Office Supplies	04/19/2024	73.94
60163	Charter Communications	Communication Svcs - 04/01/24 - 04/30/24	04/19/2024	199.97
60164	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	2,670.00
60165	Corodata Shredding Inc	Shredding svcs - 07/11/24	04/19/2024	78.00
60166	Pearson Virtual Schools USA	SpEd Svcs	04/19/2024	9,495.00
60167	Shalea Gates-Dixon	Reimb - 02/15/24 - SpEd	04/19/2024	531.78
60168	The Phillips Academy	SpEd Svcs - 03/24	04/19/2024	7,505.82
60169	UPS	Shipping Svcs - 02/24	04/19/2024	12.41
60170	Vikram Singireddy	Reimb - School Supplies - 02/10/24	04/19/2024	13.73
60171	ADT	Security Svcs - 04/26/24 - 05/29/24	04/26/2024	103.71
60172	AT&T	Communication Svcs - 04/07/24 - 05/06/24	04/26/2024	1,074.31
60173	Language Line Services	SpEd Svcs	04/26/2024	5.64
60174	ODP Business Solutions	Janitorial Supplies	04/26/2024	69.00
60175	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	7,818.44
60176	Pitney Bowes Bank Inc Purchase Power	Postage - 04/24	04/26/2024	1,567.23
60177	UPS	Shipping Svcs - 03/24	04/26/2024	1.98
ACH	MODESTOLRRIGATIO	MODESTOLRRIGATIO	4/30/2024	221.16
ACH	BREKKE-BAC0582	BREKKE-BAC0582	4/30/2024	1,245.92
ACH	Yardi Service	Yardi Service	4/30/2024	0.95
ACH	BREKKE-BAC0582	BREKKE-BAC0582	4/30/2024	7,982.00
ACH	Yardi Service	Yardi Service	4/30/2024	0.95
<b>Total Disbursements</b>				<b>\$ 1,640,600.37</b>

**North Bay**

**Check Register**

**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30032	Pearson Virtual Schools USA		04/03/2024	\$ 90,727.56
30033	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	5,646.52
30034	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	2,072.21
30035	Law Offices of Young, Minney & Co	Legal Svcs - 03/24 - SpEd	04/15/2024	552.50
30036	Pearson Virtual Schools USA	Educational Resource Center	04/15/2024	73,093.11
30037	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	1,005.00
30038	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	1,240.06
			<b>Total Disbursements</b>	<b>\$ 174,336.96</b>

**Monterey Bay**

**Check Register**

**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20041	Pearson Virtual Schools USA		04/03/2024	\$ 235,856.44
20042	Community Therapy Services	SpEd Svcs - 09/23	04/08/2024	2,455.00
20043	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	29,063.10
20044	Pearson Virtual Schools USA	Curriculum Postage	04/15/2024	226,009.78
20045	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	4,160.00
20046	Effectual Educational Consulting Services	SpEd Svcs - 02/24	04/26/2024	5,900.00
20047	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	4,235.06
			<b>Total Disbursements</b>	<b>\$ <u>507,679.38</u></b>

**Central Coast**  
**Check Register**  
**For the period ended April 30, 2024**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70028	Pearson Virtual Schools USA		04/03/2024	\$ 67,335.52
70029	Community Therapy Services	SpEd Svcs - 11/23	04/08/2024	2,475.00
70030	El Paseo Childrens Center Inc.	SpEd Svcs - 01/24	04/08/2024	1,855.00
70031	Oxford Consulting Services Inc.	SpEd Svcs - 01/24	04/08/2024	636.24
70032	Pearson Virtual Schools USA	Direct Course Intruction Support	04/15/2024	56,479.20
70033	Community Therapy Services	SpEd Svcs - 02/24	04/19/2024	330.00
70034	Effectual Educational Consulting Services	SpEd Svcs - 02/24	04/26/2024	300.00
70035	Oxford Consulting Services Inc.	SpEd Svcs - 02/24	04/26/2024	891.31
ACH	Cox Communications	Cox Communications	4/30/2024	2,583.24
			<b>Total Disbursements</b>	<b>\$ 132,885.51</b>

# Coversheet

## Approval of Independent Study Policy (attached)

**Section:** IV. Consent Items  
**Item:** F. Approval of Independent Study Policy (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** DRAFT 24\_25 CalOPS Independent Study Policy.pdf



## Independent Study Policy

### California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:

California Online Public Schools Central Coast  
 California Online Public Schools Central Valley  
 California Online Public Schools Monterey Bay  
 California Online Public Schools North Bay  
 California Online Public Schools Northern California  
 California Online Public Schools Southern California

### The Independent Study Program

The Board of Directors ("Board") of California Online Public Schools has adopted this policy for the Independent Study Program for all charter schools it governs and operates. The Board oversees the educational program for California Online Public Schools, made up of multiple charter schools using a similar educational program and Educational Management System (hereinafter, "School"). The School's "Independent Study Program" is an optional alternative instructional strategy by which students in grades TK- 12 may reach curriculum objectives and fulfill promotion requirements.

Students who voluntarily choose the Independent Study Program have the alternative option of returning to a classroom-based instructional program in a school of their district of residence. For students who make a request to the School (including through a parent/guardian/caregiver request) to return to in-person instruction, the School will provide information which will assist the students to enroll in the in-person program offered by their district of residence and will allow the student to withdraw expeditiously within five (5) schooldays. (Education Code § 51747(f).)

Independent study shall offer a means of individualizing the educational plan for students whose needs may be met best through study outside of the regular classroom setting. Independent study is a continuously voluntary, educational alternative in which no student may be required to participate. (Education Code § 51747(g)(8).)

School will provide appropriate services, supports, technology and resources to enable students to complete their independent study program successfully. This will enable students enrolled in independent study to complete their School's adopted course of study within the customary time frame.

The School will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. For high school students, this shall include access to all courses offered by the School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code § 51747(c).)

The School Administration shall ensure that a written Independent Study Master Agreement ("Master Agreement"), as prescribed by law, exists for each participating student. This agreement cannot be valid for longer than one (1) school year. (Education Code § 51747(g)(5).)



The Independent Study Program entails a commitment by the parent/guardian/caregiver, and the student. As the student gets older, he/she/they assumes a greater portion of the responsibility involved. The “Parent/Guardian/Caregiver Acknowledgement”, provided as part of the enrollment process, further lays out the School’s expectations for parents/guardians/caregivers and students.

Each student’s independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code § 51747.5(a).)

The School shall not provide independent study students and parents/guardians/caregivers with funds or items of value that a school district could not legally provide to a similarly situated student of the district or to his/her/their parent/guardian/caregiver. (Education Code § 51747.3(a).)

The Superintendent or designee(s) shall ensure that the Independent Study Program is carried out in accordance with the law. (Education Code § 51744 et seq.; 5 C.C.R. § 11700 et seq.)

**Opportunities for Live Interaction and Synchronous Instruction:** The School shall plan to provide opportunities for live interaction and synchronous instruction as follows:

- For pupils in grades TK-3, the School shall plan to provide opportunities for daily synchronous instruction.
- For pupils in grades 4-8, the School shall plan to provide opportunities for both daily live interaction and at least weekly synchronous instruction.
- For pupils in grades 9-12, the School shall plan to provide opportunities for at least weekly synchronous instruction. (Education Code § 51747(e).)

For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication, such as a virtual meeting room or live group chat.

For the purposes of this policy, “synchronous instruction” means designated group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between a teacher or teachers of record pursuant to Education Code § 51747.5 and the pupil, such as a virtual meeting room or live chat.

School will document each pupil’s participation in live interaction and synchronous instruction, pursuant to Section 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program. A pupil who does not participate in scheduled live interaction or synchronous instruction on a school day shall be documented as non-participatory for that school day for purposes of pupil participation reporting and tiered re-engagement pursuant to EC § 51747. (Education Code § 51747.5(c).) For purposes of this policy, “non-participatory” solely refers to whether a student attended live interaction and synchronous instruction offerings. A student who is non-participatory on a school day can still generate attendance on that school day for purposes of apportionment.

## Evaluation of Effectiveness of Independent Study for Students

The Board recognizes that independent study may be used as an option to encourage students to remain in school. Teachers should carefully set the duration of independent study assignments, within the limits specified by the Board in order to help identify students falling behind in their work or in danger of failing or dropping out of school.



To foster each student's success in independent study, the Board establishes the following parameters and the maximum lengths of time which may elapse between the time an assignment is made and date by which the student must complete the assigned work. These shall be as follows:

**For Grades TK-12, no more than four (4) school weeks may elapse between when a teacher makes an assignment and the date by which a student must complete the assigned work ("Assignment Time"). Where special or extenuating circumstances exist, and this set time limit cannot be met, the grade level Administrator or designee may approve a period not to exceed an additional four (4) weeks. (Education Code § 51747(a).)**

Because the School is a virtual school using the independent study model, it is crucial that teachers know that a student is completing adequate work under their Master Agreement to make satisfactory educational progress. There are several methods by which teachers can evaluate if a student is benefitting from delivery of their education through the independent study model. In addition to completing assigned lessons and assessments, and submitting original student work to the teachers, direct contact between the teacher and the student, using the means set out in the Master Agreement, is essential in a virtual program.

Therefore, all of these criteria are considered to be the equivalent of "assignments" (as per Education Code § 51747(b)) for the School's program:

- Substantial and substantive direct contact between the student and teacher (as defined in the Master Agreement), OR:
- Active participation in the program as evidenced by satisfactory completion of assigned lessons and assessments; OR
- Submission of the required original student work samples to the certificated employee(s) assigned to the student for evaluation.

The following constitutes the definition of a "missed assignment" (per Education Code § 51747(b)) for the Independent Study Program:

- Failure to conduct a direct contact (as defined in the Master Agreement) between the student and teacher (the supervisory teacher and/or other assigned teachers)
- Completion of less than 70% of the assigned work within a 4 week learning period
- Failure to submit required and assigned work samples, assessments and/or portfolio items to the school

**Per Education Code § 51747(b), the Board has determined that the following number of missed assignments, as defined above, will trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program:**

- Missing two (2) consecutive contact appointments between the student and teacher
- Completion of less than 70% of the assigned work within a 4 week learning period; or
- Failure to submit the required and assigned work samples, assessments for one (1) school month (learning period)



**Satisfactory Educational Progress:** In addition, a determination that a student has failed to make satisfactory progress will also trigger an evaluation of whether it is in the best interests of the student to remain in the Independent Study Program. A student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level (or, for high school students, to earn sufficient credits towards graduation) at the completion of the current school year and/or progressing toward their goals pursuant to their individualized education program (“IEP”). State law dictates what indicators are used to determine satisfactory educational progress. Therefore, satisfactory educational progress shall be based on all of the following indicators, as applicable:

- The student’s achievement and engagement in the Independent Study Program, as indicated by the student’s performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
- The completion of assignments, assessments, or other indicators that show the student is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)

**Tiered Reengagement:** For all pupils who (1) are in violation of their Master Agreement, or (2) do not generate attendance for more than ten percent (10%) of the required school days in a given attendance month (as defined in the attendance calendar), or (3) do not participate in the school’s offerings of synchronous instruction for more than fifty percent (50%) of the scheduled times in a school month, as applicable by grade span, the School shall have procedures, including the following reengagement strategies:

- Verifying pupil’s current contact information.
- Notifying parents or guardians of lack of participation within one school day of the documentation of a non attendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including a connection with health and social services, as necessary.
- A clear standard requiring a pupil-parent-educator conference, as defined below, to review the pupil’s Master Agreement, reconsider the Independent Study Program’s impact on the pupil’s achievement and well-being, consistent with the School’s policies regarding the maximum amount of time allowed between the assignment and completion of pupil’s assigned work (four (4) school weeks), satisfactory educational progress (see above), and the number of missed assignments (see above) allowed before an evaluation of whether the student should be allowed to continue in independent study.
- Implement any programs of the School intended to address chronic absenteeism, as applicable. (Education Code § 51747(d).)

In addition to the tiered engagement strategies described above, the School Administration may provide one of the following supports to students who are not meeting Master Agreement requirements or otherwise may need engagement support:

1. A letter to the student and/or parent/guardian/caregiver, as appropriate.
2. A special meeting between the student, parent/guardian/caregiver and the teacher or designated Administrator.
3. A meeting between the student and the grade level Administrator, including the parent/guardian/caregiver if appropriate.
4. An increase in the amount of time the student works under direct supervision.
5. Placing the student on academic probation.



“Pupil-parent-educator conference” means a meeting involving, at a minimum, all parties who signed the pupil’s written Master Agreement pursuant to Education Code § 51747(g).

The evaluation triggered by the missed assignments or failure to make satisfactory educational progress as described above will be delivered to the parent/guardian/caregivers, and to the student if the student is over eighteen (18) years of age. Written evaluation findings shall also be kept in the student's school record. A written record of the findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The 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 upon written request. (Education Code § 51747(b).)

If the student fails to address the issues which led to the evaluation within one week of the delivery of the written evaluation, and with prior written notice to the student’s parent/guardian/caregiver in accordance with the law, the School may withdraw the student as a result of the Student’s noncompliance with the Master Agreement.

## Eligibility

An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if their IEP specifically provides for such participation. (Education Code § 51745(c).) Whether independent study is an appropriate placement to provide a Free and Appropriate Education (FAPE) for a student with an IEP is an individualized determination made by the IEP team. (Education Code § 51745(c).)

No student shall be required to participate in independent study. (Education Code § 51747(g)(8).)

No temporarily disabled student may receive individual instruction pursuant to Education Code § 48206.3 by means of independent study. (Education Code § 51745(d).)

No student that is expelled by their previous school pursuant to Education Code § 48915 or a suspended expulsion student pursuant to Education Code § 48917, may be provided with instruction through independent study unless they are offered the alternative of classroom instruction and they choose independent study. (Education Code § 51747(g)(8).)

Students enrolling in the School must be residents of an eligible county (the county where a School is authorized and their geographically contiguous counties). Enrollment eligibility shall not be based on the address of parent/guardian/caregiver employment. The School will not claim apportionment funding for any student who lives outside of an eligible county unless otherwise permitted by law. (Education Code § 51747.3(c).)

**Exceptions for Pupils Under Professional Care:** Pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse, are not subject to the tiered reengagement, live interaction, synchronous instruction, nor return to in-person instruction provisions described above. The School shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision.

## Written Agreements and Assignments

A written Master Agreement shall be executed for each participating student. The curriculum and methods of study specified in the Master Agreement shall be consistent with the Board’s policies and procedures for curriculum and instruction. (5 C.C.R. § 11702.)



The Master Agreement shall include, but not be limited to, all of the following:

1. The manner, frequency, time and place for submitting the student's assignments and for reporting the student's academic progress, and for communicating with the student's parent/guardian/caregiver regarding academic progress.
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
3. The specific resources, including materials and staff, which will be made available to the student. These resources shall include confirming or providing access for all pupils to the connectivity and devices adequate to participate in the academic program and complete assigned work.
4. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment, the level of satisfactory educational progress, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
5. The duration of the Master Agreement, including the beginning and ending dates for the student's participation in independent study under the Master Agreement. No Master Agreement shall be valid for any period longer than one (1) school year.
6. A statement of the number of course credits for grades 9 to 12, or, for the grades TK-8, other measures of academic accomplishment appropriate to the Master Agreement, to be earned by the student upon completion.
7. 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 as needed to be consistent with the student's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care, pupils experiencing homelessness, and pupils requiring mental health supports.
8. The inclusion of a statement in each Master Agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)

School will comply with the signature requirements for independent study written agreements set forth in Education Code § 51747(g)(9), including:

- Each Master Agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student 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 of Part 1.5 (commencing with Section 6550) of the Family Code.

The Master Agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and his/her/their supervising teacher.

The Master Agreement shall state that the parent/guardian/caregiver's signature confers his/her/their permission for the student's independent study as specified in the agreement.

The Master Agreement may be maintained electronically along with and may include subsidiary agreements, such as course contracts and assignment and work records, work samples and attendance records. Master Agreements may be signed using electronic signatures that comply with applicable state and federal standards and are intended by the signatory to have the same effect as a handwritten signature.



Before signing a Master Agreement pursuant to this policy, a parent/guardian/caregiver may request that the School conduct a telephone, videoconference, or in-person pupil-parent-educator conference or other school meeting during which the pupil, parent/guardian/caregiver, and, if requested by the pupil or parent/guardian/caregiver, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the pupil in independent study, before making the decision about enrollment or disenrollment. (Education Code § 51747(h)(2).)

## Supervising Teachers

The Superintendent or designee(s) shall oversee the teachers who directly supervise the independent study on a regular basis and ensure that the supervising teachers:

1. Complete designated portions of the Master Agreement and add additional information to the agreement when appropriate.
2. Supervise and approve coursework.
3. Ensure that any required opportunities for synchronous instruction, based on the student's grade level, are provided and documented.
4. Design/identify curriculum objectives.
5. Initiate and complete the independent study contacts as specified in the Master Agreement for students.
6. Assess all work that students are required to submit to a teacher.
7. Personally judge the time value of assigned work or work products completed and submitted by the student, or personally review the determination of time value made by another certificated teacher.
8. Select and save with each Master Agreement representative samples of the student's completed and evaluated assignments.
9. Maintain any required records and files on a current basis.
10. When appropriate, determine and assign grades or other approved measures of achievement.

## Records

School records maintained by each school shall identify all students participating in its Independent Study Program and shall specify the grade level in which each of these students is enrolled. (5 CCR § 11703.)

School will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. (Education Code § 51747.5(d).)

Records shall be maintained for audit purposes and shall include the following (5 C.C.R. § 11703):

1. A copy of the Board policy, administrative regulations, and procedures related to independent study.
2. A separate listing of the students, by grade level, program and school who have participated in independent study identifying units of the curriculum undertaken (also known as the "course of study") and units of the curriculum completed by students in grades TK-8, and identifying course credits attempted by and awarded to students in grades 9-12, as specified in their Master Agreements.
3. A record of all Master Agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher. These records may be created, signed and stored electronically.
4. A daily or hourly attendance register, as appropriate to the program in which the students are enrolled, separate from any in person classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a teacher, and reviewed by the certificated supervising teacher if they are two different persons.



## Parent's Right to Appeal

Parents/guardians/caregivers may appeal decisions in accordance with procedures in the School & Family Policy Catalog. In accordance with Education Code § 47605(c)(5)(J)(iii) parents will be provided with a written notice of the intent to withdraw a student for noncompliance no less than five school days prior to the effective date of the withdrawal.

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**Effective as of the start of the 2024-25 School Year**  
**Approved by CalOPS Board of Directors** 



# Coversheet

## Approval of 2024-25 Uniform Complaint Procedures (attached)

**Section:** IV. Consent Items  
**Item:** G. Approval of 2024-25 Uniform Complaint Procedures (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 24-25 CalOPS Uniform Complaint Procedures.pdf  
Uniform Complaint Procedure Form (1).pdf

# Uniform Complaint Procedures

## California Online Public Schools

California Online Public Schools non-profit Board of Directors operates the following charter schools to which this policy applies:

California Online Public Schools Central Coast  
 California Online Public Schools Central Valley  
 California Online Public Schools Monterey Bay  
 California Online Public Schools North Bay  
 California Online Public Schools Northern California  
 California Online Public Schools Southern California

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The California Online Public Schools (“CalOPS”) Board of Directors has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. Most issues are best handled informally and proactively, and the board strongly encourages the early resolution of complaints by direct communication between the family and the school leadership whenever possible. (Information about the schools’ communication protocols are found in the Student and Family Policy Catalog). If you have a concern, you can always talk to a staff member or school leadership. This complaint procedure is adopted to provide a uniform system of complaint processing (“UCP”) for the following types of complaints (listed below). CalOPS shall investigate and seek to resolve, in accordance with this Policy, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities implemented by CalOPS that are subject to the UCP. All other concerns will follow the protocols provided in the Student and Family Policy Catalog.

The board prohibits any form of retaliation against any person for making a complaint. Additionally, participation in the complaint process shall not in any way affect the status, grades or work assignments of any student. In investigating complaints, the school will protect the confidentiality of the parties involved to the extent that the investigation of the complaint is not obstructed, or as otherwise permitted by law. Finally, the schools will investigate all complaints in a timely manner.

Complaints related to the issues described below should be filed using the Uniform Complaint Policy and Procedure:

1. Any complaints alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying in the schools’ programs and/or activities based on:
  - a. actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, citizenship, nationality, ethnic group identification, genetic information, age, religion, marital or parental status, mental or physical disability, medical condition, sex or sexual orientation, gender, gender identity, or gender expression.
  - b. the perception of one or more of such characteristics; or
  - c. association with a person or group with one or more of these actual or perceived characteristics.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs that are subject to the UCP: (\* Denotes UCP programs and activities that are currently implemented by CalOPS)

- Accommodations for Pregnant and Parenting Students\*
- Adult Education Programs
- After School Education and Safety
- Agricultural Career Technical Education
- Career Technical and Technical Education and Training Programs\*
- Child Care and Development Programs
- Compensatory Education
- Consolidated Categorical Aid Programs\*
- Course Periods without Educational Content
- Educational and Graduation Requirements for Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a school district, Migratory Children, Children of Military Families\*, and Pupils Participating in a Newcomer Program
- Every Student Succeeds Act\*
- Migrant Child Education Programs
- Physical Education Instructional Minutes
- Reasonable Accommodations to a Lactating Student\*
- Regional Occupational Centers and Programs
- School Plans for Student Achievement
- School Safety Plan\*
- Schoolsite Councils
- State Preschool Programs
- State Preschool Health and Safety Issues in LEAs Exempt from Licensing
- Any other state or federal educational program the State Superintendent of Public Instruction or designee deems appropriate.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

- a. “Educational activity” means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
- b. “Pupil fee” means a fee, deposit or other charge imposed on students, or a student’s parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
  - i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
  - iii. A purchase that a student is required to make to obtain materials, supplies, equipment, or uniforms associated with an educational activity.
- c. A pupil fees complaint and complaints regarding local control and accountability plans (“LCAP”) only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code



sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

- d. If the school finds merit in a pupil fees complaint, or the California Department of Education (“CDE”) finds merit in an appeal, the school shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by the school to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the school and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula (“LCFF”) or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the school adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

CalOPS acknowledge and respect every individual’s right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. CalOPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, CalOPS will attempt to do so as appropriate. CalOPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis. CalOPS shall ensure that complainants are protected from retaliation.

### Compliance Officer(s)

Complaints must be in writing and should be directed to CalOPS designated “Compliance Officer(s)”, listed below:

Dr. Richard Savage Superintendent  
c/o California Online Public Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675 949-461-1667

The Compliance Officer or designee will receive and investigate complaints and ensure CalOPS compliance with laws applicable to the complaint(s). The Compliance Officer(s) or designee designated to investigate complaints are knowledgeable about the laws and programs for which they are assigned to investigate. The compliance officer may also have access to legal counsel as determined appropriate by the Superintendent or designee.



If the complaint alleges wrongdoing by the Compliance Officer, the Compliance Officer will immediately notify the Board President to appoint a substitute Compliance Officer to investigate the complaint. The person filing the complaint may, alternatively, submit their complaint directly to the President of the Board of Directors.

## Notifications

The Compliance Officer or designee shall make available copies of this Policy free of charge. The Compliance Officer or designee will provide annual written notification of the schools' Uniform Complaint Procedures to students, employees, parents/guardians, any applicable advisory committees, appropriate private school officials or representatives, and other interested parties by posting information regarding allegations about discrimination, harassment, intimidation, or bullying on CalOPS' public website.

The annual notice shall be in English. When necessary, under Education Code Section 48985, if 15% (fifteen percent) or more of the students enrolled at the school speak a single primary language other than English, this policy and the notice will be translated into that language and provided to the parent/guardian of any such students in their primary language or mode of communication of the recipient of the notice.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that CalOPS are operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that CalOPS are operating pursuant to Title 22 licensing requirements.
3. A statement that CalOPS are primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that the compliance officer shall be knowledgeable about the laws and programs that they are assigned to investigate.
7. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
8. A statement that the complainant has a right to appeal CalOPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of CalOPS' Decision, except if CalOPS has used its UCP to address a complaint that is not subject to the UCP requirements.
9. A statement that a complainant who appeals CalOPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
10. A statement that if CalOPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, CalOPS



shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

11. A statement advising the complainant of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
12. A statement that copies of CalOPS' UCP shall be available free of charge.
13. A statement that in order to identify appropriate subjects of state preschool health and safety issues pursuant to Section 1596.7925 of the California Health and Safety Code (HSC) a notice shall be posted in each California state preschool program classroom in each school in the local educational agency notifying parents, guardians, pupils, and teachers of both of the following:
  - The health and safety requirements under Title 5 of the California Code of Regulations (5 CCR) apply to California state preschool programs pursuant to HSC Section 1596.7925.
  - The location at which to obtain a form to file a complaint. Posting a notice downloadable from the California Department of Education (CDE) website shall satisfy this requirement.

## Procedures

All complaints alleging that CalOPS has violated federal or state laws or regulations enumerated as within the scope of this Policy will be investigated and resolved according to the procedures below.

The Compliance Officer or designee will maintain a record of each complaint and subsequent related actions, including all information required for compliance for at least three (3) calendar years.

All parties involved in the allegations will be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

## Uniform Complaint Procedures

### 1. Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation, or bullying pursuant to this Policy.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying/cyberbullying may be filed by a person who alleges that the individual has personally suffered unlawful discrimination, harassment, intimidation or bullying/cyberbullying; or by a person who believes that any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying/cyberbullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date when the alleged discrimination, harassment, intimidation or bullying/cyberbullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying/cyberbullying. Upon written request by the complainant, the Superintendent or designee may choose to extend the filing period for up to ninety (90) calendar days following the expiration of the six-month time period. Such request for extension shall set forth the reasons for the extension. Such extension by the Superintendent or designee shall be made in writing. The Superintendent shall respond immediately upon a receipt of a request for extension.



All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the CalOPS Board of Directors approved the LCAP or the annual update was adopted by CalOPS.

The complaint will be presented to the Compliance Officer, who will maintain a log of complaints received, and who will provide each complaint with a code number and date stamp.

A pupil fees complaint may be filed with the principal of a school or the CalOPS Superintendent or his or her designee.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, CalOPS staff shall assist the complainant in the filing of the complaint.

## **2. Step 2: Mediation**

Within three (3) business days of receiving the complaint, the Compliance Officer may informally discuss with the complainant the possibility of using mediation. If the complainant agree to mediation, the Compliance Officer will make all arrangements for this process.

Before initiating the mediation of a complaint alleging discrimination, harassment, intimidation, or bullying/cyberbullying, the Compliance Officer will ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer will proceed with the investigation of the complaint.

The use of mediation shall not extend CalOPS' timelines for investigating and resolving the complaint, unless the complainant agrees in writing to such an extension of time.

## **3. Step 3: Investigation of Complaint**

Within fourteen (14) days of receiving the complaint, the Compliance Officer will provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, orally, to support the allegations in the complaint. The Compliance Officer also will collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the schools' investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engaging in any other obstruction of the investigation, may result in the dismissal of the complaint because of lack of evidence to support the allegation. Note, however, that complaints permissibly made anonymously will be investigated by the schools to the extent possible without participation by the complainant.

In accordance with law, CalOPS will provide the investigator with access to records and other information related to the allegation in the complaint and will not in any way obstruct the investigation. Failure or refusal to cooperate in the investigation may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

## **4. Step 4: Final Written Decision**

CalOPS shall issue an investigation report (the "Decision") based on the evidence. The schools' decision will be in writing and sent to the complainant within sixty (60) calendar days of receipt of a complaint unless the timeframe is extended with the written



agreement of the complainant. CalOPS' decision will be written in English and in the primary language of the complainant whenever required by law.

The Decision will include:

1. The findings of fact based on the evidence gathered;
2. The conclusion providing a clear determination for each allegation as to whether CalOPS are in compliance with the relevant law;
3. Corrective actions, if CalOPS finds merit in the complaint and any are warranted or required by law;
4. Notice of the complainant's right to appeal CalOPS' decision within thirty (30) calendar days to the California Department of Education (CDE), except when CalOPS has used its UCP to address complaints that are not subject to the UCP requirements; and
5. Procedures to be followed for initiating such an appeal.

If the investigation of a complaint results in discipline to a student or an employee, the Decision shall simply state that effective action was taken and the employee was informed of CalOPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Pertaining to complaints of Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians.

For all other complaints within the scope of the Uniform Complaint Procedures, the remedy shall go to the affected pupil.

With respect to a pupil fees complaint, corrective actions shall include a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;

### Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with CalOPS and a copy of the Decision.

When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. CalOPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, CalOPS' Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in CalOPS' Decision are not supported by substantial evidence.
4. The legal conclusion in CalOPS' Decision is inconsistent with the law.
5. In a case in which CalOPS' Decision found noncompliance; the corrective actions fail to provide a proper remedy.



Upon notification by the CDE that the complainant has appealed the Decision, the Compliance Officer or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint;
2. A copy of the Decision;
3. A copy of the investigation file including, but not limited to, all notes, interviews and documents submitted by the parties and gathered by the investigator;
4. A report of any action taken to resolve the complaint;
5. A copy of CalOPS' complaint procedures; and
6. Other relevant information requested by CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to CalOPS for resolution as a new complaint. If the CDE notifies CalOPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, CalOPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by CalOPS when one of the conditions listed in 5 CCR 4650 exists, including but not limited to cases in which through no fault of the complainant, CalOPS have not taken action within sixty (60) calendar days of the date the complaint was filed with the CalOPS.

## 5. Civil Law Remedies

A complainant may pursue available civil law remedies outside CalOPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging unlawful discrimination, harassment, intimidation, or bullying/cyberbullying based on state law, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the school has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## 6. Complaint Regarding State Preschool Programs

UCP complaints regarding state preschool health and safety issues pursuant to HSC Section 1596.7925 may be



filed with the preschool program administrator or his or her designee. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 about problems beyond the authority of the preschool program administrator shall be forwarded in a timely manner, but not to exceed 10 working days to the appropriate local educational agency official for resolution. A state preschool health and safety issues complaint pursuant to *HSC* Section 1596.7925 may be filed anonymously. A complainant who identifies himself or herself is entitled to a response if he or she indicates that a response is requested. A complaint form shall include a space to mark to indicate whether a response is requested. If Section 48985 of the *EC* is otherwise applicable, the response, if requested, and Investigation Report shall be written in English and the primary language in which the complaint was filed. The preschool program administrator or the designee of the district superintendent shall (1) make all reasonable efforts to investigate any problem within his or her authority. Investigations shall begin within 10 days of the receipt of the complaint and (2) remedy a valid complaint within a reasonable time period, but not to exceed 30 working days from the date the complaint was received and report to the complainant the resolution of the complaint within 45 working days of the initial filing. If the preschool program administrator makes this report, he or she shall also report the same information in the same timeframe to the Superintendent.

A complainant not satisfied with the resolution of the preschool program administrator or the Superintendent has the right to describe the complaint to the governing board at a regularly scheduled hearing of the governing board. A complainant who is not satisfied with the resolution proffered by the preschool program administrator or the Superintendent has the right to file an appeal to the State Superintendent of Public Instruction (SSPI) within 30 days of the date of the LEA Investigation Report. A complainant shall comply with the appeal requirements of 5 CCR Section 4632.

Charter School shall report summarized data on the nature and resolution of all state preschool health and safety issues complaints pursuant to *HSC* Section 1596.7925 on a quarterly basis to the county superintendent of schools and the governing board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. All complaints and responses are public record.

## Attachment 1: Uniform Complaint Procedure Form for CalOPS

4888-6817-1149, v. 1

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**Adopted by CalOPS Board of Directors on November 19, 2013**  
**Revised and Approved by CalOPS Board of Directors on August 23, 2016**  
**Revised and Approved by CalOPS Board of Directors on August 22, 2017**  
**Revised and Approved by CalOPS Board of Directors on August 28, 2018**  
**Revised and Approved by CalOPS Board of Directors on August 25, 2020**  
**Revised and Approved by CalOPS Board of Directors on August 24, 2021**  
**Revised and Approved by CalOPS Board of Directors on August 23, 2022**  
**Revised and Approved by CalOPS Board of Directors on October 3, 2023**  
**Revised and Approved by CalOPS Board of Directors on December 5, 2023**



# Uniform Complaint Procedure Form

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_

Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Street Address/Apt. #: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |   |
|---|---|
| <input type="checkbox"/> Adult Education Programs   | <input type="checkbox"/> Migrant Child Education Programs   |
| <input type="checkbox"/> After School Education and Safety  | <input type="checkbox"/> Physical Education Instructional Minutes   |
| <input type="checkbox"/> Agricultural Career Technical Education  | <input type="checkbox"/> Pupil Fees   |
| <input type="checkbox"/> Career Technical and Technical Education and Training  | <input type="checkbox"/> Reasonable Accommodations to a Lactating Student   |
| <input type="checkbox"/> Child Care and Development Programs  | <input type="checkbox"/> Regional Occupational Centers and Programs   |
| <input type="checkbox"/> Compensatory Education   | <input type="checkbox"/> School Plans for School Achievement  |
| <input type="checkbox"/> Consolidated Categorical Aid Programs  | <input type="checkbox"/> Schoolsite Councils  |
| <input type="checkbox"/> Course Periods without Educational Content   | <input type="checkbox"/> School Safety Plan   |
| <input type="checkbox"/> Educational and Graduation Requirements of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a school district, Migratory Children, Children of Military Families, and Students participating in a newcomer program | <input type="checkbox"/> State Preschool Programs   |
| <input type="checkbox"/> Every Student Succeeds Act   | <input type="checkbox"/> State Preschool Health and Safety Issues in LEAs Exempt from Licensing   |
| <input type="checkbox"/> Local Control Funding Formula/ Local Control and Accountability Plan   | <input type="checkbox"/> Pregnant and Parenting Student   |
|   | <input type="checkbox"/> Any other state or federal educational program the State or Superintendent of Public Instruction or designee deems appropriate |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- Age
- Genetic Information
- Sex (Actual or Perceived)
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Gender / Gender Expression / Gender Identity
- Marital Status
- Medical Condition
- Nationality / National Origin
- Race or Ethnicity
- Religion
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics
- Immigration Status/Citizenship

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.       Yes    No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to the Compliance Officer:

Dr. Richard Savage  
Superintendent  
c/o California Online Public Schools  
33272 Valle Rd.  
San Juan Capistrano, CA 92675  
(800) 906-5166

# Coversheet

## Approval of WGU Student Teaching Agreement Renewal (attached)

**Section:** IV. Consent Items  
**Item:** H. Approval of WGU Student Teaching Agreement Renewal (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
California Online Public Schools - Capistrano CA WGU TC Agreement 2024.pdf  
TC\_Overview\_Flyer 2023.pdf



# Western Governors University

4001 South 700 East, Suite 700, SLC, UT 84107

## CLINICAL EXPERIENCE AGREEMENT

This Clinical Experience Agreement (Agreement) is made between Western Governors University, a Utah nonprofit corporation (University or WGU), and California Online Public Schools (District), and is effective as of the date of District's signature below (Effective Date).

WGU is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). University Teacher Education programs are further accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the Association for Advancing Quality in Educator Preparation (AAQEP). University represents that each teacher/principal Candidate assigned to District for Student Teaching/Practicum is validly enrolled in an approved University educator preparation program and meets District's background requirements.

**A. Definitions.** For the purposes of this Agreement, capitalized terms\* will have the following meanings:

1. Candidate refers to a student enrolled in a University program leading to an education degree.
2. Mentor Teacher refers to a District employee who is the contracted teacher in the classroom to which the Candidate is assigned.
3. Clinical Supervisor refers to a qualified individual who will supervise and complete observations and evaluations.
4. Advanced Programs refers to University programs that are designed for licensed teachers to earn an endorsement or certification.
5. Preclinical Experience refers to the active participation by a Candidate in a wide range of in-classroom experiences to develop the skills and confidence necessary to be an effective teacher and prepare for Student Teaching.
6. Student Teaching refers to the active participation by a teacher Candidate in the duties and functions of classroom teaching under the direct supervision and instruction of a Mentor Teacher and/or Clinical Supervisor.
7. Practicum refers to the University Clinical Experience requirements for licensed teachers in an advanced endorsement program. Practicum length can range from 10 days to 12 months, depending on program and state requirements.
8. Clinical Experience refers collectively to the Preclinical Experience and Student Teaching and/or Practicum.

\*References to "District" shall include the school.

**B. Mutual Expectations.** A placement site is a District where University places Candidates for a Clinical Experience with Mentor Teachers/principals, with an aim to co-construct a mutually beneficial arrangement for clinical preparation and the continuous improvement of Candidates, and to share accountability for Candidate outcomes. The school administrator and Mentor Teacher will have the opportunity to provide critical feedback to inform program improvement through surveys at the end of each experience.

**C. Mutually Beneficial Activities.** The parties agree to participate, to the extent feasible, in the activities outlined below:

1. When available, University staff may participate in District employee events and conferences, as appropriate, and District agrees to inform University of such opportunities.
2. Provide District with recruitment and talent acquisition planning and support from University's Career & Professional Development service(s) team, based on District compliance with University's [Employer Recruiting & Guidelines](#).
  - As possible, District will respond to quarterly survey requests from University's Career & Professional Development team about hiring plans and new hires from University.
3. University and District staff will co-select Mentor Teachers and Clinical Supervisors based on University requirements.

4. District employees who have been admitted to University may apply to receive aid so long as they meet scholarship eligibility requirements (University will retain sole discretion in funding and award decisions).
  5. University may invite District staff to participate in a focus group to:
    - provide feedback for improvement and continuous development of observation and evaluation instruments of Candidates, Mentor Teachers, and Clinical Supervisors; criteria for selection of Mentor Teachers and Clinical Supervisors; and curriculum development;
    - review data on Clinical Experiences and Candidate success to potentially modify selection criteria, determine future assignments of Candidates, and make changes in Clinical Experiences;
    - review how the depth, breadth, diversity, coherence, and duration data on Clinical Experiences are linked to student outcomes and Candidate performance.
- D. Recordings.** District recognizes that University requires its Candidates to video record in the classroom for evaluation purposes and agrees to permit video recording consistent with the conditions set forth in **Exhibit A** (Video Recordings).
- E. Mentor Teacher Standards.** District, with the input of University, will provide the teacher Candidate with a Student Teaching assignment in a school and classes of District under the direct supervision and instruction of a Mentor Teacher who meets the following minimum requirements:
1. Holds a teaching credential or license: (i) for the subject area and/or grade level being taught; and (ii) in the state where Student Teaching occurs.
  2. Has: (i) a minimum of three (3) years of content area teaching experience (five (5) years preferred), with (ii) two (2) or more years teaching in the placement school and/or District, and (iii) strong evaluations.
  3. Evidence of positive impact on student learning in the classroom as demonstrated by ratings at or above effective (or equivalent) when a state, district, or school provides such ratings.
  4. Successfully and with positive impact mentored student teachers, colleagues, and/or other adults.
  5. Competently uses technology for communicating via email and completing online evaluation forms.
  6. Will demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:
 

○ All individuals can learn	○ Communication
○ Belonging	○ Integrity
○ Empathy	○ Professionalism
○ Growth Mindset	○ Intellectual courage
  7. Complete University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
  8. *For California Districts Only:* As required by the California Commission on Teacher Credentialing (CTC) Program Sponsor Alert (PSA) 19-05, Mentor Teacher has documented completion of training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to program curriculum, and eight (8) hours training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
- F. Clinical Supervisor Standards.** A University Clinical Supervisor provides guidance, support, on-site assistance, assessment and feedback to a teacher Candidate throughout the Clinical Experience. To act in this role, a Clinical Supervisor must have:
1. A minimum of three (3) years teaching experience in K-12.
  2. A master's degree in education or related field.
  3. A current teaching license in the content area of supervision.
  4. Experience teaching in the content area of supervision.
  5. Ability to successfully complete a background clearance, if requested.
  6. District and principal approval (if a District employee).

7. Ability to consistently demonstrate and model the professional dispositions and ethics expected of teacher Candidates and University faculty and staff, as follows:
  - All individuals can learn
  - Belonging
  - Empathy
  - Growth Mindset
  - Communication
  - Integrity
  - Professionalism
  - Intellectual courage

**G. University Responsibilities.** University will:

1. Select qualified Candidates who have been prepared with the appropriate educational background, knowledge, skills, and professional disposition to participate in a Clinical Experience.
2. Provide Mentor Teacher with compensation for participation in Clinical Experience as described in this Agreement. The Mentor Teacher may also receive professional development hours connected to the successful completion of University, and any state required Mentor Teacher training.
3. Be responsible for the selection, assignment, training, and compensation of Clinical Supervisors.
4. Require Candidates to have a fully cleared background check acceptable to District prior to participating in Clinical Experience activities.
5. Where required by state regulation or District policy, ensure Candidates have a current tuberculosis (TB) risk assessment and/or examination. Upon request, Candidates will be required to provide documentation to District prior to participating in a Clinical Experience.
6. Provide opportunities for feedback regarding improvement of University Candidate preparation.
7. Provide professional development training to Mentor Teachers regarding University processes and procedures.
8. Maintain an online site for support, resources, and training for Mentor Teachers.
9. Facilitate a cohort seminar in which teacher Candidates will participate with a community of peers to receive support during Student Teaching and the final performance assessment.
10. Maintain general responsibility for instruction, academic evaluation, and related academic matters concerning Candidate participation in the Clinical Experience, including evaluation and grading.

**H. District Responsibilities.** District, or school administrator, will:

1. Nominate one or more qualified Mentor Teacher(s) by providing a completed copy of the Mentor Teacher Nomination Form to University's Field Placement Team.
2. Allow the Clinical Supervisor access to the host school and classroom, including virtual settings, for the specific purpose of observing Candidates.
3. Where applicable and where a Teacher Candidate will serve as a contracted teacher, District agrees to provide a Mentor Teacher during Student Teaching.
4. University utilizes video recordings for both observations and teacher performance assessments. District agrees to allow video recording and/or live streaming for completion of observations and teacher performance assessments for all University programs. (See **Exhibit A** for details regarding video recordings.)
5. Notify University about any changes to District policies (e.g., COVID and other healthcare policies).
6. Provide Candidates with any District policies and procedures to which Candidates are expected to adhere during the Clinical Experience and while on District premises.
7. Through the involvement of the Mentor Teacher and/or school administrator, participate with the Clinical Supervisor and teacher Candidates in two evaluations: one mid-way through Student Teaching, and a final evaluation at the end of Student Teaching. University shall be responsible for the format of evaluations.
  - See Advanced Programs Practicum section below for evaluation requirements for Educational Leadership, English Language Learning, and Master of Special Education.

8. Provide Candidates opportunities to observe, assist, tutor, instruct, implement effective teaching strategies, and conduct research, as appropriate, during the Clinical Experience.
9. Provide opportunities, when possible and appropriate, for Candidates to use technology to enhance student learning and monitor student progress and growth.
10. Provide opportunities, when possible and appropriate, for Candidates to experience working with diverse student populations, including English language learners and students with exceptional learning needs.
11. Encourage Mentor Teachers to participate in University's training to understand University policies, processes, procedures, and how to effectively mentor adult learners.
12. Encourage administrators and Mentor Teachers to participate in University feedback surveys (offered at the end of the Clinical Experience) to report on Candidate quality and preparation and to provide program feedback to University for continuous improvement.
13. Adhere to any then-applicable state requirements related to training/professional development.
14. *For California Districts Only:* Require Cooperating Teachers to complete and document training/professional development equivalent to ten (10) hours that includes: a two (2)-hour orientation to the program curriculum, and eight (8) hours of training in effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices (as required by the CTC).

**I. Advanced Programs Practicum.** The following additional requirements apply to Advanced Programs Practicum:

1. Candidates are licensed teachers who are in most cases completing the Practicum in their own classroom using a qualified individual within their school as a Clinical Supervisor who meets the applicable qualifications and requirements.
2. Each Candidate will:
  - have a relationship with the school and arrange placement by obtaining District approval.
  - secure his/her own Clinical Supervisor, subject to approval of University's Field Experience team to ensure the Clinical Supervisor meets program requirements.
  - provide a valid background clearance, liability insurance, and teaching license.
  - comply with any other applicable District requirements.
3. Evaluations of Candidates are as follows:
  - Educational Leadership - 4 total (2 evaluations during the first Practicum course, and 2 during the second Practicum course)
  - English Language Learning - 3 total (2 observations and 1 final evaluation)

**J. Confidentiality & Education Records**

1. District acknowledges that the education records of assigned Candidates are protected by the Family Educational Rights and Privacy Act (FERPA), and agrees to comply with FERPA and limit access to those employees or agents with a need to know. Pursuant to FERPA, and for the purposes of this Agreement, University designates District as a "school official" with a legitimate educational interest in such records.
2. University shall instruct Candidates of the necessity of maintaining the confidentiality of all District student records. District shall not grant Candidates or University employees access to individually identifiable student information unless the affected student's parent or guardian has first given written consent using a form approved by District that complies with FERPA and other applicable law.

**K. Additional Terms**

1. Term. This Agreement shall commence on the Effective Date and shall continue for three (3) years from the Effective Date, or until such time as either party gives the other party thirty (30) days advance written notice of its intent to terminate the Agreement. In the event of termination, any Candidates at District as of the date of such notice shall be permitted to complete their Student Teaching or Practicum.
2. Points of Contact. Each party shall designate a point of contact for communication and coordination of Student Teaching or Practicum. Contact information is set forth following the signature block.

3. Right to Accept or Terminate a Placement. District may refuse to accept for placement, or may terminate the placement, of any Candidate based upon its good faith determination that the Candidate is not meeting performance standards or is otherwise deemed unacceptable to District. In such cases, District shall notify University in writing and state the reasons for such decision.
4. Insurance.
  - o University Insurance. University represents and warrants that it provides and maintains general liability insurance with limits of at least \$1,000,000 per occurrence and \$2,000,000 annual aggregate and, upon District’s request, shall provide a certificate of insurance as evidence of coverage. University shall maintain, at its sole expense, workers’ compensation insurance as required by law.
  - o Professional Liability Insurance. Candidates will be responsible for procuring and maintaining, at their own expense, professional liability insurance for the duration of the Clinical Experience with minimum limits of either: (i) \$1,000,000 per occurrence and \$3,000,000 annual aggregate, or (ii) \$2,000,000 per occurrence and \$2,000,000 annual aggregate.
5. Status of Parties. Nothing in this Agreement is intended to or shall be construed to constitute an agency, employer/employee, partnership, or fiduciary relationship between the parties. Neither party will have the authority to, and will not, act as agent for or on behalf of the other party or represent or bind the other party in any manner. No Candidate or other third party shall be a beneficiary of, or have any right to enforce the terms of this Agreement.
6. Non-Discrimination. Each party agrees to comply with all applicable non-discrimination laws, and will accept, assign, supervise, and evaluate qualified Candidates regardless of race, sex, sexual orientation, religion, creed, national origin, age, disability, veteran status, or any other basis protected by law.
7. Entire Agreement. This Agreement represents the entire understanding between the parties relating to the subject matter and supersedes all prior oral or written agreements. This Agreement may be modified only in writing, signed by both parties.

The parties have executed this Agreement as of the Effective Date.

**UNIVERSITY**

**DISTRICT**

By: \_\_\_\_\_

By: \_\_\_\_\_

Title: Director, Field Experience, School of Education

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**Point of Contact:**

Field Experience Outreach  
Email: [tc\\_outreach@wgu.edu](mailto:tc_outreach@wgu.edu)

**Point of Contact:**

Email:  
Phone:

For notice purposes:

Attn: General Counsel  
Western Governors University  
4001 South 700 East, Suite 700  
Salt Lake City, UT 84107-2533  
Email: [legal@wgu.edu](mailto:legal@wgu.edu)

For notice purposes:

Email:

## **Exhibit A**

### **Video Recording**

1. Teacher Performance Assessment. District acknowledges that Candidates must complete a teacher performance assessment, which includes the submission of video recordings of themselves teaching in the classroom and of real artifacts (such as lesson plans, video, and student work samples). Recordings provide an avenue to evaluate performance and determine competency.
2. Clinical observation / Evaluation. University utilizes a secure, interactive, online, cloud-based platform to accommodate for the changing classroom environment and protect the health and safety of participants. Candidates upload recorded video submissions or participate in livestreams for feedback, scoring, and critiquing of video assignments, and Clinical Supervisors leave time-stamped feedback.
3. Guidelines. The following guidelines are provided to Candidates. District understands that Candidates are not employees or agents of University and that any further precautions regarding the privacy of District students should be agreed directly between the District and Candidates.

#### *Teacher Candidate Guidelines for Video Recordings*

- Secure appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.
- To protect confidentiality, remove your name and use pseudonyms or general references (e.g., "the district") for your state, school, district, and Mentor Teacher. Mask or remove all names on any typed or written material (e.g., commentaries, lesson plans, student work samples) that could identify individuals or educator preparation programs. During video recording, use only the first names of students.
- You must follow appropriate protocol to submit recordings to University.
- You may not display the video publicly (i.e., personal websites, YouTube, Facebook).
- You may not use any part of the recordings for any personal or professional purposes outside of performance evaluation.
- You must destroy all video recordings once the evaluation is complete.

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Tuition is charged per term. Terms are six months long and can begin on the first of any month.

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Graduate programs.....	\$3,590–\$3,665*

Some programs have per-term or one-time fees specific to that program's costs.  
\*As of October 2022.

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WGU maintains regional accreditation, which is the highest standard recognized by the U.S. Department of Education.



WGU's Teachers College is accredited by CAEP, the only recognized national accreditor for educator preparation. WGU is the first competency-based online university to receive CAEP accreditation for its degree programs that lead to teacher licensure.



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D'Lynn L.  
M.S. Curriculum and Instruction



# A SMARTER WAY TO EARN YOUR DEGREE.

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## Unparalleled flexibility.

With no set log-in times, you can complete coursework on your schedule, whenever and wherever works best for you.

## Affordable tuition.

WGU's low, flat-rate tuition covers as many courses as you complete during a term and is less than what you'd pay at other universities.

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You'll advance through your courses as quickly as you prove mastery of the material and skills, potentially saving you time and money.

## Personal attention.

You'll work one-on-one with dedicated faculty mentors who provide personalized coaching, guidance, and support from enrollment through graduation.

## Career relevance.

Because industry leaders and academic experts help design WGU's curriculum, you can be confident you'll gain the skills and knowledge that employers value.

## Teachers College degree programs.

### Programs Leading to Initial Teacher Licensure

#### B.A. and B.S. Programs

- Elementary Education
- Special Education and Elementary Education (Dual Licensure)
- Special Education (Mild to Moderate)
- Mathematics Education (Middle Grades and Secondary)
- Science Education (Middle Grades and Secondary, multiple disciplines)

#### M.A. Teaching Programs

- Elementary Education
- English Education
- Mathematics Education (Middle Grades and Secondary)
- Science Education
- Special Education (K-12)

### Programs for Licensed Teachers

#### M.S. Programs

- Curriculum and Instruction
- Educational Leadership

#### M.A. Programs

- English Language Learning (PreK-12)
- Mathematics Education (K-6, Middle Grades and Secondary)
- Science Education (Middle Grades and Secondary, multiple disciplines)

#### M.Ed. Programs

- Instructional Design
- Learning and Technology

#### Endorsement Preparation Programs

- English Language Learning (PreK-12)

*"To be a successful student, you need to have a good team. What better choice than to have a university that is completely on your team?"*

– Jennifer K.,  
B.A. Special Education



**Learn more.**

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# Coversheet

## Approval of 2024-25 CalOPS Board Meeting Schedule (attached)

**Section:** IV. Consent Items  
**Item:** I. Approval of 2024-25 CalOPS Board Meeting Schedule (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Revised CalOPS 24-25 Meeting Schedule for Review.pdf



## California Online Public Schools (CalOPS) 2024-2025 Meeting Schedule for Board of Directors

CalOPS Central Coast  
 CalOPS Central Valley  
 CalOPS Monterey Bay  
 CalOPS North Bay  
 CalOPS Northern California  
 CalOPS Southern California

**School Phone:** (800) 906-5166

**School Fax:** (559) 746-0497

All meetings are open to members of the public. For information about meetings or for members of the public who require special accommodations to attend, please visit our website at [www.californiaops.org/governance](http://www.californiaops.org/governance) or contact the school offices: Bernie Jamero (NorCal) or Eva McGahey (SoCal) at (800) 906-6179 at least 24 hours prior to the meeting.

Dr. Richard Savage, Superintendent  
[rsavage@californiaops.org](mailto:rsavage@californiaops.org)

DATE	TIME	LOCATION <sup>1</sup>
Tuesday, September 10, 2024	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, October 8, 2024	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, November 12, 2024	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, December 10, 2024	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, February 11, 2025	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, March 11, 2025	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, April 8, 2025	4 pm- 6 pm	At School Locations and via Teleconference
Tuesday, May 13, 2025	4 pm- 6 pm	At School Locations and via Teleconference
Annual Meeting Tuesday, June 10, 2025	4 pm- 6 pm	At School Locations and via Teleconference

<sup>1</sup> Subject to all federal and state mandates regarding public health and safety



# Coversheet

## Approval of Associated Banking Resolutions (attached)

**Section:** IV. Consent Items  
**Item:** J. Approval of Associated Banking Resolutions (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Associated Banking Resolutions.pdf

**California Online Public Schools**  
A California Nonprofit Public Benefit Corporation  
Operating public charter schools

**RESOLUTION OF THE BOARD OF DIRECTORS  
TO AUTHORIZE BANK ACCOUNT(S)**

RESOLUTION NUMBER 6-24-1

WHEREAS, the California Online Public Schools Board of Directors has authorized its officers to set up and make changes to Bank Accounts for the Organization's use and,

WHEREAS, Bank policy can require corporations to provide a Board Resolution to open accounts, change signers or make other changes on existing accounts, and,

WHEREAS, other documents may be needed to open accounts and/or to change the corporation's bank accounts over to the combined corporation with the name California Online Public Schools,

NOW THEREFORE LET IT BE RESOLVED; that the California Online Public Schools Board of Directors hereby authorizes its officers to execute any documents required by the bank, and

LET IT BE FURTHER RESOLVED, that California Online Public Schools Board of Directors authorizes the following as signers on these accounts: Board President, Board Treasurer, Board Vice President, Board Secretary, Principals, Superintendent and Deputy Superintendent. Whoever holds these positions will be a Board authorized signer while s/he holds the office or position. All other previous signers will be removed. The current signers are listed below.

LET IT BE FURTHER RESOLVED, that in addition, further signers may be added or removed in the future with the written approval of any two officers of the Board of Directors and in accordance with bank policy. All signers will abide by the adopted California Online Public Schools fiscal policies and controls. This Resolution will take effect immediately.

Authorized signers for California Online Public Schools effective July, 2024:

Elaine Pavlich, Board President  
Diana Rivas, Board Vice President  
Michael Henjum, Board Treasurer  
Adam Pulsipher, Board Secretary  
Heather Tamayo, Middle School Principal  
Marcus White, Elementary School Principal  
Matthew Brockway, High School Principal  
Richard Savage, Superintendent  
Ricardo Romero, Deputy Superintendent

# Coversheet

## Approval of Prop 28 Annual Reports (attached)

**Section:** IV. Consent Items  
**Item:** K. Approval of Prop 28 Annual Reports (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Proposition 28 Annual Report\_COPS SoCal.docx.pdf  
Proposition 28 Annual Report\_COPS North Bay.docx.pdf  
Proposition 28 Annual Report\_COPS NorCal.docx.pdf  
Proposition 28 Annual Report\_COPS Monterey Bay.docx.pdf  
Proposition 28 Annual Report\_COPS Central Coast.docx.pdf  
Proposition 28 Annual Report\_COPS Central Valley.docx.pdf

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Southern California**

CDS Code: **30664640106765**

Charter School Number: **0664**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Southern California did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – North Bay**

CDS Code: **17640550129601**

Charter School Number: **1653**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – North Bay did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Northern California**

CDS Code: **39686500125849**

Charter School Number: **1398**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Northern California did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Monterey Bay**

CDS Code: **44754320139410**

Charter School Number: **2056**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Monterey Bay did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Central Coast**

CDS Code: **42750100138891**

Charter School Number: **2031**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Central Coast did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

**Proposition 28: Arts and Music in Schools Funding**  
**Annual Report**  
**Fiscal Year 2023-24**

Name: **California Online Public Schools – Central Valley**

CDS Code: **54718030112458**

Charter School Number: **0804**

Allocation Year: **2023-24**

1. Narrative description of the Prop 28 arts education programs(s) funded:

California Online Public Schools – Central Valley did not utilize Prop 28 funds in Fiscal Year 2023-24.

2. Number of full-time equivalent teachers(certificated) in AMS funded programs:   0
3. Number of full-time equivalent personnel (classified) in AMS funded programs:   0
4. Number of full-time equivalent teaching aides in AMS funded programs:   0
5. Number of students served in AMS funded programs:   0
6. Number of school sites providing arts education programs funded by AMS:   0

# Coversheet

## Approval of 2024-25 Preliminary Budgets (attached)

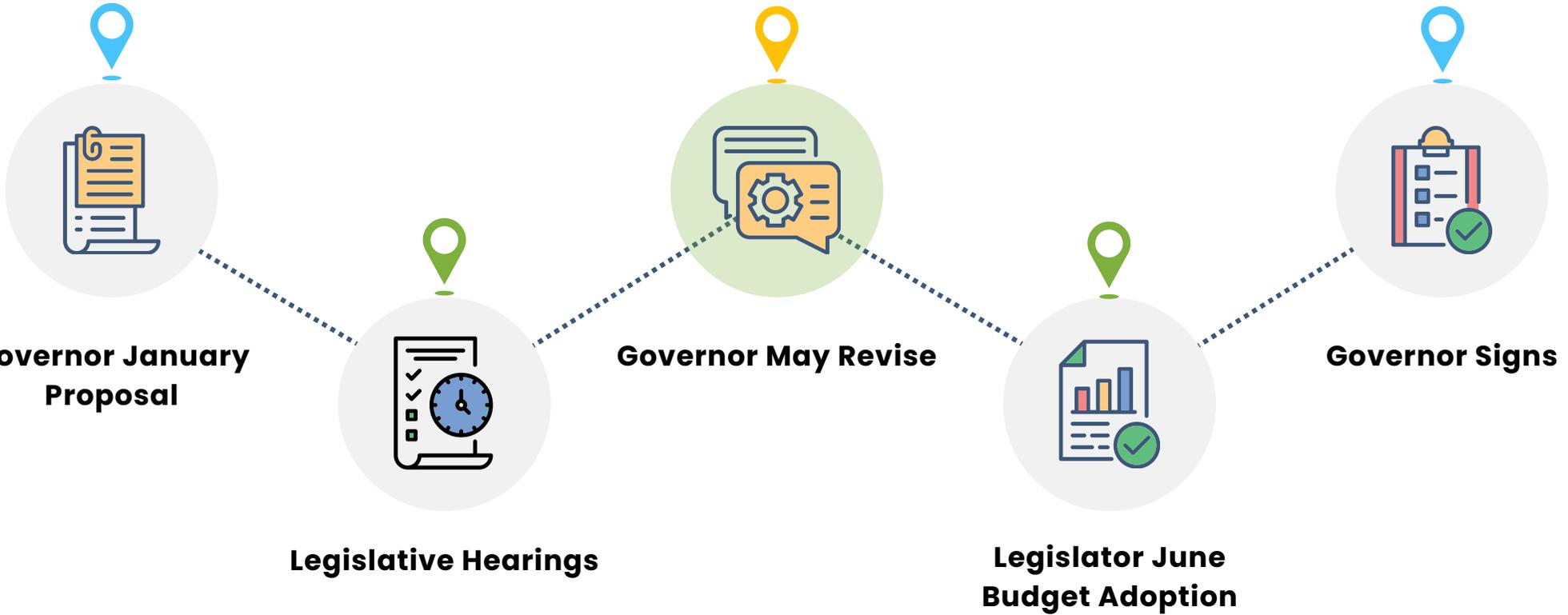
**Section:** V. Action Items  
**Item:** C. Approval of 2024-25 Preliminary Budgets (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CalOps\_FY25\_Budget Presentation.pdf



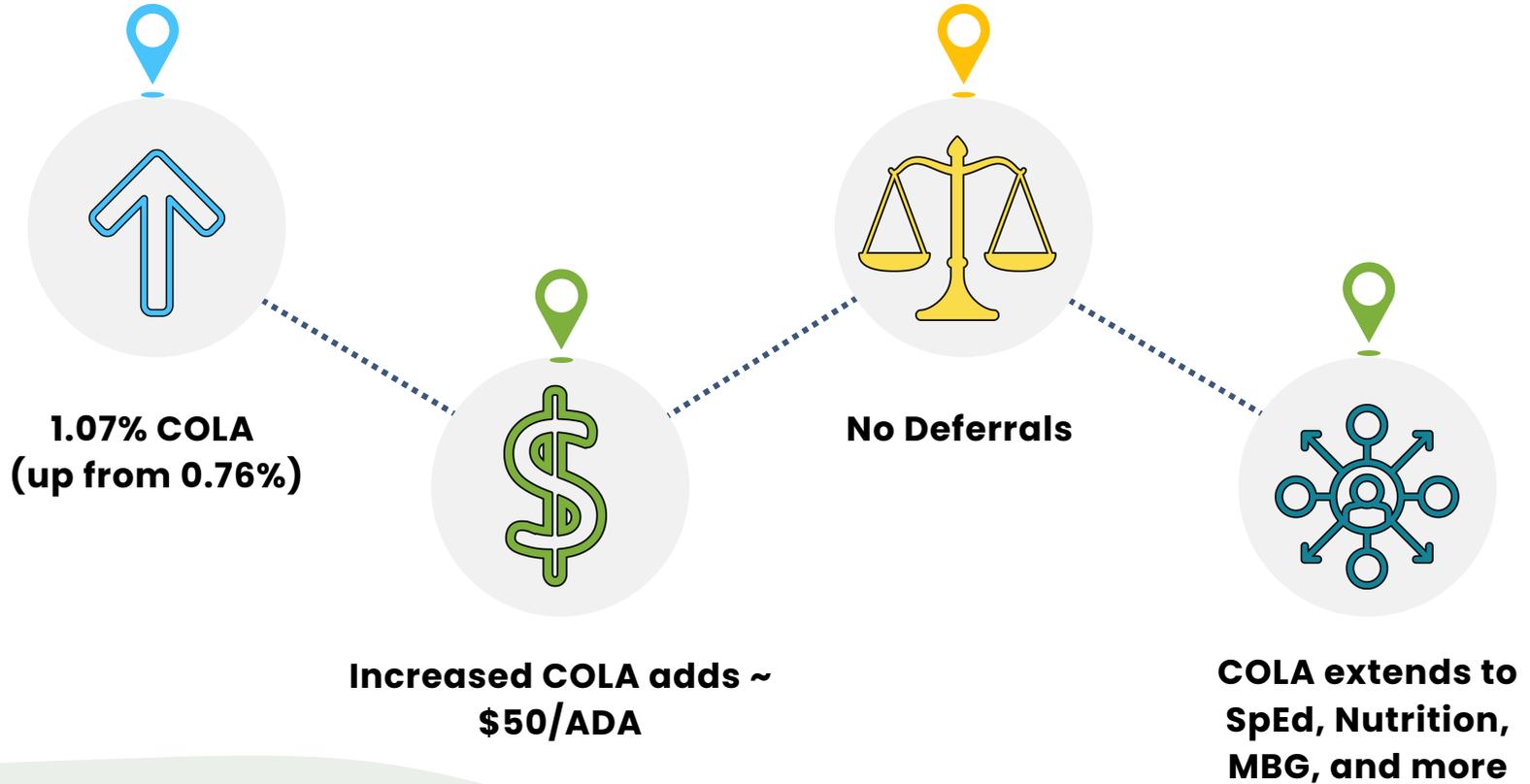
# California Online Public Schools

## Budget Presentation – FY24/25

# State Budget Process

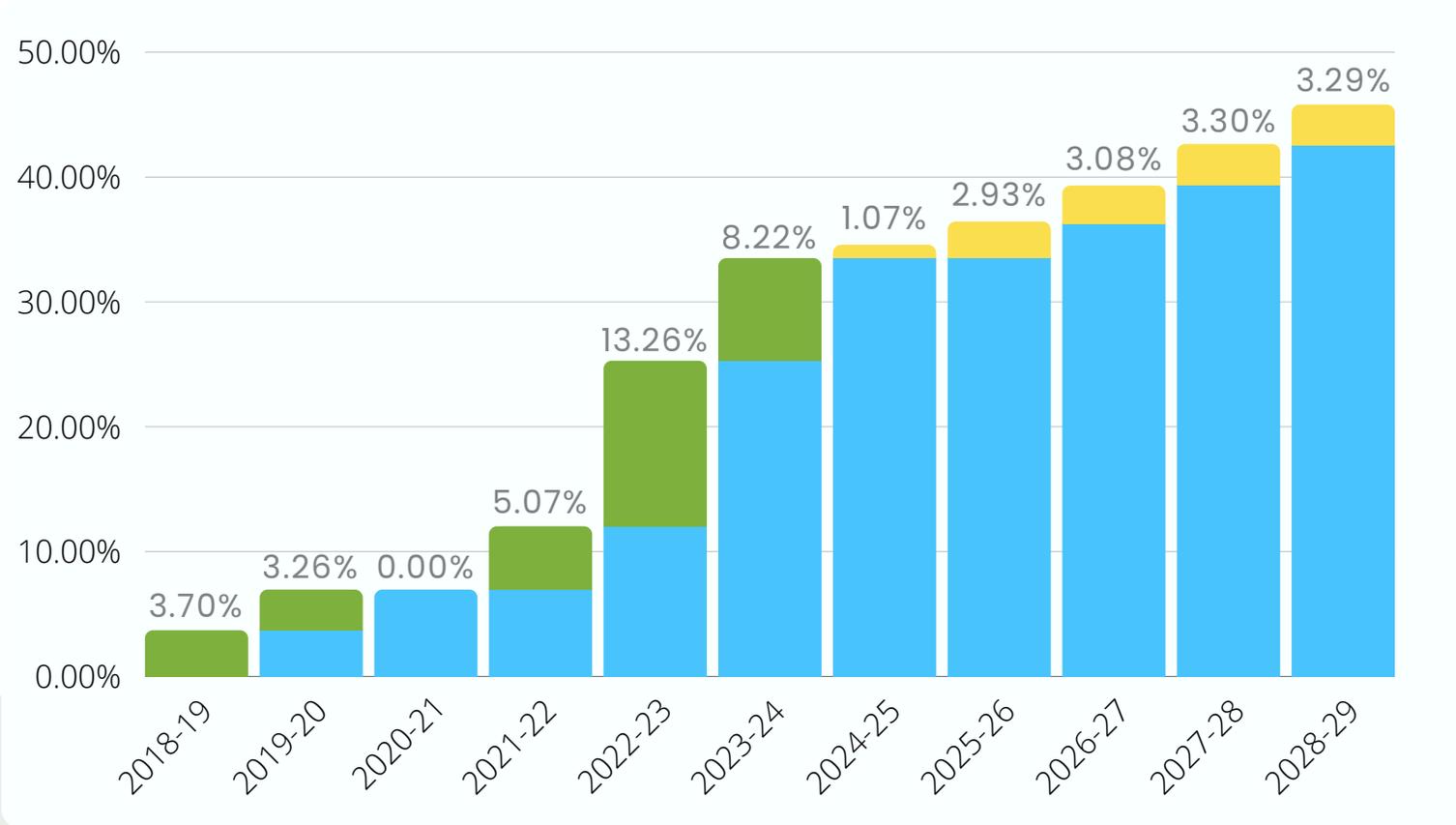


# May Revise Highlights



# LCFF Increase

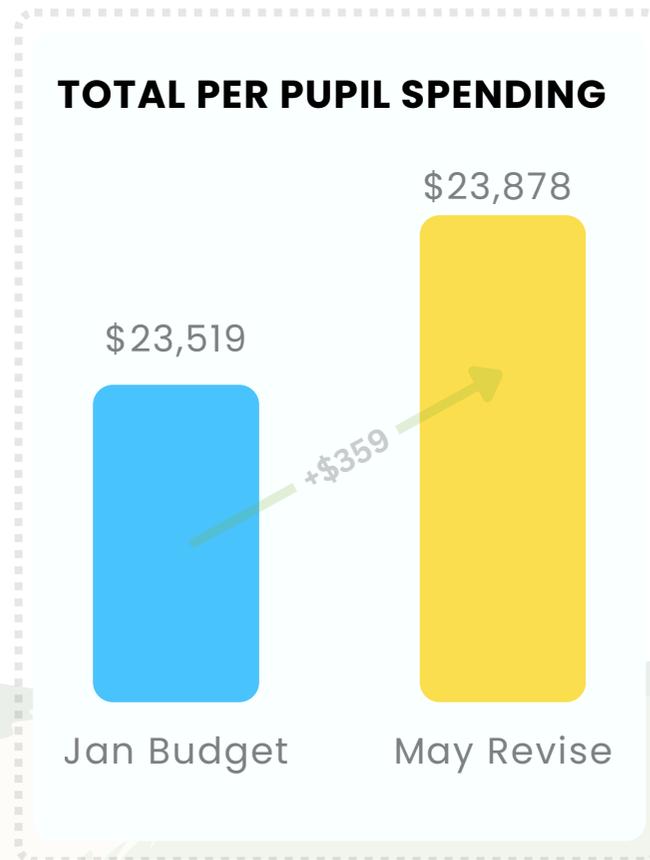
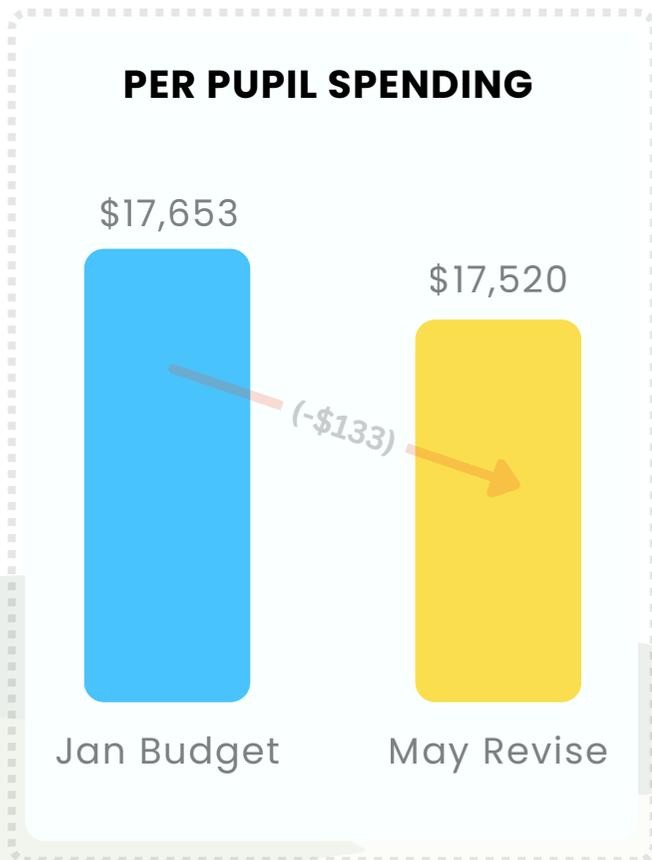
Cumulative increase in State COLA since FY18-19



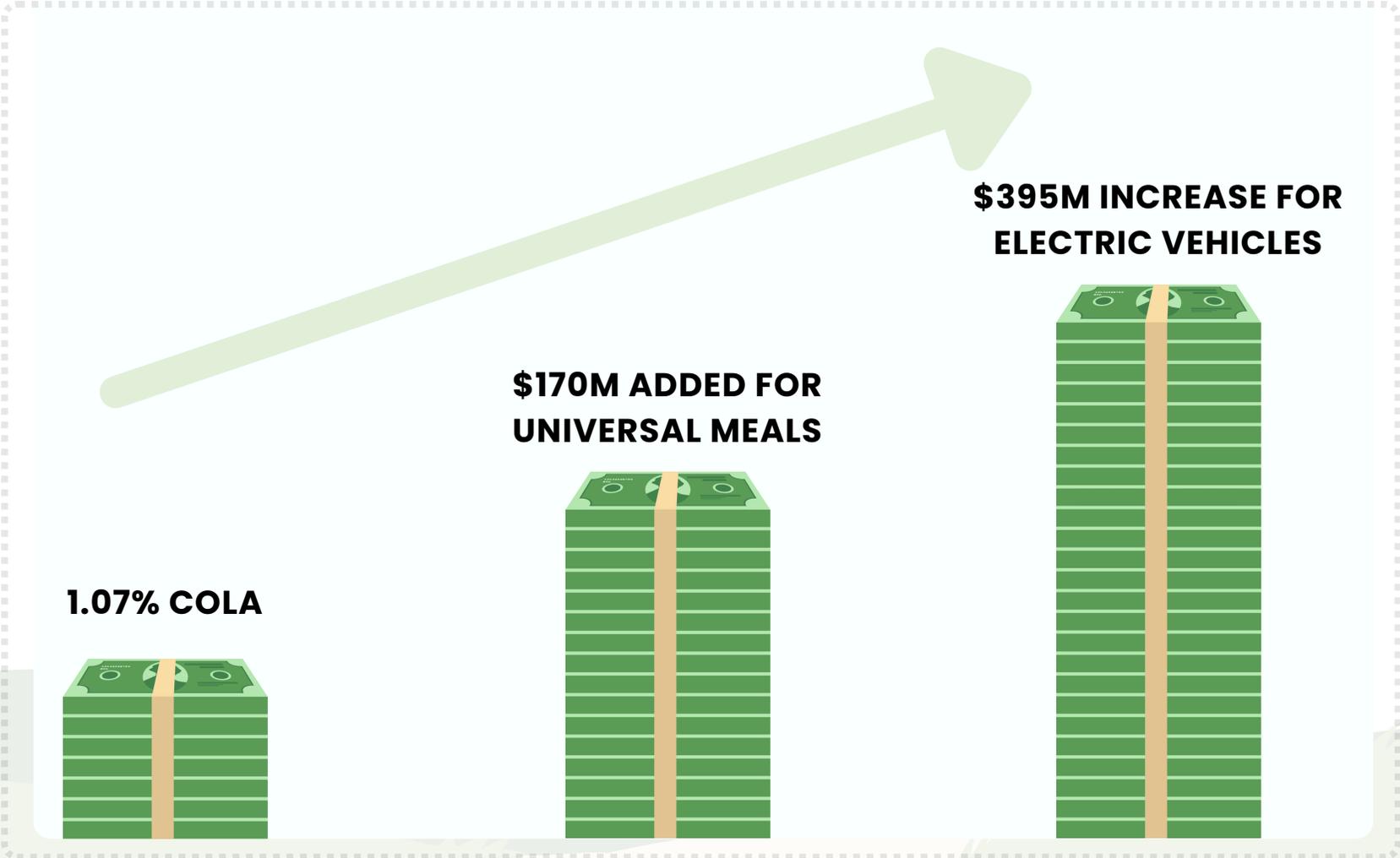
**2024-25 COLA at May Proposal- 1.07%**

# Governor May Revised Update

This results in \$17,502 total per pupil spending and \$23,878 in all funds per pupil spending at May Revise, compared to \$17,653 total per pupil spending and \$23,519 all funds per pupil spending, from the Governor's January Budget.



# Increases in the proposal

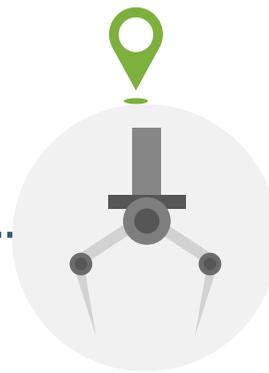


# Learning Recovery Proposals

Learning recovery initiatives funding to be spent by June 30, 2028



Original Entitlement  
(FY23): \$7.9B

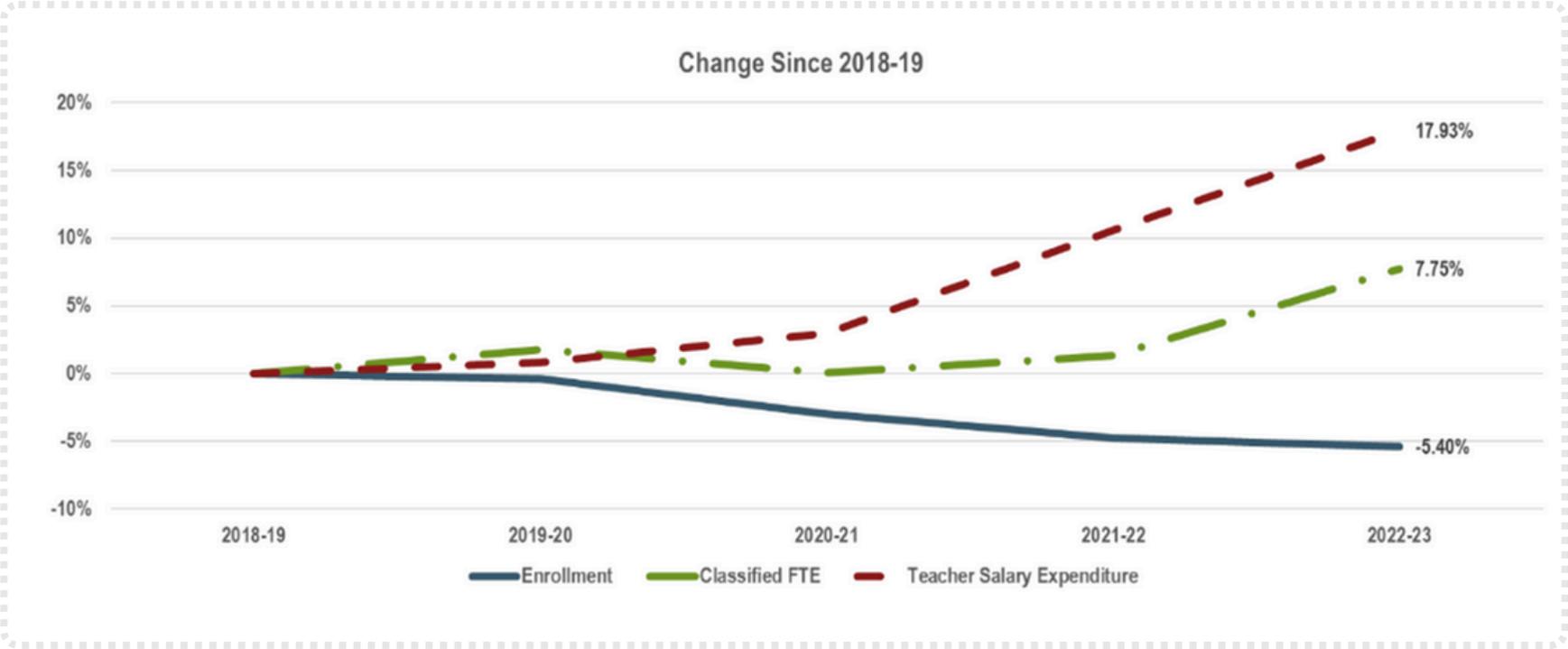


Clawback (FY24): \$1.1B



Unspent LREBG now requires  
a plan, reported results  
included in LCAP (FY25-FY28)

# CA Trends



Source: School Services of California

# CalOps – FY25 Budget Highlights

- Budget balanced with **\$3.6M** surplus (**3.0%** of expenses)
- **1.07%** COLA projected for LCFF, based on Governor’s May Revise
- ADA forecasted at **8,329**, **+0.5%** to current year

	2024-25 Total	2024-25 SoCal	2024-25 Central Valley	2024-25 NorCal	2024-25 North Bay	2024-25 Monterey Bay	2024-25 Central Coast
<b>Assumptions</b>							
LCFF COLA	1.07%	1.07%	1.07%	1.07%	1.07%	1.07%	1.07%
Enrollment	8,499	5,020	826	1,774	167	571	140
Average Daily Attendance	8,329	4,919.64	809.61	1,738.90	163.43	560.02	137.47
<b>Total Revenue</b>	<b>\$ 124,516,869</b>	<b>\$ 73,260,142</b>	<b>\$ 13,043,841</b>	<b>\$ 25,633,812</b>	<b>\$ 2,498,479</b>	<b>\$ 8,068,713</b>	<b>\$ 2,011,881</b>
<b>Total Expenses</b>	<b>\$ 120,897,736</b>	<b>\$ 70,942,436</b>	<b>\$ 12,666,264</b>	<b>\$ 24,979,290</b>	<b>\$ 2,442,021</b>	<b>\$ 7,890,356</b>	<b>\$ 1,977,368</b>
<b>Surplus (Deficit)</b>	<b>\$ 3,619,133</b>	<b>\$ 2,317,706</b>	<b>\$ 377,578</b>	<b>\$ 654,521</b>	<b>\$ 56,457</b>	<b>\$ 178,357</b>	<b>\$ 34,514</b>
	3%	3%	3%	3%	2%	2%	2%
Fund Balance, Beginning of Year	\$ 51,980,930	\$ 25,647,756	\$ 4,542,423	\$ 18,600,497	\$ 1,148,985	\$ 1,491,881	\$ 549,389
Fund Balance, End of Year	\$ 55,600,063	\$ 27,965,461	\$ 4,920,001	\$ 19,255,018	\$ 1,205,442	\$ 1,670,238	\$ 583,903
	46.0%	39.4%	38.8%	77.1%	49.4%	21.2%	29.5%

# Revenues

- Total revenue projected at **\$125M**, up **\$2.4M** to FY24 (+2%)
- Increase driven by State COLA (**1.07%**) and added ADA (**0.5%**)

	<b>TOTAL</b>	<b>SoCal</b>	<b>Central Valley</b>	<b>NorCal</b>	<b>North Bay</b>	<b>Monterey Bay</b>	<b>Central Coast</b>
<b>Revenue</b>							
State Aid-Rev Limit	\$ 107,049,556	\$ 62,774,775	\$ 11,289,624	\$ 22,089,481	\$ 2,117,942	\$ 7,030,076	\$ 1,747,657
Federal Revenue	\$ 2,653,953	1,612,417	282,427	527,164	67,888	128,489	35,568
Other State Revenue	\$ 14,692,617	8,808,554	1,471,790	2,981,749	312,527	899,863	218,135
Other Local Revenue	120,742	64,395	-	35,419	122	10,286	10,521
<b>Total Revenue</b>	<b>\$124,516,869</b>	<b>\$ 73,260,142</b>	<b>\$ 13,043,841</b>	<b>\$ 25,633,812</b>	<b>\$ 2,498,479</b>	<b>\$ 8,068,713</b>	<b>\$ 2,011,881</b>

# Revenues - Specialty Funding

- Sunsetting of CARES Act funds removes **\$3.2M** compared with the current year
- However, State discretionary block grants are expected to more than offset this loss.
  - FY25 State Block Grant Revenue: **\$4.4M**
  - Grant Funds Held in Reserve: **\$8.4M**

Specialty Funding Source	TOTAL		SoCAL	CV	NorCal	NB	MB	CC
	Award	FY24-25	FY24-25	FY24-25	FY24-25	FY24-25	FY24-25	FY24-25
EEBG	872,103	576,281	500,000	76,281	-	-	-	-
AMIMBG	4,795,338	3,375,129	2,250,000	399,375	489,138	66,775	140,026	29,815
LREBG	7,112,260	490,946	-	-	351,729	50,672	69,585	18,961
<b>TOTAL</b>	<b>12,779,701</b>	<b>4,442,356</b>	<b>2,750,000</b>	<b>475,656</b>	<b>840,867</b>	<b>117,447</b>	<b>209,611</b>	<b>48,776</b>

# Expenses

- Total Expenses are projected to increase **\$3.4M** over prior year (+3%)
- Staffing updates are the largest driver, increasing **\$13.1M** YoY
  - Total Salaries: **+31%** (Added Staff + 20% increases/bonuses)
  - Total Benefits: **+8%**
- Partially offset by savings from Pearson expenses: **-\$11.2M**

	TOTAL	SoCal	Central Valley	NorCal	North Bay	Monterey Bay	Central Coast
<b>Expenses</b>							
Certificated Salaries	\$ 54,477,716	\$ 32,196,330	\$ 5,284,338	\$ 11,385,843	\$ 1,035,077	\$ 3,650,007	\$ 926,121
Classified Salaries	1,244,661	\$ 735,595	\$ 120,732	\$ 260,134	\$ 23,649	\$ 83,392	\$ 21,159
Benefits	19,749,726	11,292,382	2,059,361	4,148,243	417,947	1,457,582	374,211
Books and Supplies	19,211,300	11,215,400	1,957,500	4,069,200	499,000	1,211,000	259,200
Subagreement Services	10,223,900	5,648,500	1,685,200	2,036,400	164,900	571,900	117,000
Operations	1,139,700	764,400	66,100	234,700	14,600	45,000	14,900
Facilities	950,200	746,800	38,400	132,300	11,400	13,500	7,800
Professional Services	13,832,733	8,340,629	1,454,632	2,647,071	275,449	857,975	256,977
Depreciation	67,800	2,400	-	65,400	-	-	-
Interest	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$120,897,736</b>	<b>\$ 70,942,436</b>	<b>\$ 12,666,264</b>	<b>\$ 24,979,290</b>	<b>\$ 2,442,021</b>	<b>\$ 7,890,356</b>	<b>\$ 1,977,368</b>

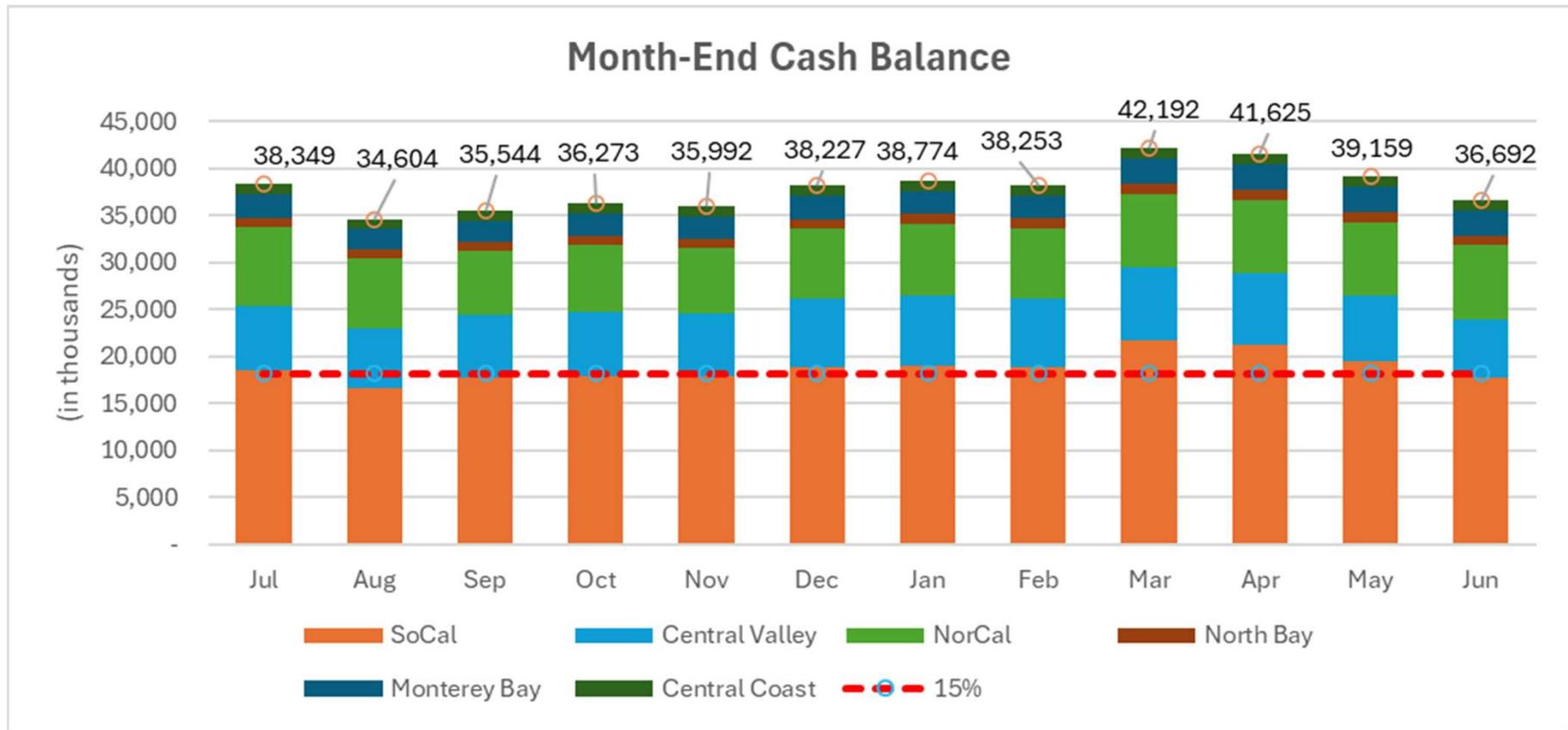
# Surplus and Fund Balance

- Fund balances and surpluses within state and authorizer requirements
- Fund balance subject to change in anticipation of June 2024 financial close

	TOTAL	SoCal	Central Valley	NorCal	North Bay	Monterey Bay	Central Coast
<b>Total Surplus (Deficit)</b>	\$ 3,619,133	\$ 2,317,706	\$ 377,578	\$ 654,521	\$ 56,457	\$ 178,357	\$ 34,514
Beginning Fund Balance	51,980,930	25,647,756	4,542,423	18,600,497	1,148,985	1,491,881	549,389
<b>Ending Fund Balance</b>	<b>\$ 55,600,063</b>	<b>\$ 27,965,461</b>	<b>\$ 4,920,001</b>	<b>\$ 19,255,018</b>	<b>\$ 1,205,442</b>	<b>\$ 1,670,238</b>	<b>\$ 583,903</b>
<i>As a % of Annual Expenses</i>	46%	39%	39%	77%	49%	21%	30%

# Cash Balance

- Strong cash balance for each monthly close
- No factoring built into budget
- Low point in August



# Three Year Forecasts

- **Revenue:** Next year is an increase from current year and projected to grow annually through FY27.
- **Expenses:** FY25 expected to increase 3% YOY as staff increases are offset by Pearson savings. Subsequent expense costs are expected to rise at a standard 2% COLA.
- **Surplus & Cash:** Positive and balanced across all three years

	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Enrollment	8,499	8,499	8,499
Average Daily Attendance	8,329	8,329.08	8,329.08
<b>Total Revenue</b>	<b>\$ 124,516,869</b>	<b>\$ 127,372,158</b>	<b>\$ 129,926,640</b>
<b>Total Expenses</b>	<b>\$ 120,897,736</b>	<b>\$ 123,332,462</b>	<b>\$ 125,796,219</b>
<b>Surplus (Deficit)</b>	<b>\$ 3,619,133</b>	<b>\$ 4,039,696</b>	<b>\$ 4,130,421</b>
	3%	3%	3%
Fund Balance, Beginning of Year	\$ 51,980,930	\$ 55,600,063	\$ 59,639,760
<b>Fund Balance, End of Year</b>	<b>\$ 55,600,063</b>	<b>\$ 59,639,760</b>	<b>\$ 63,770,181</b>
	<b>46.0%</b>	<b>48.4%</b>	<b>50.7%</b>

# Appendix

- Multi-Year Forecast
- Monthly Cash Flow / Forecast 24-25

# SoCal FY24-25 Budget

## Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	5,020	5,020	5,020
Average Daily Attendance	4,919.64	4,919.64	4,919.64
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 17,786,476	\$ 19,780,592	\$ 21,775,768
8012 Education Protection Account	983,928	983,928	983,928
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	44,004,371	44,004,371	44,004,371
	<u>62,774,775</u>	<u>64,768,891</u>	<u>66,764,066</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	639,553	639,553	639,553
8290 Title I, Part A - Basic Low Income	772,825	772,825	772,825
8291 Title II, Part A - Teacher Quality	138,384	138,384	138,384
8297 Title IV	61,655	61,655	61,655
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>1,612,417</u>	<u>1,612,417</u>	<u>1,612,417</u>
<b>Other State Revenue</b>			
8311 State Special Education	4,410,409	4,410,409	4,410,409
8550 Mandated Cost	177,172	176,373	177,102
8560 State Lottery	1,224,991	1,224,991	1,224,991
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	2,995,982	2,605,164	2,095,982
	<u>8,808,554</u>	<u>8,416,937</u>	<u>7,908,484</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	64,395	64,395	64,395
	<u>64,395</u>	<u>64,395</u>	<u>64,395</u>
<b>Total Revenue</b>	<b>\$ 73,260,142</b>	<b>\$ 74,862,641</b>	<b>\$ 76,349,363</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	20,865,670	21,282,984	21,708,643
1175 Teachers' Extra Duty/Stipends	6,197,178	6,321,122	6,447,544
1200 Pupil Support Salaries	2,253,684	2,298,757	2,344,732
1300 Administrators' Salaries	2,879,798	2,937,394	2,996,142
	<u>32,196,330</u>	<u>32,840,257</u>	<u>33,497,062</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	154,153	157,236	160,381
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	444,123	453,005	462,065
2400 Clerical and Office Staff Salaries	137,319	140,066	142,867
	<u>735,595</u>	<u>750,307</u>	<u>765,313</u>
<b>Benefits</b>			
3101 STRS	6,149,499	6,272,489	6,397,939
3301 OASDI	31,671	38,766	39,541
3311 Medicare	473,964	485,250	494,955
3401 Health and Welfare	3,679,650	3,753,243	3,828,308
3501 State Unemployment	238,630	238,630	238,630
3601 Workers' Compensation	457,621	468,517	477,888
3901 Other Benefits	261,347	267,570	272,921
	<u>11,292,382</u>	<u>11,524,465</u>	<u>11,750,182</u>

## SoCal FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	611,400	623,628	636,101
4200 Books and Other Materials	3,765,400	3,840,708	3,917,522
4302 School Supplies	126,900	129,438	132,027
4305 Software	4,765,100	4,860,402	4,957,610
4310 Office Expense	141,300	144,126	147,009
4311 Business Meals	38,900	39,678	40,472
4400 Noncapitalized Equipment	1,766,400	1,801,728	1,837,763
	<u>11,215,400</u>	<u>11,439,708</u>	<u>11,668,502</u>
<b>Subagreement Services</b>			
5102 Special Education	4,506,100	4,596,222	4,688,146
5103 Substitute Teacher	122,200	124,644	127,137
5106 Other Educational Consultants	692,500	706,350	720,477
5107 Instructional Services	327,700	334,254	340,939
	<u>5,648,500</u>	<u>5,761,470</u>	<u>5,876,699</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	281,700	287,334	293,081
5300 Dues & Memberships	129,800	132,396	135,044
5400 Insurance	123,600	126,072	128,593
5501 Utilities	25,800	26,316	26,842
5502 Janitorial Services	20,000	20,400	20,808
5900 Communications	35,200	35,904	36,622
5901 Postage and Shipping	148,300	151,266	154,291
	<u>764,400</u>	<u>779,688</u>	<u>795,282</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	411,700	419,934	428,333
5602 Additional Rent	145,300	148,206	151,170
5603 Equipment Leases	17,000	17,340	17,687
5604 Other Leases	161,400	164,628	167,921
5610 Repairs and Maintenance	11,400	11,628	11,861
	<u>746,800</u>	<u>761,736</u>	<u>776,971</u>
<b>Professional/Consulting Services</b>			
5801 IT	2,357,600	2,404,752	2,452,847
5802 Audit & Taxes	177,600	181,152	184,775
5803 Legal	238,800	243,576	248,448
5804 Professional Development	825,200	841,704	858,538
5805 General Consulting	1,320,500	1,346,910	1,373,848
5806 Special Activities/Field Trips	216,179	220,502	224,912
5807 Bank Charges	4,200	4,284	4,370
5808 Printing	1,800	1,836	1,873
5809 Other taxes and fees	76,100	77,622	79,174
5810 Payroll Service Fee	-	-	-
5811 Management Fee	1,465,203	1,494,507	1,524,397
5812 District Oversight Fee	627,748	647,689	667,641
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	1,029,700	1,050,294	1,071,300
	<u>8,340,629</u>	<u>8,514,828</u>	<u>8,692,122</u>
<b>Depreciation</b>			
6900 Depreciation Expense	2,400	2,448	2,497
	<u>2,400</u>	<u>2,448</u>	<u>2,497</u>
<b>Interest</b>			
	-	-	-
<b>Total Expenses</b>	<b>\$ 70,942,436</b>	<b>\$ 72,374,906</b>	<b>\$ 73,824,630</b>
<b>Surplus (Deficit)</b>	<b>\$ 2,317,706</b>	<b>\$ 2,487,734</b>	<b>\$ 2,524,733</b>
	3%	3%	3%
Fund Balance, Beginning of Year	\$ 25,647,756	\$ 27,965,461	\$ 30,453,196
Fund Balance, End of Year	<u>\$ 27,965,461</u>	<u>\$ 30,453,196</u>	<u>\$ 32,977,929</u>
	39.4%	42.1%	44.7%

## SoCal FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(4,211,218)	(3,998,001)	(4,086,082)
Cash Flows From Operating Activities			
Depreciation/Amortization	2,400	2,448	2,497
Public Funding Receivables	8,609,707	6,700,769	6,661,852
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(1,796,909)	(171,845)	(176,117)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(2,062,500)	(1,769,387)	(1,387,500)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>541,480</b>	<b>763,985</b>	<b>1,014,650</b>
Cash, Beginning of Year	17,117,842	17,659,322	18,423,306
<b>Cash, End of Year</b>	<b>\$ 17,659,322</b>	<b>\$ 18,423,306</b>	<b>\$ 19,437,956</b>

**SoCal FY24-25 Budget**

**Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 4919.64



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																<b>ADA = 4919.64</b>
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	889,677	889,677	1,601,419	1,601,419	1,601,419	1,601,419	1,601,419	1,600,004	1,600,004	1,600,004	1,600,004	1,600,010	17,786,476	17,786,476	-
8012 Education Protection Account	-	-	245,982	-	-	245,982	-	-	245,982	-	-	-	245,982	983,928	983,928	-
8096 In Lieu of Property Taxes	-	2,641,313	5,282,626	3,521,751	3,521,751	3,521,751	3,521,751	3,521,751	6,157,226	3,078,613	3,078,613	3,078,613	3,078,612	44,004,371	44,004,371	-
	-	3,530,991	6,418,286	5,123,170	5,123,170	5,369,152	5,123,170	5,123,170	8,003,212	4,678,617	4,678,617	4,678,617	4,924,604	62,774,775	62,774,775	-
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	31,990	31,990	57,583	57,583	57,583	57,583	57,583	57,532	57,532	57,532	57,532	57,532	639,553	639,553	-
8290 Title I, Part A - Basic Low Income	-	-	193,206	-	-	579,619	-	-	-	-	-	-	-	772,825	772,825	-
8291 Title II, Part A - Teacher Quality	-	-	34,596	-	-	103,788	-	-	-	-	-	-	-	138,384	138,384	-
8294 Title IV	-	-	-	-	61,655	-	-	-	-	-	-	-	-	61,655	61,655	-
	-	31,990	259,793	57,583	119,238	740,989	57,583	57,583	57,532	57,532	57,532	57,532	57,532	1,612,417	1,612,417	-
<b>Other State Revenue</b>																
8311 State Special Education	-	220,608	220,608	397,095	397,095	397,095	397,095	397,095	396,744	396,744	396,744	396,744	396,744	4,410,409	4,410,409	-
8550 Mandated Cost	-	-	-	-	-	177,172	-	-	-	-	-	-	-	177,172	177,172	-
8560 State Lottery	-	-	-	-	-	-	306,370	-	-	306,370	-	-	-	612,252	1,224,991	1,224,991
8599 Other State Revenue	-	12,299	12,299	709,638	22,138	22,138	709,638	22,138	22,138	709,638	22,138	22,138	709,638	2,995,982	2,995,982	-
	-	232,907	232,907	1,106,733	419,233	596,406	1,413,103	419,233	418,882	1,412,752	418,882	418,882	1,718,634	8,808,554	8,808,554	-
<b>Other Local Revenue</b>																
8660 Interest Revenue	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
<b>Total Revenue</b>	<b>5,366</b>	<b>3,801,254</b>	<b>6,916,352</b>	<b>6,292,852</b>	<b>5,667,007</b>	<b>6,711,914</b>	<b>6,599,222</b>	<b>5,605,352</b>	<b>8,484,992</b>	<b>6,154,267</b>	<b>5,160,397</b>	<b>5,160,397</b>	<b>6,700,769</b>	<b>73,260,142</b>	<b>73,260,142</b>	<b>-</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	1,738,806	-	20,865,670	20,865,670	-
1175 Teachers' Extra Duty/Stipends	-	563,380	563,380	563,380	563,380	563,380	563,380	563,380	563,380	563,380	563,380	563,380	-	6,197,178	6,197,178	-
1200 Pupil Support Salaries	187,807	187,807	187,807	187,807	187,807	187,807	187,807	187,807	187,807	187,807	187,807	187,807	-	2,253,684	2,253,684	-
1300 Administrators' Salaries	239,983	239,983	239,983	239,983	239,983	239,983	239,983	239,983	239,983	239,983	239,983	239,983	-	2,879,798	2,879,798	-
	2,166,596	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	2,729,976	-	32,196,330	32,196,330	-
<b>Classified Salaries</b>																
2100 Instructional Salaries	10,705	10,705	10,705	10,705	10,705	10,705	10,705	10,705	10,705	10,705	10,705	10,705	25,692	154,153	154,153	-
2300 Classified Administrators' Salaries	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	30,842	74,020	444,123	444,123	-
2400 Clerical and Office Staff Salaries	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	9,536	22,887	137,319	137,319	-
	51,083	51,083	51,083	51,083	51,083	51,083	51,083	51,083	51,083	51,083	51,083	51,083	122,599	735,595	735,595	-
<b>Benefits</b>																
3101 STRS	413,820	521,425	521,425	521,425	521,425	521,425	521,425	521,425	521,425	521,425	521,425	521,425	-	6,149,499	6,149,499	-
3301 OASDI	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	2,639	-	31,671	31,671	-
3311 Medicare	32,037	40,175	40,175	40,175	40,175	40,175	40,175	40,175	40,175	40,175	40,175	40,175	-	473,964	473,964	-
3401 Health and Welfare	306,638	306,638	306,638	306,638	306,638	306,638	306,638	306,638	306,638	306,638	306,638	306,638	-	3,679,650	3,679,650	-
3501 State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	-	238,630	238,630	-
3601 Workers' Compensation	30,932	38,790	38,790	38,790	38,790	38,790	38,790	38,790	38,790	38,790	38,790	38,790	-	457,621	457,621	-
3901 Other Benefits	17,665	22,153	22,153	22,153	22,153	22,153	22,153	22,153	22,153	22,153	22,153	22,153	-	261,347	261,347	-
	815,662	943,752	943,752	943,752	943,752	943,752	991,478	979,546	955,683	943,752	943,752	943,752	-	11,292,382	11,292,382	-
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	50,950	50,950	50,950	50,950	50,950	50,950	50,950	50,950	50,950	50,950	50,950	50,950	-	611,400	611,400	-
4200 Books and Reference Materials	313,783	313,783	313,783	313,783	313,783	313,783	313,783	313,783	313,783	313,783	313,783	313,783	-	3,765,400	3,765,400	-
4302 School Supplies	-	1,037	1,650	196	655	-	-	2,030	275	7,349	56,853	56,853	-	126,900	126,900	-
4305 Software	397,092	397,092	397,092	397,092	397,092	397,092	397,092	397,092	397,092	397,092	397,092	397,092	-	4,765,100	4,765,100	-
4310 Office Expense	11,775	11,775	11,775	11,775	11,775	11,775	11,775	11,775	11,775	11,775	11,775	11,775	-	141,300	141,300	-
4311 Business Meals	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	3,242	-	38,900	38,900	-
4400 Noncapitalized Equipment	-	14,432	22,974	2,734	9,113	-	-	28,262	3,834	102,301	791,375	791,375	-	1,766,400	1,766,400	-
	776,842	792,311	801,466	779,772	786,609	776,842	776,842	807,134	780,951	886,493	1,625,070	1,625,070	-	11,215,400	11,215,400	-



**SoCal FY24-25 Budget**

**Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 4919.64

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	375,508	375,508	375,508	375,508	375,508	375,508	375,508	375,508	375,508	375,508	375,508	375,508	-	4,506,100	4,506,100	-
5103 Substitute Teacher	10,183	10,183	10,183	10,183	10,183	10,183	10,183	10,183	10,183	10,183	10,183	10,183	-	122,200	122,200	-
5106 Other Educational Consultants	-	5,658	9,007	1,072	3,573	-	-	11,080	1,503	40,106	310,251	310,251	-	692,500	692,500	-
5107 Instructional Services	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	27,308	-	327,700	327,700	-
	<b>413,000</b>	<b>418,658</b>	<b>422,007</b>	<b>414,072</b>	<b>416,573</b>	<b>413,000</b>	<b>413,000</b>	<b>424,080</b>	<b>414,503</b>	<b>453,106</b>	<b>723,251</b>	<b>723,251</b>	-	<b>5,648,500</b>	<b>5,648,500</b>	-
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	23,475	23,475	23,475	23,475	23,475	23,475	23,475	23,475	23,475	23,475	23,475	23,475	-	281,700	281,700	-
5300 Dues & Memberships	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	10,817	-	129,800	129,800	-
5400 Insurance	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	10,300	-	123,600	123,600	-
5501 Utilities	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	2,150	-	25,800	25,800	-
5502 Janitorial Services	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	-
5900 Communications	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	2,933	-	35,200	35,200	-
5901 Postage and Shipping	12,358	12,358	12,358	12,358	12,358	12,358	12,358	12,358	12,358	12,358	12,358	12,358	-	148,300	148,300	-
	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	<b>63,700</b>	-	<b>764,400</b>	<b>764,400</b>	-
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	34,308	34,308	34,308	34,308	34,308	34,308	34,308	34,308	34,308	34,308	34,308	34,308	-	411,700	411,700	-
5602 Additional Rent	12,108	12,108	12,108	12,108	12,108	12,108	12,108	12,108	12,108	12,108	12,108	12,108	-	145,300	145,300	-
5603 Equipment Leases	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	-	17,000	17,000	-
5604 Other Leases	13,450	13,450	13,450	13,450	13,450	13,450	13,450	13,450	13,450	13,450	13,450	13,450	-	161,400	161,400	-
5610 Repairs and Maintenance	950	950	950	950	950	950	950	950	950	950	950	950	-	11,400	11,400	-
	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	<b>62,233</b>	-	<b>746,800</b>	<b>746,800</b>	-
<b>Professional/Consulting Services</b>																
5801 IT	196,467	196,467	196,467	196,467	196,467	196,467	196,467	196,467	196,467	196,467	196,467	196,467	-	2,357,600	2,357,600	-
5802 Audit & Taxes	-	-	-	-	59,200	59,200	59,200	-	-	-	-	-	-	177,600	177,600	-
5803 Legal	19,900	19,900	19,900	19,900	19,900	19,900	19,900	19,900	19,900	19,900	19,900	19,900	-	238,800	238,800	-
5804 Professional Development	68,767	68,767	68,767	68,767	68,767	68,767	68,767	68,767	68,767	68,767	68,767	68,767	-	825,200	825,200	-
5805 General Consulting	110,042	110,042	110,042	110,042	110,042	110,042	110,042	110,042	110,042	110,042	110,042	110,042	-	1,320,500	1,320,500	-
5806 Special Activities/Field Trips	-	1,766	2,812	335	1,115	-	-	3,459	469	12,520	96,851	96,851	-	216,179	216,179	-
5807 Bank Charges	350	350	350	350	350	350	350	350	350	350	350	350	-	4,200	4,200	-
5808 Printing	150	150	150	150	150	150	150	150	150	150	150	150	-	1,800	1,800	-
5809 Other taxes and fees	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	6,342	-	76,100	76,100	-
5811 Management Fee	122,100	122,100	122,100	122,100	122,100	122,100	122,100	122,100	122,100	122,100	122,100	122,100	-	1,465,203	1,465,203	-
5812 District Oversight Fee	-	35,310	64,183	51,232	51,232	53,692	51,232	51,232	80,032	46,786	46,786	46,786	49,246	627,748	627,748	-
5815 Public Relations/Recruitment	85,808	85,808	85,808	85,808	85,808	85,808	85,808	85,808	85,808	85,808	85,808	85,808	-	1,029,700	1,029,700	-
	<b>609,925</b>	<b>647,001</b>	<b>676,920</b>	<b>720,691</b>	<b>721,472</b>	<b>722,817</b>	<b>661,157</b>	<b>664,616</b>	<b>690,427</b>	<b>669,231</b>	<b>753,563</b>	<b>753,563</b>	<b>49,246</b>	<b>8,340,629</b>	<b>8,340,629</b>	-
<b>Depreciation</b>																
6900 Depreciation Expense	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400	2,400	-
	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	<b>200</b>	-	<b>2,400</b>	<b>2,400</b>	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>4,959,241</b>	<b>5,708,914</b>	<b>5,751,337</b>	<b>5,765,479</b>	<b>5,775,598</b>	<b>5,763,602</b>	<b>5,749,668</b>	<b>5,782,568</b>	<b>5,748,756</b>	<b>5,859,774</b>	<b>6,952,827</b>	<b>6,952,827</b>	<b>171,845</b>	<b>70,942,436</b>	<b>70,942,436</b>	-
<b>Monthly Surplus (Deficit)</b>	<b>(4,953,875)</b>	<b>(1,907,660)</b>	<b>1,165,015</b>	<b>527,374</b>	<b>(108,590)</b>	<b>948,311</b>	<b>849,553</b>	<b>(177,216)</b>	<b>2,736,236</b>	<b>294,492</b>	<b>(1,792,430)</b>	<b>(1,792,430)</b>	<b>6,528,924</b>	<b>2,317,706</b>	<b>2,317,706</b>	-
														3.2%		



### SoCal FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 4919.64

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(4,953,875)	(1,907,660)	1,165,015	527,374	(108,590)	948,311	849,553	(177,216)	2,736,236	294,492	(1,792,430)	(1,792,430)	6,528,924	2,317,706		
Cash flows from operating activities																
Depreciation/Amortization	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400		
Public Funding Receivables	8,182,584	-	-	311,918	-	-	115,205	-	-	-	-	-	(6,700,769)	1,908,938	17,605,988	931,936
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(1,796,909)	-	-	-	-	-	-	-	-	-	-	-	171,845	(1,625,064)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(687,500)	-	-	(687,500)	-	-	(687,500)	-	-	(4,812,500)	(6,875,000)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>1,432,001</b>	<b>(1,907,460)</b>	<b>1,165,215</b>	<b>151,991</b>	<b>(108,390)</b>	<b>948,511</b>	<b>277,459</b>	<b>(177,016)</b>	<b>2,736,436</b>	<b>(392,808)</b>	<b>(1,792,230)</b>	<b>(1,792,230)</b>				
Cash, Beginning of Month	17,117,842	18,549,842	16,642,383	17,807,598	17,959,589	17,851,199	18,799,710	19,077,169	18,900,153	21,636,590	21,243,782	19,451,552				
<b>Cash, End of Month</b>	<b>18,549,842</b>	<b>16,642,383</b>	<b>17,807,598</b>	<b>17,959,589</b>	<b>17,851,199</b>	<b>18,799,710</b>	<b>19,077,169</b>	<b>18,900,153</b>	<b>21,636,590</b>	<b>21,243,782</b>	<b>19,451,552</b>	<b>17,659,322</b>				

Cert.	Instr.
64.0%	81.3%
17,605,988	931,936

Pupil:Teacher Ratio
20.40



### SoCal FY24-25 Budget

#### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 4919.64

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCF State Aid	-	989,030	989,030	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	1,780,253	19,780,592	17,786,476	1,994,116
8012 Education Protection Account	-	-	-	245,982	-	-	245,982	-	-	245,982	-	-	245,982	983,928	983,928	-
8096 In Lieu of Property Taxes	-	2,640,262	5,280,524	3,520,350	3,520,350	3,520,350	3,520,350	3,520,350	6,160,612	3,080,306	3,080,306	3,080,306	3,080,306	44,004,371	44,004,371	-
	-	3,629,292	6,269,554	5,546,585	5,300,603	5,300,603	5,546,585	5,300,603	7,940,865	5,106,541	4,860,559	4,860,559	5,106,541	64,768,891	62,774,775	1,994,116
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	31,978	31,978	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	639,553	639,553	-
8290 Title I, Part A - Basic Low Income	-	-	193,206	-	-	193,206	-	-	193,206	-	-	-	193,206	772,825	772,825	-
8291 Title II, Part A - Teacher Quality	-	-	34,596	-	-	34,596	-	-	34,596	-	-	-	34,596	138,384	138,384	-
8294 Title V, Part B - PCSG	-	-	15,414	-	-	15,414	-	-	15,414	-	-	15,414	-	61,655	61,655	-
	-	31,978	275,194	57,560	57,560	300,776	57,560	57,560	300,776	57,560	57,560	72,974	285,362	1,612,417	1,612,417	-
<b>Other State Revenue</b>																
8311 State Special Education	-	220,520	220,520	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	4,410,409	4,410,409	-
8550 Mandated Cost	-	-	-	-	-	176,373	-	-	-	-	-	-	-	176,373	177,172	(799)
8560 State Lottery	-	-	-	-	-	-	306,248	-	-	306,248	-	-	612,495	1,224,991	1,224,991	-
8599 Other State Revenue	-	-	-	-	1,693,357	-	-	-	-	651,291	-	-	260,516	2,605,164	2,995,982	(390,818)
	-	220,520	220,520	396,937	2,090,293	573,310	703,185	396,937	396,937	1,354,476	396,937	396,937	1,269,949	8,416,937	8,808,554	(391,617)
<b>Other Local Revenue</b>																
8660 Interest Revenue	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
<b>Total Revenue</b>	<b>5,366</b>	<b>3,887,156</b>	<b>6,770,634</b>	<b>6,006,448</b>	<b>7,453,822</b>	<b>6,180,055</b>	<b>6,312,696</b>	<b>5,760,466</b>	<b>8,643,944</b>	<b>6,523,943</b>	<b>5,320,422</b>	<b>5,335,836</b>	<b>6,661,852</b>	<b>74,862,641</b>	<b>73,260,142</b>	<b>1,602,499</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	1,773,582	-	21,282,984	20,865,670	(417,313)
1175 Teachers' Extra Duty/Stipends	-	574,647	574,647	574,647	574,647	574,647	574,647	574,647	574,647	574,647	574,647	574,647	-	6,321,122	6,197,178	(123,944)
1200 Pupil Support Salaries	191,563	191,563	191,563	191,563	191,563	191,563	191,563	191,563	191,563	191,563	191,563	191,563	-	2,298,757	2,253,684	(45,074)
1300 Administrators' Salaries	244,783	244,783	244,783	244,783	244,783	244,783	244,783	244,783	244,783	244,783	244,783	244,783	-	2,937,394	2,879,798	(57,596)
	2,209,928	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	2,784,575	-	32,840,257	32,196,330	(643,927)
<b>Classified Salaries</b>																
2100 Instructional Salaries	10,919	10,919	10,919	10,919	10,919	10,919	10,919	10,919	10,919	10,919	10,919	10,919	26,206	157,236	154,153	(3,083)
2300 Classified Administrators' Salaries	31,459	31,459	31,459	31,459	31,459	31,459	31,459	31,459	31,459	31,459	31,459	31,459	75,501	453,005	444,123	(8,882)
2400 Clerical and Office Staff Salaries	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	9,727	23,344	140,066	137,319	(2,746)
	52,105	52,105	52,105	52,105	52,105	52,105	52,105	52,105	52,105	52,105	52,105	52,105	125,051	750,307	735,595	(14,712)
<b>Benefits</b>																
3101 STRS	422,096	531,854	531,854	531,854	531,854	531,854	531,854	531,854	531,854	531,854	531,854	531,854	-	6,272,489	6,149,499	(122,990)
3301 OASDI	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	3,230	-	38,766	31,671	(7,094)
3311 Medicare	32,799	41,132	41,132	41,132	41,132	41,132	41,132	41,132	41,132	41,132	41,132	41,132	-	485,250	473,964	(11,286)
3401 Health and Welfare	312,770	312,770	312,770	312,770	312,770	312,770	312,770	312,770	312,770	312,770	312,770	312,770	-	3,753,243	3,679,650	(73,593)
3501 State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	11,932	-	238,630	238,630	-
3601 Workers' Compensation	31,668	39,714	39,714	39,714	39,714	39,714	39,714	39,714	39,714	39,714	39,714	39,714	-	468,517	457,621	(10,897)
3901 Other Benefits	18,086	22,680	22,680	22,680	22,680	22,680	22,680	22,680	22,680	22,680	22,680	22,680	-	267,570	261,347	(6,223)
	832,582	963,312	963,312	963,312	963,312	963,312	1,011,038	999,106	975,243	963,312	963,312	963,312	-	11,524,465	11,292,382	(232,083)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	51,969	-	623,628	611,400	(12,228)
4200 Books and Other Reference Mater	320,059	320,059	320,059	320,059	320,059	320,059	320,059	320,059	320,059	320,059	320,059	320,059	-	3,840,708	3,765,400	(75,308)
4302 School Supplies	-	1,058	1,683	200	668	-	-	2,071	281	7,496	57,990	57,990	-	129,438	126,900	(2,538)
4305 Software	405,034	405,034	405,034	405,034	405,034	405,034	405,034	405,034	405,034	405,034	405,034	405,034	-	4,860,402	4,765,100	(95,302)
4310 Office Expense	12,011	12,011	12,011	12,011	12,011	12,011	12,011	12,011	12,011	12,011	12,011	12,011	-	144,126	141,300	(2,826)
4311 Business Meals	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	3,307	-	39,678	38,900	(778)
4400 Noncapitalized Equipment	-	14,721	23,434	2,788	9,295	-	-	28,827	3,911	104,348	807,202	807,202	-	1,801,728	1,766,400	(35,328)
	792,379	808,157	817,496	795,367	802,341	792,379	792,379	823,277	796,570	904,222	1,657,571	1,657,571	-	11,439,708	11,215,400	(224,308)



### SoCal FY24-25 Budget

#### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 4919.64

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	383,019	383,019	383,019	383,019	383,019	383,019	383,019	383,019	383,019	383,019	383,019	383,019	-	4,596,222	4,506,100	(90,122)
5103 Substitute Teacher	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	10,387	-	124,644	122,200	(2,444)
5106 Other Educational Consultants	-	5,771	9,187	1,093	3,644	-	-	11,301	1,533	40,908	316,456	316,456	-	706,350	692,500	(13,850)
5107 Instructional Services	27,855	27,855	27,855	27,855	27,855	27,855	27,855	27,855	27,855	27,855	27,855	27,855	-	334,254	327,700	(6,554)
	<u>421,260</u>	<u>427,031</u>	<u>430,447</u>	<u>422,353</u>	<u>424,904</u>	<u>421,260</u>	<u>421,260</u>	<u>432,561</u>	<u>422,793</u>	<u>462,168</u>	<u>737,716</u>	<u>737,716</u>	-	<u>5,761,470</u>	<u>5,648,500</u>	<u>(112,970)</u>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	23,945	23,945	23,945	23,945	23,945	23,945	23,945	23,945	23,945	23,945	23,945	23,945	-	287,334	281,700	(5,634)
5300 Dues & Memberships	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	11,033	-	132,396	129,800	(2,596)
5400 Insurance	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	10,506	-	126,072	123,600	(2,472)
5501 Utilities	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	-	26,316	25,800	(516)
5502 Janitorial Services	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-	20,400	20,000	(400)
5900 Communications	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	2,992	-	35,904	35,200	(704)
5901 Postage and Shipping	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	12,606	-	151,266	148,300	(2,966)
	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	<u>64,974</u>	-	<u>779,688</u>	<u>764,400</u>	<u>(15,288)</u>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	34,995	34,995	34,995	34,995	34,995	34,995	34,995	34,995	34,995	34,995	34,995	34,995	-	419,934	411,700	(8,234)
5602 Additional Rent	12,351	12,351	12,351	12,351	12,351	12,351	12,351	12,351	12,351	12,351	12,351	12,351	-	148,206	145,300	(2,906)
5603 Equipment Leases	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	1,445	-	17,340	17,000	(340)
5604 Other Leases	13,719	13,719	13,719	13,719	13,719	13,719	13,719	13,719	13,719	13,719	13,719	13,719	-	164,628	161,400	(3,228)
5610 Repairs and Maintenance	969	969	969	969	969	969	969	969	969	969	969	969	-	11,628	11,400	(228)
	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	<u>63,478</u>	-	<u>761,736</u>	<u>746,800</u>	<u>(14,936)</u>
<b>Professional/Consulting Services</b>																
5801 IT	200,396	200,396	200,396	200,396	200,396	200,396	200,396	200,396	200,396	200,396	200,396	200,396	-	2,404,752	2,357,600	(47,152)
5802 Audit & Taxes	-	-	-	60,384	60,384	60,384	-	-	-	-	-	-	-	181,152	177,600	(3,552)
5803 Legal	20,298	20,298	20,298	20,298	20,298	20,298	20,298	20,298	20,298	20,298	20,298	20,298	-	243,576	238,800	(4,776)
5804 Professional Development	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	70,142	-	841,710	825,200	(16,510)
5805 General Consulting	112,243	112,243	112,243	112,243	112,243	112,243	112,243	112,243	112,243	112,243	112,243	112,243	-	1,346,910	1,320,500	(26,410)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	73,501	73,501	73,501	-	-	-	220,502	216,179	(4,324)
5807 Bank Charges	357	357	357	357	357	357	357	357	357	357	357	357	-	4,284	4,200	(84)
5808 Printing	153	153	153	153	153	153	153	153	153	153	153	153	-	1,836	1,800	(36)
5809 Other taxes and fees	6,469	6,469	6,469	6,469	6,469	6,469	6,469	6,469	6,469	6,469	6,469	6,469	-	77,622	76,100	(1,522)
5811 Management Fee	124,542	124,542	124,542	124,542	124,542	124,542	124,542	124,542	124,542	124,542	124,542	124,542	-	1,494,507	1,465,203	(29,304)
5812 District Oversight Fee	-	36,293	62,696	55,466	53,006	53,006	55,466	53,006	79,409	51,065	48,606	48,606	51,065	647,689	627,748	(19,941)
5815 Public Relations/Recruitment	87,525	87,525	87,525	87,525	87,525	87,525	87,525	87,525	87,525	87,525	87,525	87,525	-	1,050,294	1,029,700	(20,594)
	<u>622,124</u>	<u>658,417</u>	<u>684,819</u>	<u>737,974</u>	<u>735,514</u>	<u>735,514</u>	<u>677,590</u>	<u>748,630</u>	<u>775,033</u>	<u>746,690</u>	<u>670,729</u>	<u>670,729</u>	51,065	<u>8,514,828</u>	<u>8,340,629</u>	<u>(174,199)</u>
<b>Depreciation</b>																
6900 Depreciation Expense	204	204	204	204	204	204	204	204	204	204	204	204	-	2,448	2,400	(48)
	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	<u>204</u>	-	<u>2,448</u>	<u>2,400</u>	<u>(48)</u>
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>5,059,033</b>	<b>5,822,253</b>	<b>5,861,410</b>	<b>5,884,342</b>	<b>5,891,407</b>	<b>5,877,800</b>	<b>5,867,602</b>	<b>5,968,911</b>	<b>5,934,975</b>	<b>6,041,729</b>	<b>6,994,664</b>	<b>6,994,664</b>	<b>176,117</b>	<b>72,374,906</b>	<b>70,942,436</b>	<b>(1,432,470)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(5,053,667)</b>	<b>(1,935,097)</b>	<b>909,225</b>	<b>122,106</b>	<b>1,562,416</b>	<b>302,255</b>	<b>445,094</b>	<b>(208,445)</b>	<b>2,708,969</b>	<b>482,214</b>	<b>(1,674,242)</b>	<b>(1,658,828)</b>	<b>6,485,735</b>	<b>2,487,734</b>	<b>2,317,706</b>	<b>170,028</b>



### SoCal FY24-25 Budget

#### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 4919.64

#### Cash Flow Adjustments

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(5,053,667)	(1,935,097)	909,225	122,106	1,562,416	302,255	445,094	(208,445)	2,708,969	482,214	(1,674,242)	(1,658,828)	6,485,735	2,487,734		
Cash flows from operating activities																
Depreciation/Amortization	204	204	204	204	204	204	204	204	204	204	204	204	-	2,448		
Public Funding Receivables	4,924,604	-	709,638	-	-	612,252	454,276	-	-	-	-	-	(6,661,852)	38,917		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(171,845)	-	-	-	-	-	-	-	-	-	-	-	176,117	4,271		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(589,796)	-	-	(589,796)	-	-	(589,796)	-	-	(4,128,569)	(5,897,955)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(300,704)</b>	<b>(1,934,893)</b>	<b>1,619,067</b>	<b>(467,485)</b>	<b>1,562,620</b>	<b>914,710</b>	<b>309,778</b>	<b>(208,241)</b>	<b>2,709,173</b>	<b>(107,377)</b>	<b>(1,674,038)</b>	<b>(1,658,624)</b>				
Cash, Beginning of Month	17,659,322	17,358,618	15,423,725	17,042,792	16,575,307	18,137,927	19,052,637	19,362,415	19,154,173	21,863,346	21,755,969	20,081,931				
<b>Cash, End of Month</b>	<b>17,358,618</b>	<b>15,423,725</b>	<b>17,042,792</b>	<b>16,575,307</b>	<b>18,137,927</b>	<b>19,052,637</b>	<b>19,362,415</b>	<b>19,154,173</b>	<b>21,863,346</b>	<b>21,755,969</b>	<b>20,081,931</b>	<b>18,423,306</b>				

**SoCal FY24-25 Budget**  
**Monthly Cash Flow/Forecast FY26-27**  
 Revised 5/29/24



ADA = 4919.64

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCF State Aid	-	1,088,788	1,088,788	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	1,959,819	21,775,768	19,780,592	1,995,175
8012 Education Protection Account	-	-	-	245,982	-	-	245,982	-	245,982	-	-	-	245,982	983,928	983,928	-
8096 In Lieu of Property Taxes	-	2,640,262	5,280,524	3,520,350	3,520,350	3,520,350	3,520,350	3,520,350	6,160,612	3,080,306	3,080,306	3,080,306	3,080,306	44,004,371	44,004,371	-
	-	3,729,051	6,369,313	5,726,151	5,480,169	5,480,169	5,726,151	5,480,169	8,120,431	5,286,107	5,040,125	5,040,125	5,286,107	66,764,066	64,768,891	1,995,175
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	31,978	31,978	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	639,553	639,553	-
8290 Title I, Part A - Basic Low Income	-	-	193,206	-	-	193,206	-	-	193,206	-	-	-	193,206	772,825	772,825	-
8291 Title II, Part A - Teacher Quality	-	-	34,596	-	-	34,596	-	-	34,596	-	-	-	34,596	138,384	138,384	-
8294 Title V, Part B - PCSG	-	-	15,414	-	-	15,414	-	-	15,414	-	-	-	15,414	61,655	61,655	-
	-	31,978	275,194	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	57,560	285,362	1,612,417	1,612,417	-
<b>Other State Revenue</b>																
8311 State Special Education	-	220,520	220,520	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	396,937	4,410,409	4,410,409	-
8550 Mandated Cost	-	-	-	-	-	176,373	-	-	-	-	-	-	729	177,102	176,373	729
8560 State Lottery	-	-	-	-	-	-	306,248	-	-	306,248	-	-	612,495	1,224,991	1,224,991	-
8599 Other State Revenue	-	-	-	-	1,362,388	-	-	-	-	523,996	-	-	209,598	2,095,982	2,605,164	(509,182)
	-	220,520	220,520	396,937	1,759,325	573,310	703,185	396,937	396,937	1,227,180	396,937	396,937	1,219,759	7,908,484	8,416,937	(508,453)
<b>Other Local Revenue</b>																
8660 Interest Revenue	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	5,366	-	64,395	64,395	-
<b>Total Revenue</b>	<b>5,366</b>	<b>3,986,915</b>	<b>6,870,393</b>	<b>6,186,014</b>	<b>7,302,420</b>	<b>6,359,621</b>	<b>6,492,261</b>	<b>5,940,032</b>	<b>8,823,510</b>	<b>6,576,213</b>	<b>5,499,988</b>	<b>5,515,402</b>	<b>6,791,228</b>	<b>76,349,363</b>	<b>74,862,641</b>	<b>1,486,722</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	1,809,054	-	21,708,643	21,282,984	(425,660)
1175 Teachers' Extra Duty/Stipends	-	586,140	586,140	586,140	586,140	586,140	586,140	586,140	586,140	586,140	586,140	586,140	-	6,447,544	6,321,122	(126,422)
1200 Pupil Support Salaries	195,394	195,394	195,394	195,394	195,394	195,394	195,394	195,394	195,394	195,394	195,394	195,394	-	2,344,732	2,298,575	(45,975)
1300 Administrators' Salaries	249,678	249,678	249,678	249,678	249,678	249,678	249,678	249,678	249,678	249,678	249,678	249,678	-	2,996,142	2,937,394	(58,748)
	2,254,126	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	2,840,267	-	33,497,062	32,840,257	(656,805)
<b>Classified Salaries</b>																
2100 Instructional Salaries	11,138	11,138	11,138	11,138	11,138	11,138	11,138	11,138	11,138	11,138	11,138	11,138	26,730	160,381	157,236	(3,145)
2300 Classified Administrators' Salaries	32,088	32,088	32,088	32,088	32,088	32,088	32,088	32,088	32,088	32,088	32,088	32,088	77,011	462,065	453,005	(9,060)
2400 Clerical and Office Staff Salaries	9,921	9,921	9,921	9,921	9,921	9,921	9,921	9,921	9,921	9,921	9,921	9,921	23,811	142,867	140,066	(2,801)
	53,147	53,147	53,147	53,147	53,147	53,147	53,147	53,147	53,147	53,147	53,147	53,147	127,552	765,313	750,307	(15,006)
<b>Benefits</b>																
3101 STRS	430,538	542,491	542,491	542,491	542,491	542,491	542,491	542,491	542,491	542,491	542,491	542,491	-	6,397,939	6,272,489	(125,450)
3301 OASDI	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	3,295	-	39,541	38,766	(775)
3311 Medicare	33,455	41,954	41,954	41,954	41,954	41,954	41,954	41,954	41,954	41,954	41,954	41,954	-	494,955	485,250	(9,705)
3401 Health and Welfare	319,026	319,026	319,026	319,026	319,026	319,026	319,026	319,026	319,026	319,026	319,026	319,026	-	3,828,308	3,753,243	(75,065)
3501 State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	11,932	-	238,630	238,630	-
3601 Workers' Compensation	32,302	40,508	40,508	40,508	40,508	40,508	40,508	40,508	40,508	40,508	40,508	40,508	-	477,888	468,517	(9,370)
3901 Other Benefits	18,448	23,134	23,134	23,134	23,134	23,134	23,134	23,134	23,134	23,134	23,134	23,134	-	272,921	267,570	(5,351)
	848,995	982,339	982,339	982,339	982,339	982,339	1,030,065	1,018,134	994,271	982,339	982,339	982,339	-	11,750,182	11,524,465	(225,717)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mate	53,008	53,008	53,008	53,008	53,008	53,008	53,008	53,008	53,008	53,008	53,008	53,008	-	636,101	623,628	(12,473)
4200 Books and Other Reference Materi	326,460	326,460	326,460	326,460	326,460	326,460	326,460	326,460	326,460	326,460	326,460	326,460	-	3,917,522	3,840,708	(76,814)
4302 School Supplies	-	1,079	1,717	204	681	-	-	2,112	287	7,646	59,150	59,150	-	132,027	129,438	(2,589)
4305 Software	413,134	413,134	413,134	413,134	413,134	413,134	413,134	413,134	413,134	413,134	413,134	413,134	-	4,957,610	4,860,402	(97,208)
4310 Office Expense	12,251	12,251	12,251	12,251	12,251	12,251	12,251	12,251	12,251	12,251	12,251	12,251	-	147,009	144,126	(2,883)
4311 Business Meals	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	3,373	-	40,472	39,678	(794)
4400 Noncapitalized Equipment	-	15,015	23,902	2,844	9,481	-	-	29,404	3,989	106,434	823,346	823,346	-	1,837,763	1,801,728	(36,035)
	808,226	824,320	833,846	811,274	818,388	808,226	808,226	839,742	812,501	922,307	1,690,723	1,690,723	-	11,668,502	11,439,708	(228,794)

**SoCal FY24-25 Budget**  
**Monthly Cash Flow/Forecast FY26-27**  
 Revised 5/29/24



ADA = 4919.64

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	390,679	390,679	390,679	390,679	390,679	390,679	390,679	390,679	390,679	390,679	390,679	390,679	-	4,688,146	4,596,222	(91,924)
5103 Substitute Teacher	10,595	10,595	10,595	10,595	10,595	10,595	10,595	10,595	10,595	10,595	10,595	10,595	-	127,137	124,644	(2,493)
5106 Other Educational Consultants	-	5,887	9,371	1,115	3,717	-	-	11,528	1,564	41,727	322,785	322,785	-	720,477	706,350	(14,127)
5107 Instructional Services	28,412	28,412	28,412	28,412	28,412	28,412	28,412	28,412	28,412	28,412	28,412	28,412	-	340,939	334,254	(6,685)
	429,685	435,572	439,056	430,800	433,402	429,685	429,685	441,213	431,249	471,412	752,470	752,470	-	5,876,699	5,761,470	(115,229)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	24,423	24,423	24,423	24,423	24,423	24,423	24,423	24,423	24,423	24,423	24,423	24,423	-	293,081	287,334	(5,747)
5300 Dues & Memberships	11,254	11,254	11,254	11,254	11,254	11,254	11,254	11,254	11,254	11,254	11,254	11,254	-	135,044	132,396	(2,648)
5400 Insurance	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	10,716	-	128,593	126,072	(2,521)
5501 Utilities	2,237	2,237	2,237	2,237	2,237	2,237	2,237	2,237	2,237	2,237	2,237	2,237	-	26,842	26,316	(526)
5502 Janitorial Services	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	1,734	-	20,808	20,400	(408)
5900 Communications	3,052	3,052	3,052	3,052	3,052	3,052	3,052	3,052	3,052	3,052	3,052	3,052	-	36,622	35,904	(718)
5901 Postage and Shipping	12,858	12,858	12,858	12,858	12,858	12,858	12,858	12,858	12,858	12,858	12,858	12,858	-	154,291	151,266	(3,025)
	66,273	66,273	66,273	66,273	66,273	66,273	66,273	66,273	66,273	66,273	66,273	66,273	-	795,282	779,688	(15,594)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	35,694	35,694	35,694	35,694	35,694	35,694	35,694	35,694	35,694	35,694	35,694	35,694	-	428,333	419,934	(8,399)
5602 Additional Rent	12,598	12,598	12,598	12,598	12,598	12,598	12,598	12,598	12,598	12,598	12,598	12,598	-	151,170	148,206	(2,964)
5603 Equipment Leases	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	1,474	-	17,687	17,340	(347)
5604 Other Leases	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	13,993	-	167,921	164,628	(3,293)
5610 Repairs and Maintenance	988	988	988	988	988	988	988	988	988	988	988	988	-	11,861	11,628	(233)
	64,748	64,748	64,748	64,748	64,748	64,748	64,748	64,748	64,748	64,748	64,748	64,748	-	776,971	761,736	(15,235)
<b>Professional/Consulting Services</b>																
5801 IT	204,404	204,404	204,404	204,404	204,404	204,404	204,404	204,404	204,404	204,404	204,404	204,404	-	2,452,847	2,404,752	(48,095)
5802 Audit & Taxes	-	-	-	61,592	61,592	61,592	-	-	-	-	-	-	-	184,775	181,152	(3,623)
5803 Legal	20,704	20,704	20,704	20,704	20,704	20,704	20,704	20,704	20,704	20,704	20,704	20,704	-	248,448	243,576	(4,872)
5804 Professional Development	71,545	71,545	71,545	71,545	71,545	71,545	71,545	71,545	71,545	71,545	71,545	71,545	-	858,538	841,704	(16,834)
5805 General Consulting	114,487	114,487	114,487	114,487	114,487	114,487	114,487	114,487	114,487	114,487	114,487	114,487	-	1,373,848	1,346,910	(26,938)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	74,971	74,971	74,971	-	-	-	224,912	220,502	(4,410)
5807 Bank Charges	364	364	364	364	364	364	364	364	364	364	364	364	-	4,370	4,284	(86)
5808 Printing	156	156	156	156	156	156	156	156	156	156	156	156	-	1,873	1,836	(37)
5809 Other taxes and fees	6,598	6,598	6,598	6,598	6,598	6,598	6,598	6,598	6,598	6,598	6,598	6,598	-	79,174	77,622	(1,552)
5811 Management Fee	127,033	127,033	127,033	127,033	127,033	127,033	127,033	127,033	127,033	127,033	127,033	127,033	-	1,524,397	1,494,507	(29,890)
5812 District Oversight Fee	-	37,291	63,693	57,262	54,802	54,802	57,262	54,802	81,204	52,861	50,401	50,401	52,861	667,641	647,689	(19,952)
5815 Public Relations/Recruitment	89,275	89,275	89,275	89,275	89,275	89,275	89,275	89,275	89,275	89,275	89,275	89,275	-	1,071,300	1,050,294	(21,006)
	634,566	671,857	698,259	753,419	750,960	750,960	691,828	764,339	790,741	762,398	684,967	684,967	52,861	8,692,122	8,514,828	(177,295)
<b>Depreciation</b>																
6900 Depreciation Expense	208	208	208	208	208	208	208	208	208	208	208	208	-	2,497	2,448	(49)
	208	208	208	208	208	208	208	208	208	208	208	208	-	2,497	2,448	(49)
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>5,159,975</b>	<b>5,938,731</b>	<b>5,978,143</b>	<b>6,002,476</b>	<b>6,009,732</b>	<b>5,995,853</b>	<b>5,984,447</b>	<b>6,088,070</b>	<b>6,053,405</b>	<b>6,163,099</b>	<b>7,135,142</b>	<b>7,135,142</b>	<b>180,413</b>	<b>73,824,630</b>	<b>72,374,906</b>	<b>(1,449,724)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(5,154,609)</b>	<b>(1,951,816)</b>	<b>892,250</b>	<b>183,538</b>	<b>1,292,688</b>	<b>363,768</b>	<b>507,814</b>	<b>(148,039)</b>	<b>2,770,105</b>	<b>413,114</b>	<b>(1,635,155)</b>	<b>(1,619,741)</b>	<b>6,610,815</b>	<b>2,524,733</b>	<b>2,487,734</b>	<b>36,999</b>

**SoCal FY24-25 Budget**  
**Monthly Cash Flow/Forecast FY26-27**

Revised 5/29/24

ADA = 4919.64



	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(5,154,609)	(1,951,816)	892,250	183,538	1,292,688	363,768	507,814	(148,039)	2,770,105	413,114	(1,635,155)	(1,619,741)	6,610,815	2,524,733		
Cash flows from operating activities																
Depreciation/Amortization	208	208	208	208	208	208	208	208	208	208	208	208	-	2,497		
Public Funding Receivables	5,106,541	-	612,495	-	-	-	942,815	-	-	-	-	-	(6,791,228)	(129,376)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(176,117)	-	-	-	-	-	-	-	-	-	-	-	180,413	4,297		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(462,500)	-	-	(462,500)	-	-	(462,500)	-	-	(3,237,500)	(4,625,000)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(223,976)</b>	<b>(1,951,608)</b>	<b>1,504,954</b>	<b>(278,754)</b>	<b>1,292,896</b>	<b>363,976</b>	<b>988,338</b>	<b>(147,831)</b>	<b>2,770,313</b>	<b>(49,178)</b>	<b>(1,634,946)</b>	<b>(1,619,533)</b>				
Cash, Beginning of Month	18,423,306	18,199,330	16,247,722	17,752,676	17,473,922	18,766,818	19,130,794	20,119,131	19,971,300	22,741,613	22,692,435	21,057,489				
<b>Cash, End of Month</b>	<b>18,199,330</b>	<b>16,247,722</b>	<b>17,752,676</b>	<b>17,473,922</b>	<b>18,766,818</b>	<b>19,130,794</b>	<b>20,119,131</b>	<b>19,971,300</b>	<b>22,741,613</b>	<b>22,692,435</b>	<b>21,057,489</b>	<b>19,437,956</b>				

# Central Valley FY24-25 Budget

Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	826.13	826.13	826.13
Average Daily Attendance	809.61	809.61	809.61
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 7,799,332	\$ 8,098,579	\$ 8,363,097
8012 Education Protection Account	3,002,510	3,090,483	3,185,668
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	487,783	487,783	487,783
	<u>11,289,624</u>	<u>11,676,845</u>	<u>12,036,548</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	105,249	105,249	105,249
8290 Title I, Part A - Basic Low Income	143,239	143,239	143,239
8291 Title II, Part A - Teacher Quality	22,752	22,752	22,752
8294 Title V, Part B - PCSG	11,187	11,187	11,187
8296 Other Federal Revenue	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>282,427</u>	<u>282,427</u>	<u>282,427</u>
<b>Other State Revenue</b>			
8311 State Special Education	725,808	725,808	725,808
8550 Mandated Cost	28,252	28,051	28,253
8560 State Lottery	201,593	201,593	201,593
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	516,137	415,481	340,481
	<u>1,471,790</u>	<u>1,370,933</u>	<u>1,296,135</u>
<b>Other Local Revenue</b>			
8689 Other Fees and Contracts	-	-	-
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Revenue</b>	<b>\$ 13,043,841</b>	<b>\$ 13,330,206</b>	<b>\$ 13,615,110</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	3,424,653	3,493,146	3,563,009
1175 Teachers' Extra Duty/Stipends	1,017,134	1,037,477	1,058,226
1200 Pupil Support Salaries	369,894	377,292	384,838
1300 Administrators' Salaries	472,657	482,110	491,753
	<u>5,284,338</u>	<u>5,390,025</u>	<u>5,497,826</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	25,301	25,807	26,323
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	72,893	74,351	75,838
2400 Clerical and Office Staff Salaries	22,538	22,989	23,449
	<u>120,732</u>	<u>123,147</u>	<u>125,610</u>
<b>Benefits</b>			
3101 STRS	1,009,309	1,029,495	1,050,085
3202 PERS	-	-	-
3301 OASDI	5,198	6,363	6,490
3311 Medicare	77,791	79,643	81,236
3401 Health and Welfare	611,207	623,431	635,899
3501 State Unemployment	237,853	238,024	238,183
3601 Workers' Compensation	75,109	76,897	78,435
3901 Other Benefits	42,895	43,916	44,794
	<u>2,059,361</u>	<u>2,097,769</u>	<u>2,135,123</u>

## Central Valley FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	85,000	86,700	88,434
4200 Books and Other Materials	617,400	629,748	642,343
4302 School Supplies	9,600	9,792	9,988
4305 Software	734,400	749,088	764,070
4310 Office Expense	19,200	19,584	19,976
4311 Business Meals	5,800	5,916	6,034
4400 Noncapitalized Equipment	486,100	495,822	505,738
	<u>1,957,500</u>	<u>1,996,650</u>	<u>2,036,583</u>
<b>Subagreement Services</b>			
5102 Special Education	847,400	864,348	881,635
5103 Substitute Teacher	20,300	20,706	21,120
5106 Other Educational Consultants	793,200	809,064	825,245
5107 Instructional Services	24,300	24,786	25,282
	<u>1,685,200</u>	<u>1,718,904</u>	<u>1,753,282</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	500	510	520
5300 Dues & Memberships	19,500	19,890	20,288
5400 Insurance	14,900	15,198	15,502
5501 Utilities	600	612	624
5502 Janitorial Services	1,200	1,224	1,248
5900 Communications	2,400	2,448	2,497
5901 Postage and Shipping	27,000	27,540	28,091
	<u>66,100</u>	<u>67,422</u>	<u>68,770</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	8,200	8,364	8,531
5602 Additional Rent	11,200	11,424	11,652
5603 Equipment Leases	2,500	2,550	2,601
5604 Other Leases	16,100	16,422	16,750
5610 Repairs and Maintenance	400	408	416
	<u>38,400</u>	<u>39,168</u>	<u>39,951</u>
<b>Professional/Consulting Services</b>			
5801 IT	552,900	563,958	575,237
5802 Audit & Taxes	62,400	63,648	64,921
5803 Legal	7,800	7,956	8,115
5804 Professional Development	110,300	112,506	114,756
5805 General Consulting	174,020	177,500	181,050
5806 Special Activities/Field Trips	28,039	28,600	29,172
5807 Bank Charges	1,100	1,122	1,144
5808 Printing	300	306	312
5809 Other taxes and fees	8,100	8,262	8,427
5810 Payroll Service Fee	-	-	-
5811 Management Fee	260,877	266,094	271,416
5812 District Oversight Fee	112,896	116,768	120,365
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	135,900	138,618	141,390
	<u>1,454,632</u>	<u>1,485,339</u>	<u>1,516,307</u>
<b>Depreciation</b>			
	-	-	-
<b>Interest</b>			
	-	-	-
<b>Total Expenses</b>	<b>\$ 12,666,264</b>	<b>\$ 12,918,424</b>	<b>\$ 13,173,452</b>
<b>Surplus (Deficit)</b>	<b>\$ 377,578</b>	<b>\$ 411,782</b>	<b>\$ 441,658</b>
	3%	3%	3%
Fund Balance, Beginning of Year	\$ 4,542,423	\$ 4,920,001	\$ 5,331,783
Fund Balance, End of Year	<u>\$ 4,920,001</u>	<u>\$ 5,331,783</u>	<u>\$ 5,773,441</u>
	38.8%	41.3%	43.8%

## Central Valley FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(1,344,214)	(1,346,612)	(1,426,829)
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	2,417,019	1,756,496	1,794,275
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	-	(34,705)	(35,881)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(356,742)	(281,250)	(225,000)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>716,063</b>	<b>93,929</b>	<b>106,565</b>
Cash, Beginning of Year	5,627,376	6,343,439	6,437,368
<b>Cash, End of Year</b>	<b>\$ 6,343,439</b>	<b>\$ 6,437,368</b>	<b>\$ 6,543,933</b>

### Central Valley FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 809.61



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 809.61</b>																	
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011	LCFF State Aid	-	398,812	398,812	717,862	717,862	717,862	717,862	717,862	718,499	718,499	718,499	718,499	538,400	7,799,332	7,799,332	-
8012	Education Protection Account	-	-	705,601	-	-	705,601	-	-	705,601	-	-	-	885,707	3,002,510	3,002,510	-
8096	In Lieu of Property Taxes	-	29,255	58,511	39,007	39,007	39,007	39,007	39,007	68,327	34,164	34,164	34,164	34,164	487,783	487,783	-
		-	428,067	1,162,924	756,869	756,869	1,462,470	756,869	756,869	1,492,428	752,663	752,663	752,663	1,458,270	11,289,624	11,289,624	-
<b>Federal Revenue</b>																	
8181	Special Education - Entitlement	-	5,260	5,260	9,469	9,469	9,469	9,469	9,469	9,477	9,477	9,477	9,477	9,477	105,249	105,249	-
8290	Title I, Part A - Basic Low Income	-	-	35,810	-	-	107,429	-	-	-	-	-	-	-	143,239	143,239	-
8291	Title II, Part A - Teacher Quality	-	-	5,688	-	-	17,064	-	-	-	-	-	-	-	22,752	22,752	-
8294	Title V, Part B - PCSG	-	-	-	-	11,187	-	-	-	-	-	-	-	-	11,187	11,187	-
		-	5,260	46,758	9,469	20,656	133,962	9,469	9,469	9,477	9,477	9,477	9,477	9,477	282,427	282,427	-
<b>Other State Revenue</b>																	
8311	State Special Education	-	36,276	36,276	65,297	65,297	65,297	65,297	65,297	65,355	65,355	65,355	65,355	65,355	725,808	725,808	-
8550	Mandated Cost	-	-	-	-	-	28,252	-	-	-	-	-	-	-	28,252	28,252	-
8560	State Lottery	-	-	-	-	-	-	50,378	-	-	50,378	-	-	100,837	201,593	201,593	-
8599	Other State Revenue	-	2,024	2,024	122,557	3,643	3,643	122,557	3,643	3,643	122,557	3,643	3,643	122,557	516,137	516,137	-
		-	38,300	38,300	187,854	68,940	97,191	238,232	68,940	68,998	238,290	68,998	68,998	288,749	1,471,790	1,471,790	-
<b>Other Local Revenue</b>																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>		-	471,628	1,247,982	954,192	846,465	1,693,623	1,004,570	835,278	1,570,903	1,000,430	831,138	831,138	1,756,496	13,043,841	13,043,841	-
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	285,388	285,388	285,388	285,388	285,388	285,388	285,388	285,388	285,388	285,388	285,388	285,388	-	3,424,653	3,424,653	-
1175	Teachers' Extra Duty/Stipends	-	92,467	92,467	92,467	92,467	92,467	92,467	92,467	92,467	92,467	92,467	92,467	-	1,017,134	1,017,134	-
1200	Pupil Support Salaries	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	30,824	-	369,894	369,894	-
1300	Administrators' Salaries	39,388	39,388	39,388	39,388	39,388	39,388	39,388	39,388	39,388	39,388	39,388	39,388	-	472,657	472,657	-
		355,600	448,067	448,067	448,067	448,067	448,067	448,067	448,067	448,067	448,067	448,067	448,067	-	5,284,338	5,284,338	-
<b>Classified Salaries</b>																	
2100	Instructional Salaries	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	1,757	4,217	25,301	25,301	-
2300	Classified Administrators' Salaries	5,062	5,062	5,062	5,062	5,062	5,062	5,062	5,062	5,062	5,062	5,062	5,062	12,149	72,893	72,893	-
2400	Clerical and Office Staff Salaries	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	1,565	3,756	22,538	22,538	-
		8,384	8,384	8,384	8,384	8,384	8,384	8,384	8,384	8,384	8,384	8,384	8,384	20,122	120,732	120,732	-
<b>Benefits</b>																	
3101	STRS	67,920	85,581	85,581	85,581	85,581	85,581	85,581	85,581	85,581	85,581	85,581	85,581	-	1,009,309	1,009,309	-
3301	OASDI	433	433	433	433	433	433	433	433	433	433	433	433	-	5,198	5,198	-
3311	Medicare	5,258	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	6,594	-	77,791	77,791	-
3401	Health and Welfare	50,934	50,934	50,934	50,934	50,934	50,934	50,934	50,934	50,934	50,934	50,934	50,934	-	611,207	611,207	-
3501	State Unemployment	11,893	11,893	11,893	11,893	11,893	11,893	59,463	47,571	23,785	11,893	11,893	11,893	-	237,853	237,853	-
3601	Workers' Compensation	5,077	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	-	75,109	75,109	-
3901	Other Benefits	2,899	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	-	42,895	42,895	-
		144,414	165,437	165,437	165,437	165,437	165,437	213,008	201,115	177,330	165,437	165,437	165,437	-	2,059,361	2,059,361	-



### Central Valley FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 809.61

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	-	85,000	85,000	-
4200 Books and Reference Materials	51,450	51,450	51,450	51,450	51,450	51,450	51,450	51,450	51,450	51,450	51,450	51,450	-	617,400	617,400	-
4302 School Supplies	-	177	35	34	112	-	-	73	64	1,636	3,735	3,735	-	9,600	9,600	-
4305 Software	61,200	61,200	61,200	61,200	61,200	61,200	61,200	61,200	61,200	61,200	61,200	61,200	-	734,400	734,400	-
4310 Office Expense	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	-	19,200	19,200	-
4311 Business Meals	483	483	483	483	483	483	483	483	483	483	483	483	-	5,800	5,800	-
4400 Noncapitalized Equipment	-	8,971	1,773	1,699	5,664	-	-	3,691	3,220	82,842	189,120	189,120	-	486,100	486,100	-
	121,817	130,965	123,624	123,549	127,593	121,817	121,817	125,581	125,100	206,294	314,672	314,672	-	1,957,500	1,957,500	-
<b>Subagreement Services</b>																
5102 Special Education	70,617	70,617	70,617	70,617	70,617	70,617	70,617	70,617	70,617	70,617	70,617	70,617	-	847,400	847,400	-
5103 Substitute Teacher	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	1,692	-	20,300	20,300	-
5106 Other Educational Consultants	-	14,639	2,892	2,773	9,243	-	-	6,023	5,254	135,178	308,599	308,599	-	793,200	793,200	-
5107 Instructional Services	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	2,025	-	24,300	24,300	-
	74,333	88,972	77,226	77,106	83,576	74,333	74,333	80,356	79,588	209,511	382,933	382,933	-	1,685,200	1,685,200	-
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
5300 Dues & Memberships	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	1,625	-	19,500	19,500	-
5400 Insurance	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	1,242	-	14,900	14,900	-
5501 Utilities	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5502 Janitorial Services	100	100	100	100	100	100	100	100	100	100	100	100	-	1,200	1,200	-
5900 Communications	200	200	200	200	200	200	200	200	200	200	200	200	-	2,400	2,400	-
5901 Postage and Shipping	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	-	27,000	27,000	-
	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	5,508	-	66,100	66,100	-
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	683	683	683	683	683	683	683	683	683	683	683	683	-	8,200	8,200	-
5602 Additional Rent	933	933	933	933	933	933	933	933	933	933	933	933	-	11,200	11,200	-
5603 Equipment Leases	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	-
5604 Other Leases	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	1,342	-	16,100	16,100	-
5610 Repairs and Maintenance	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	3,200	-	38,400	38,400	-
<b>Professional/Consulting Services</b>																
5801 IT	46,075	46,075	46,075	46,075	46,075	46,075	46,075	46,075	46,075	46,075	46,075	46,075	-	552,900	552,900	-
5802 Audit & Taxes	-	-	-	20,800	20,800	20,800	-	-	-	-	-	-	-	62,400	62,400	-
5803 Legal	650	650	650	650	650	650	650	650	650	650	650	650	-	7,800	7,800	-
5804 Professional Development	9,192	9,192	9,192	9,192	9,192	9,192	9,192	9,192	9,192	9,192	9,192	9,192	-	110,300	110,300	-
5805 General Consulting	14,502	14,502	14,502	14,502	14,502	14,502	14,502	14,502	14,502	14,502	14,502	14,502	-	174,020	174,020	-
5806 Special Activities/Field Trips	-	517	102	98	327	-	-	213	186	4,778	10,909	10,909	-	28,039	28,039	-
5807 Bank Charges	92	92	92	92	92	92	92	92	92	92	92	92	-	1,100	1,100	-
5808 Printing	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5809 Other taxes and fees	675	675	675	675	675	675	675	675	675	675	675	675	-	8,100	8,100	-
5811 Management Fee	21,740	21,740	21,740	21,740	21,740	21,740	21,740	21,740	21,740	21,740	21,740	21,740	-	260,877	260,877	-
5812 District Oversight Fee	-	4,281	11,629	7,569	7,569	14,625	7,569	7,569	14,924	7,527	7,527	7,527	14,583	112,896	112,896	-
5815 Public Relations/Recruitment	11,325	11,325	11,325	11,325	11,325	11,325	11,325	11,325	11,325	11,325	11,325	11,325	-	135,900	135,900	-
	104,275	109,073	116,006	132,741	132,970	139,699	111,843	112,056	119,385	116,580	122,710	122,710	14,583	1,454,632	1,454,632	-
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>817,531</b>	<b>959,606</b>	<b>947,453</b>	<b>963,993</b>	<b>974,736</b>	<b>966,446</b>	<b>986,161</b>	<b>984,268</b>	<b>966,562</b>	<b>1,162,982</b>	<b>1,450,911</b>	<b>1,450,911</b>	<b>34,705</b>	<b>12,666,264</b>	<b>12,666,264</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(817,531)</b>	<b>(487,978)</b>	<b>300,529</b>	<b>(9,802)</b>	<b>(128,271)</b>	<b>727,177</b>	<b>18,409</b>	<b>(148,990)</b>	<b>604,341</b>	<b>(162,552)</b>	<b>(619,773)</b>	<b>(619,773)</b>	<b>1,721,791</b>	<b>377,578</b>	<b>377,578</b>	<b>-</b>
														3.0%		

### Central Valley FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 809.61



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(817,531)	(487,978)	300,529	(9,802)	(128,271)	727,177	18,409	(148,990)	604,341	(162,552)	(619,773)	(619,773)	1,721,791	377,578		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	2,034,762	-	-	262,408	-	-	119,848	-	-	-	-	-	(1,756,496)	660,523		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	34,705	34,705		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(118,914)	-	-	(118,914)	-	-	(118,914)	-	-	(832,398)	(1,189,140)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>1,217,231</b>	<b>(487,978)</b>	<b>300,529</b>	<b>133,692</b>	<b>(128,271)</b>	<b>727,177</b>	<b>19,343</b>	<b>(148,990)</b>	<b>604,341</b>	<b>(281,466)</b>	<b>(619,773)</b>	<b>(619,773)</b>				
Cash, Beginning of Month	5,627,376	6,844,607	6,356,629	6,657,158	6,790,851	6,662,579	7,389,757	7,409,100	7,260,110	7,864,451	7,582,985	6,963,212				
<b>Cash, End of Month</b>	<b>6,844,607</b>	<b>6,356,629</b>	<b>6,657,158</b>	<b>6,790,851</b>	<b>6,662,579</b>	<b>7,389,757</b>	<b>7,409,100</b>	<b>7,260,110</b>	<b>7,864,451</b>	<b>7,582,985</b>	<b>6,963,212</b>	<b>6,343,439</b>				

Cert.	Instr.
61.4%	83.1%
2,786,418	402,137

Pupil:Teacher Ratio
20.46



# Central Valley FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>ADA = 809.61</b>																
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	404,929	404,929	728,872	728,872	728,872	728,872	728,872	728,872	728,872	728,872	728,872	728,872	8,098,579	7,799,332	299,248
8012 Education Protection Account	-	-	-	750,628	-	-	750,628	-	-	816,607	-	-	772,621	3,090,483	3,002,510	87,973
8096 In Lieu of Property Taxes	-	29,267	58,534	39,023	39,023	39,023	39,023	39,023	68,290	34,145	34,145	34,145	34,145	487,783	487,783	-
	-	434,196	463,463	1,518,522	767,895	767,895	1,518,522	767,895	797,162	1,579,624	763,017	763,017	1,535,638	11,676,845	11,289,624	387,221
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	5,262	5,262	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	105,249	105,249	-
8290 Title I, Part A - Basic Low Income	-	-	35,810	-	-	35,810	-	-	35,810	-	-	-	35,810	143,239	143,239	-
8291 Title II, Part A - Teacher Quality	-	-	5,688	-	-	5,688	-	-	5,688	-	-	-	5,688	22,752	22,752	-
8294 Title V, Part B - PCSG	-	-	2,797	-	-	2,797	-	-	2,797	-	-	2,797	-	11,187	11,187	-
	-	5,262	49,557	9,472	9,472	53,767	9,472	9,472	53,767	9,472	9,472	12,269	50,970	282,427	282,427	-
<b>Other State Revenue</b>																
8311 State Special Education	-	36,290	36,290	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	725,808	725,808	-
8550 Mandated Cost	-	-	-	-	-	28,051	-	-	-	-	-	-	-	28,051	28,252	(200)
8560 State Lottery	-	-	-	-	-	-	50,398	-	-	50,398	-	-	100,797	201,593	201,593	-
8599 Other State Revenue	-	-	-	-	270,062	-	-	-	-	103,870	-	-	41,548	415,481	516,137	(100,656)
	-	36,290	36,290	65,323	335,385	93,374	115,721	65,323	65,323	219,591	65,323	65,323	207,667	1,370,933	1,471,790	(100,856)
<b>Other Local Revenue</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	475,749	549,310	1,593,317	1,112,752	915,036	1,643,716	842,690	916,251	1,808,688	837,812	840,609	1,794,275	13,330,206	13,043,841	286,364
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	291,096	291,096	291,096	291,096	291,096	291,096	291,096	291,096	291,096	291,096	291,096	291,096	-	3,493,146	3,424,653	(68,493)
1175 Teachers' Extra Duty/Stipends	-	94,316	94,316	94,316	94,316	94,316	94,316	94,316	94,316	94,316	94,316	94,316	-	1,037,477	1,017,134	(20,343)
1200 Pupil Support Salaries	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	31,441	-	377,292	369,894	(7,398)
1300 Administrators' Salaries	40,176	40,176	40,176	40,176	40,176	40,176	40,176	40,176	40,176	40,176	40,176	40,176	-	482,110	472,657	(9,453)
	362,712	457,028	457,028	457,028	457,028	457,028	457,028	457,028	457,028	457,028	457,028	457,028	-	5,390,025	5,284,338	(105,687)
<b>Classified Salaries</b>																
2100 Instructional Salaries	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	1,792	4,301	25,807	25,301	(506)
2300 Classified Administrators' Salaries	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	5,163	12,392	74,351	72,893	(1,458)
2400 Clerical and Office Staff Salaries	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	1,596	3,831	22,989	22,538	(451)
	8,552	8,552	8,552	8,552	8,552	8,552	8,552	8,552	8,552	8,552	8,552	8,552	20,524	123,147	120,732	(2,415)
<b>Benefits</b>																
3101 STRS	69,278	87,292	87,292	87,292	87,292	87,292	87,292	87,292	87,292	87,292	87,292	87,292	-	1,029,495	1,009,309	(20,186)
3301 OASDI	530	530	530	530	530	530	530	530	530	530	530	530	-	6,363	5,198	(1,164)
3311 Medicare	5,383	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	6,751	-	79,643	77,791	(1,852)
3401 Health and Welfare	51,953	51,953	51,953	51,953	51,953	51,953	51,953	51,953	51,953	51,953	51,953	51,953	-	623,431	611,207	(12,224)
3501 State Unemployment	11,901	11,901	11,901	11,901	11,901	11,901	59,506	47,605	23,802	11,901	11,901	11,901	-	238,024	237,853	(171)
3601 Workers' Compensation	5,198	6,518	6,518	6,518	6,518	6,518	6,518	6,518	6,518	6,518	6,518	6,518	-	76,897	75,109	(1,788)
3901 Other Benefits	2,968	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	3,722	-	43,916	42,895	(1,021)
	147,211	168,668	168,668	168,668	168,668	168,668	216,273	204,372	180,569	168,668	168,668	168,668	-	2,097,769	2,059,361	(38,408)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	7,225	-	86,700	85,000	(1,700)
4200 Books and Other Reference Mater	52,479	52,479	52,479	52,479	52,479	52,479	52,479	52,479	52,479	52,479	52,479	52,479	-	629,748	617,400	(12,348)
4302 School Supplies	-	181	36	34	114	-	-	74	65	1,669	3,810	3,810	-	9,792	9,600	(192)
4305 Software	62,424	62,424	62,424	62,424	62,424	62,424	62,424	62,424	62,424	62,424	62,424	62,424	-	749,088	734,400	(14,688)
4310 Office Expense	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	1,632	-	19,584	19,200	(384)
4311 Business Meals	493	493	493	493	493	493	493	493	493	493	493	493	-	5,916	5,800	(116)
4400 Noncapitalized Equipment	-	9,150	1,808	1,733	5,778	-	-	3,765	3,284	84,498	192,903	192,903	-	495,822	486,100	(9,722)
	124,253	133,584	126,097	126,020	130,145	124,253	124,253	128,092	127,602	210,420	320,965	320,965	-	1,996,650	1,957,500	(39,150)



# Central Valley FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	72,029	72,029	72,029	72,029	72,029	72,029	72,029	72,029	72,029	72,029	72,029	72,029	-	864,348	847,400	(16,948)
5103 Substitute Teacher	1,726	1,726	1,726	1,726	1,726	1,726	1,726	1,726	1,726	1,726	1,726	1,726	-	20,706	20,300	(406)
5106 Other Educational Consultants	-	14,931	2,950	2,828	9,428	-	-	6,143	5,359	137,881	314,771	314,771	-	809,064	793,200	(15,864)
5107 Instructional Services	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	2,066	-	24,786	24,300	(486)
	<b>75,820</b>	<b>90,751</b>	<b>78,770</b>	<b>78,648</b>	<b>85,248</b>	<b>75,820</b>	<b>75,820</b>	<b>81,963</b>	<b>81,179</b>	<b>213,701</b>	<b>390,591</b>	<b>390,591</b>	-	<b>1,718,904</b>	<b>1,685,200</b>	<b>(33,704)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	43	43	43	43	43	43	43	43	43	43	43	43	-	510	500	(10)
5300 Dues & Memberships	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	1,658	-	19,890	19,500	(390)
5400 Insurance	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	-	15,198	14,900	(298)
5501 Utilities	51	51	51	51	51	51	51	51	51	51	51	51	-	612	600	(12)
5502 Janitorial Services	102	102	102	102	102	102	102	102	102	102	102	102	-	1,224	1,200	(24)
5900 Communications	204	204	204	204	204	204	204	204	204	204	204	204	-	2,448	2,400	(48)
5901 Postage and Shipping	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	2,295	-	27,540	27,000	(540)
	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	<b>5,619</b>	-	<b>67,422</b>	<b>66,100</b>	<b>(1,322)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	697	697	697	697	697	697	697	697	697	697	697	697	-	8,364	8,200	(164)
5602 Additional Rent	952	952	952	952	952	952	952	952	952	952	952	952	-	11,424	11,200	(224)
5603 Equipment Leases	213	213	213	213	213	213	213	213	213	213	213	213	-	2,550	2,500	(50)
5604 Other Leases	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	1,369	-	16,422	16,100	(322)
5610 Repairs and Maintenance	34	34	34	34	34	34	34	34	34	34	34	34	-	408	400	(8)
	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	<b>3,264</b>	-	<b>39,168</b>	<b>38,400</b>	<b>(768)</b>
<b>Professional/Consulting Services</b>																
5801 IT	46,997	46,997	46,997	46,997	46,997	46,997	46,997	46,997	46,997	46,997	46,997	46,997	-	563,958	552,900	(11,058)
5802 Audit & Taxes	-	-	-	21,216	21,216	21,216	-	-	-	-	-	-	-	63,648	62,400	(1,248)
5803 Legal	663	663	663	663	663	663	663	663	663	663	663	663	-	7,956	7,800	(156)
5804 Professional Development	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	9,376	-	112,506	110,300	(2,206)
5805 General Consulting	14,792	14,792	14,792	14,792	14,792	14,792	14,792	14,792	14,792	14,792	14,792	14,792	-	177,500	174,020	(3,480)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	9,533	9,533	9,533	-	-	-	28,600	28,039	(561)
5807 Bank Charges	94	94	94	94	94	94	94	94	94	94	94	94	-	1,122	1,100	(22)
5808 Printing	26	26	26	26	26	26	26	26	26	26	26	26	-	306	300	(6)
5809 Other taxes and fees	689	689	689	689	689	689	689	689	689	689	689	689	-	8,262	8,100	(162)
5811 Management Fee	22,175	22,175	22,175	22,175	22,175	22,175	22,175	22,175	22,175	22,175	22,175	22,175	-	266,094	260,877	(5,218)
5812 District Oversight Fee	-	4,342	4,635	15,185	7,679	7,679	15,185	7,679	7,972	15,796	7,630	7,630	15,356	116,768	112,896	(3,872)
5815 Public Relations/Recruitment	11,552	11,552	11,552	11,552	11,552	11,552	11,552	11,552	11,552	11,552	11,552	11,552	-	138,618	135,900	(2,718)
	<b>106,360</b>	<b>110,702</b>	<b>110,995</b>	<b>142,761</b>	<b>135,255</b>	<b>135,255</b>	<b>121,545</b>	<b>123,572</b>	<b>123,865</b>	<b>131,690</b>	<b>113,990</b>	<b>113,990</b>	<b>15,356</b>	<b>1,485,339</b>	<b>1,454,632</b>	<b>(30,707)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>833,791</b>	<b>978,168</b>	<b>958,993</b>	<b>990,561</b>	<b>993,779</b>	<b>978,459</b>	<b>1,012,354</b>	<b>1,012,462</b>	<b>987,679</b>	<b>1,198,942</b>	<b>1,468,678</b>	<b>1,468,678</b>	<b>35,881</b>	<b>12,918,424</b>	<b>12,666,264</b>	<b>(252,160)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(833,791)</b>	<b>(502,420)</b>	<b>(409,682)</b>	<b>602,757</b>	<b>118,974</b>	<b>(63,423)</b>	<b>631,362</b>	<b>(169,772)</b>	<b>(71,427)</b>	<b>609,746</b>	<b>(630,865)</b>	<b>(628,069)</b>	<b>1,758,394</b>	<b>411,782</b>	<b>377,578</b>	<b>34,205</b>



## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 809.61

#### Cash Flow Adjustments

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(833,791)	(502,420)	(409,682)	602,757	118,974	(63,423)	631,362	(169,772)	(71,427)	609,746	(630,865)	(628,069)	1,758,394	411,782
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	1,458,270	-	122,557	-	-	100,837	74,832	-	-	-	-	-	(1,794,275)	(37,779)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(34,705)	-	-	-	-	-	-	-	-	-	-	-	35,881	1,176
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(93,750)	-	-	(93,750)	-	-	(93,750)	-	-	(656,250)	(937,500)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>589,774</b>	<b>(502,420)</b>	<b>(287,125)</b>	<b>509,007</b>	<b>118,974</b>	<b>37,414</b>	<b>612,443</b>	<b>(169,772)</b>	<b>(71,427)</b>	<b>515,996</b>	<b>(630,865)</b>	<b>(628,069)</b>		
Cash, Beginning of Month	6,343,439	6,933,213	6,430,794	6,143,669	6,652,676	6,771,649	6,809,063	7,421,506	7,251,734	7,180,307	7,696,302	7,065,437		
<b>Cash, End of Month</b>	<b>6,933,213</b>	<b>6,430,794</b>	<b>6,143,669</b>	<b>6,652,676</b>	<b>6,771,649</b>	<b>6,809,063</b>	<b>7,421,506</b>	<b>7,251,734</b>	<b>7,180,307</b>	<b>7,696,302</b>	<b>7,065,437</b>	<b>6,437,368</b>		

Prior Year Forecast	Favorable / (Unfav.)



# Central Valley FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	418,155	418,155	752,679	752,679	752,679	752,679	752,679	752,679	752,679	752,679	752,679	752,679	8,363,097	8,098,579	264,518
8012 Education Protection Account	-	-	-	750,628	-	-	750,628	-	-	816,607	-	-	-	867,806	3,090,483	95,185
8096 In Lieu of Property Taxes	-	29,267	58,534	39,023	39,023	39,023	39,023	39,023	68,290	34,145	34,145	34,145	34,145	487,783	487,783	-
	-	447,422	476,689	1,542,329	791,701	791,701	1,542,329	791,701	820,968	1,603,431	786,824	786,824	1,654,629	12,036,548	11,676,845	359,703
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	5,262	5,262	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	9,472	105,249	105,249	-
8290 Title I, Part A - Basic Low Income	-	-	35,810	-	-	35,810	-	-	35,810	-	-	-	-	143,239	143,239	-
8291 Title II, Part A - Teacher Quality	-	-	5,688	-	-	5,688	-	-	5,688	-	-	-	-	22,752	22,752	-
8294 Title V, Part B - PCSG	-	-	2,797	-	-	2,797	-	-	2,797	-	-	2,797	-	11,187	11,187	-
	-	5,262	49,557	9,472	9,472	53,767	9,472	9,472	53,767	9,472	9,472	12,269	50,970	282,427	282,427	-
<b>Other State Revenue</b>																
8311 State Special Education	-	36,290	36,290	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	65,323	725,808	725,808	-
8550 Mandated Cost	-	-	-	-	-	28,051	-	-	-	-	-	-	-	28,253	28,051	201
8560 State Lottery	-	-	-	-	-	-	50,398	-	-	-	50,398	-	-	201,593	201,593	-
8599 Other State Revenue	-	-	-	-	221,312	-	-	-	-	85,120	-	-	-	340,481	415,481	(75,000)
	-	36,290	36,290	65,323	286,635	93,374	115,721	65,323	65,323	200,841	65,323	65,323	200,369	1,296,135	1,370,933	(74,799)
<b>Other Local Revenue</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	-	<b>488,975</b>	<b>562,536</b>	<b>1,617,124</b>	<b>1,087,809</b>	<b>938,842</b>	<b>1,667,522</b>	<b>866,497</b>	<b>940,058</b>	<b>1,813,744</b>	<b>861,619</b>	<b>864,415</b>	<b>1,905,968</b>	<b>13,615,110</b>	<b>13,330,206</b>	<b>284,904</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	296,917	3,563,009	3,493,146	(69,863)
1175 Teachers' Extra Duty/Stipends	-	96,202	96,202	96,202	96,202	96,202	96,202	96,202	96,202	96,202	96,202	96,202	96,202	1,058,226	1,037,477	(20,750)
1200 Pupil Support Salaries	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	384,838	377,292	(7,546)
1300 Administrators' Salaries	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	40,979	491,753	482,110	(9,642)
	369,967	466,169	466,169	466,169	466,169	466,169	466,169	466,169	466,169	466,169	466,169	466,169	-	5,497,826	5,390,025	(107,801)
<b>Classified Salaries</b>																
2100 Instructional Salaries	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	1,828	4,387	26,323	25,807	(516)
2300 Classified Administrators' Salaries	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	5,267	12,640	75,838	74,351	(1,487)
2400 Clerical and Office Staff Salaries	1,628	1,628	1,628	1,628	1,628	1,628	1,628	1,628	1,628	1,628	1,628	1,628	3,908	23,449	22,989	(460)
	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	8,723	20,935	125,610	123,147	(2,463)
<b>Benefits</b>																
3101 STRS	70,664	89,038	89,038	89,038	89,038	89,038	89,038	89,038	89,038	89,038	89,038	89,038	89,038	1,050,085	1,029,495	(20,590)
3301 OASDI	541	541	541	541	541	541	541	541	541	541	541	541	-	6,490	6,363	(127)
3311 Medicare	5,491	6,886	6,886	6,886	6,886	6,886	6,886	6,886	6,886	6,886	6,886	6,886	-	81,236	79,643	(1,593)
3401 Health and Welfare	52,992	52,992	52,992	52,992	52,992	52,992	52,992	52,992	52,992	52,992	52,992	52,992	-	635,899	623,431	(12,469)
3501 State Unemployment	11,909	11,909	11,909	11,909	11,909	11,909	59,546	47,637	23,818	11,909	11,909	11,909	-	238,183	238,024	(159)
3601 Workers' Compensation	5,302	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	6,648	-	78,435	76,897	(1,538)
3901 Other Benefits	3,028	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	3,797	-	44,794	43,916	(878)
	149,926	171,811	171,811	171,811	171,811	171,811	219,448	207,539	183,720	171,811	171,811	171,811	-	2,135,123	2,097,769	(37,354)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	7,370	-	88,434	86,700	(1,734)
4200 Books and Other Reference Mater	53,529	53,529	53,529	53,529	53,529	53,529	53,529	53,529	53,529	53,529	53,529	53,529	-	642,343	629,748	(12,595)
4302 School Supplies	-	184	36	35	116	-	-	-	76	66	1,702	3,886	-	9,988	9,792	(196)
4305 Software	63,672	63,672	63,672	63,672	63,672	63,672	63,672	63,672	63,672	63,672	63,672	63,672	-	764,070	749,088	(14,982)
4310 Office Expense	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	-	19,976	19,584	(392)
4311 Business Meals	503	503	503	503	503	503	503	503	503	503	503	503	-	6,034	5,916	(118)
4400 Noncapitalized Equipment	-	9,333	1,844	1,768	5,893	-	-	3,840	3,350	86,188	196,761	196,761	-	505,738	495,822	(9,916)
	126,738	136,256	128,619	128,541	132,748	126,738	126,738	130,654	130,154	214,629	327,384	327,384	-	2,036,583	1,996,650	(39,933)



# Central Valley FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	73,470	73,470	73,470	73,470	73,470	73,470	73,470	73,470	73,470	73,470	73,470	73,470	-	881,635	864,348	(17,287)
5103 Substitute Teacher	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	-	21,120	20,706	(414)
5106 Other Educational Consultants	-	15,230	3,009	2,885	9,616	-	-	6,266	5,467	140,639	321,067	321,067	-	825,245	809,064	(16,181)
5107 Instructional Services	2,107	2,107	2,107	2,107	2,107	2,107	2,107	2,107	2,107	2,107	2,107	2,107	-	25,282	24,786	(496)
	<b>77,336</b>	<b>92,566</b>	<b>80,346</b>	<b>80,221</b>	<b>86,953</b>	<b>77,336</b>	<b>77,336</b>	<b>83,603</b>	<b>82,803</b>	<b>217,975</b>	<b>398,403</b>	<b>398,403</b>	-	<b>1,753,282</b>	<b>1,718,904</b>	<b>(34,378)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	43	43	43	43	43	43	43	43	43	43	43	43	-	520	510	(10)
5300 Dues & Memberships	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	1,691	-	20,288	19,890	(398)
5400 Insurance	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	-	15,502	15,198	(304)
5501 Utilities	52	52	52	52	52	52	52	52	52	52	52	52	-	624	612	(12)
5502 Janitorial Services	104	104	104	104	104	104	104	104	104	104	104	104	-	1,248	1,224	(24)
5900 Communications	208	208	208	208	208	208	208	208	208	208	208	208	-	2,497	2,448	(49)
5901 Postage and Shipping	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	2,341	-	28,091	27,540	(551)
	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	<b>5,731</b>	-	<b>68,770</b>	<b>67,422</b>	<b>(1,348)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	711	711	711	711	711	711	711	711	711	711	711	711	-	8,531	8,364	(167)
5602 Additional Rent	971	971	971	971	971	971	971	971	971	971	971	971	-	11,652	11,424	(228)
5603 Equipment Leases	217	217	217	217	217	217	217	217	217	217	217	217	-	2,601	2,550	(51)
5604 Other Leases	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	1,396	-	16,750	16,422	(328)
5610 Repairs and Maintenance	35	35	35	35	35	35	35	35	35	35	35	35	-	416	408	(8)
	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	<b>3,329</b>	-	<b>39,951</b>	<b>39,168</b>	<b>(783)</b>
<b>Professional/Consulting Services</b>																
5801 IT	47,936	47,936	47,936	47,936	47,936	47,936	47,936	47,936	47,936	47,936	47,936	47,936	-	575,237	563,958	(11,279)
5802 Audit & Taxes	-	-	-	21,640	21,640	21,640	-	-	-	-	-	-	-	64,921	63,648	(1,273)
5803 Legal	676	676	676	676	676	676	676	676	676	676	676	676	-	8,115	7,956	(159)
5804 Professional Development	9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563	9,563	-	114,756	112,506	(2,250)
5805 General Consulting	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	15,088	-	181,050	177,500	(3,550)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	9,724	9,724	9,724	-	-	-	29,172	28,600	(572)
5807 Bank Charges	95	95	95	95	95	95	95	95	95	95	95	95	-	1,144	1,122	(22)
5808 Printing	26	26	26	26	26	26	26	26	26	26	26	26	-	312	306	(6)
5809 Other taxes and fees	702	702	702	702	702	702	702	702	702	702	702	702	-	8,427	8,262	(165)
5811 Management Fee	22,618	22,618	22,618	22,618	22,618	22,618	22,618	22,618	22,618	22,618	22,618	22,618	-	271,416	266,094	(5,322)
5812 District Oversight Fee	-	4,474	4,767	15,423	7,917	7,917	15,423	7,917	8,210	16,034	7,868	7,868	16,546	120,365	116,768	(3,597)
5815 Public Relations/Recruitment	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	11,783	-	141,390	138,618	(2,772)
	<b>108,487</b>	<b>112,962</b>	<b>113,254</b>	<b>145,551</b>	<b>138,045</b>	<b>138,045</b>	<b>123,911</b>	<b>126,128</b>	<b>126,421</b>	<b>134,246</b>	<b>116,356</b>	<b>116,356</b>	<b>16,546</b>	<b>1,516,307</b>	<b>1,485,339</b>	<b>(30,968)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>850,237</b>	<b>997,547</b>	<b>977,982</b>	<b>1,010,076</b>	<b>1,013,509</b>	<b>997,883</b>	<b>1,031,385</b>	<b>1,031,876</b>	<b>1,007,051</b>	<b>1,222,613</b>	<b>1,497,906</b>	<b>1,497,906</b>	<b>37,481</b>	<b>13,173,452</b>	<b>12,918,424</b>	<b>(255,029)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(850,237)</b>	<b>(508,572)</b>	<b>(415,446)</b>	<b>607,048</b>	<b>74,300</b>	<b>(59,040)</b>	<b>636,137</b>	<b>(165,379)</b>	<b>(66,993)</b>	<b>591,131</b>	<b>(636,288)</b>	<b>(633,491)</b>	<b>1,868,487</b>	<b>441,658</b>	<b>411,782</b>	<b>29,876</b>



## Central Valley FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 809.61

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(850,237)	(508,572)	(415,446)	607,048	74,300	(59,040)	636,137	(165,379)	(66,993)	591,131	(636,288)	(633,491)	1,868,487	441,658		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	1,535,638	-	100,797	-	-	-	157,841	-	-	-	-	-	(1,905,968)	(111,693)	-	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(35,881)	-	-	-	-	-	-	-	-	-	-	-	37,481	1,600	-	-
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(75,000)	-	-	(75,000)	-	-	(75,000)	-	-	(525,000)	(750,000)	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>649,520</b>	<b>(508,572)</b>	<b>(314,649)</b>	<b>532,048</b>	<b>74,300</b>	<b>(59,040)</b>	<b>718,978</b>	<b>(165,379)</b>	<b>(66,993)</b>	<b>516,131</b>	<b>(636,288)</b>	<b>(633,491)</b>				
Cash, Beginning of Month	6,437,368	7,086,888	6,578,316	6,263,666	6,795,714	6,870,015	6,810,975	7,529,953	7,364,574	7,297,581	7,813,712	7,177,424				
<b>Cash, End of Month</b>	<b>7,086,888</b>	<b>6,578,316</b>	<b>6,263,666</b>	<b>6,795,714</b>	<b>6,870,015</b>	<b>6,810,975</b>	<b>7,529,953</b>	<b>7,364,574</b>	<b>7,297,581</b>	<b>7,813,712</b>	<b>7,177,424</b>	<b>6,543,933</b>				

## NorCal FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	1,774	1,774	1,774
Average Daily Attendance	1,738.90	1,738.90	1,738.90
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 12,762,207	\$ 13,285,695	\$ 13,784,944
8012 Education Protection Account	6,406,835	6,594,556	6,797,666
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	2,920,439	2,920,439	2,920,439
	<u>22,089,481</u>	<u>22,800,690</u>	<u>23,503,048</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	226,058	226,058	226,058
8290 Title I, Part A - Basic Low Income	236,916	236,916	236,916
8291 Title II, Part A - Teacher Quality	45,289	45,289	45,289
8294 Title IV	18,901	18,901	18,901
8294 Title V, Part B - PCSG	-	-	-
8299 Prior Year Federal Revenue	-	-	-
	<u>527,164</u>	<u>527,164</u>	<u>527,164</u>
<b>Other State Revenue</b>			
8311 State Special Education	1,558,911	1,558,911	1,558,911
8550 Mandated Cost	62,039	61,761	62,045
8560 State Lottery	432,987	432,987	432,987
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	927,812	879,302	686,945
	<u>2,981,749</u>	<u>2,932,961</u>	<u>2,740,888</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	32,160	32,160	32,160
8699 School Fundraising	3,259	3,259	3,259
	<u>35,419</u>	<u>35,419</u>	<u>35,419</u>
<b>Total Revenue</b>	<b>\$ 25,633,812</b>	<b>\$ 26,296,233</b>	<b>\$ 26,806,519</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	7,378,892	7,526,470	7,676,999
1175 Teachers' Extra Duty/Stipends	2,191,557	2,235,388	2,280,096
1200 Pupil Support Salaries	796,988	812,928	829,186
1300 Administrators' Salaries	1,018,406	1,038,774	1,059,549
	<u>11,385,843</u>	<u>11,613,559</u>	<u>11,845,831</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	54,514	55,605	56,717
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	157,059	160,200	163,404
2400 Clerical and Office Staff Salaries	48,561	49,533	50,523
	<u>260,134</u>	<u>265,337</u>	<u>270,644</u>
<b>Benefits</b>			
3101 STRS	2,174,696	2,218,190	2,262,554
3301 OASDI	11,200	13,709	13,983
3311 Medicare	167,612	171,603	175,035
3401 Health and Welfare	1,301,851	1,327,888	1,354,445
3501 State Unemployment	238,630	238,630	238,630
3601 Workers' Compensation	161,832	165,685	168,999
3901 Other Benefits	92,422	94,623	96,515
	<u>4,148,243</u>	<u>4,230,328</u>	<u>4,310,162</u>

## NorCal FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	222,400	226,848	231,385
4200 Books and Other Materials	1,739,800	1,774,596	1,810,088
4302 School Supplies	14,900	15,198	15,502
4305 Software	1,682,300	1,715,946	1,750,265
4310 Office Expense	54,500	55,590	56,702
4311 Business Meals	14,700	14,994	15,294
4400 Noncapitalized Equipment	340,600	347,412	354,360
	<u>4,069,200</u>	<u>4,150,584</u>	<u>4,233,596</u>
<b>Subagreement Services</b>			
5102 Special Education	1,730,400	1,765,008	1,800,308
5103 Substitute Teacher	38,700	39,474	40,263
5105 Security	100	102	104
5106 Other Educational Consultants	214,600	218,892	223,270
5107 Instructional Services	52,600	53,652	54,725
	<u>2,036,400</u>	<u>2,077,128</u>	<u>2,118,671</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	71,100	72,522	73,972
5300 Dues & Memberships	45,400	46,308	47,234
5400 Insurance	36,900	37,638	38,391
5501 Utilities	2,600	2,652	2,705
5502 Janitorial Services	12,100	12,342	12,589
5900 Communications	11,800	12,036	12,277
5901 Postage and Shipping	54,800	55,896	57,014
	<u>234,700</u>	<u>239,394</u>	<u>244,182</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	31,000	31,620	32,252
5602 Additional Rent	7,200	7,344	7,491
5603 Equipment Leases	3,400	3,468	3,537
5604 Other Leases	79,000	80,580	82,192
5610 Repairs and Maintenance	11,700	11,934	12,173
	<u>132,300</u>	<u>134,946</u>	<u>137,645</u>
<b>Professional/Consulting Services</b>			
5801 IT	752,500	767,550	782,901
5802 Audit & Taxes	57,700	58,854	60,031
5803 Legal	53,600	54,672	55,765
5804 Professional Development	251,700	256,734	261,869
5805 General Consulting	450,400	459,408	468,596
5807 Bank Charges	2,000	2,040	2,081
5808 Printing	600	612	624
5809 Other taxes and fees	73,800	75,276	76,782
5810 Payroll Service Fee	-	-	-
5811 Management Fee	512,676	522,930	533,388
5812 District Oversight Fee	220,895	228,007	235,030
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	271,200	276,624	282,156
	<u>2,647,071</u>	<u>2,702,707</u>	<u>2,759,224</u>
<b>Depreciation</b>			
6900 Depreciation Expense	65,400	66,708	68,042
	<u>65,400</u>	<u>66,708</u>	<u>68,042</u>
<b>Interest</b>			
	<u>-</u>	<u>-</u>	<u>-</u>
<b>Total Expenses</b>	<b>\$ 24,979,290</b>	<b>\$ 25,480,691</b>	<b>\$ 25,987,995</b>
<b>Surplus (Deficit)</b>	<b>\$ 654,521</b>	<b>\$ 815,543</b>	<b>\$ 818,523</b>
	3%	3%	3%
Fund Balance, Beginning of Year	\$ 18,600,497	\$ 19,255,018	\$ 20,070,561
<b>Fund Balance, End of Year</b>	<b>\$ 19,255,018</b>	<b>\$ 20,070,561</b>	<b>\$ 20,889,084</b>
	<b>77.1%</b>	<b>78.8%</b>	<b>80.4%</b>

## NorCal FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(1,863,418)	(2,694,151)	(2,916,896)
Cash Flows From Operating Activities			
Depreciation/Amortization	65,400	66,708	68,042
Public Funding Receivables	4,334,232	2,581,154	3,584,405
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(1,506,078)	(63,214)	(74,711)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(630,650)	(594,268)	(450,000)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>399,486</b>	<b>(703,772)</b>	<b>210,840</b>
Cash, Beginning of Year	7,468,201	7,867,687	7,163,915
<b>Cash, End of Year</b>	<b>\$ 7,867,687</b>	<b>\$ 7,163,915</b>	<b>\$ 7,374,755</b>

**NorCal FY24-25 Budget**

**Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 1738.90



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 1738.90</b>																	
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011	LCFF State Aid	-	940,832	940,832	1,693,497	1,693,497	1,693,497	1,693,497	1,693,497	1,694,421	1,694,421	1,694,421	1,694,421	(4,364,630)	12,762,207	12,762,207	-
8012	Education Protection Account	-	-	86,945	-	-	86,945	-	-	86,945	-	-	-	6,145,999	6,406,835	6,406,835	-
8096	In Lieu of Property Taxes	-	175,183	350,367	233,578	233,578	233,578	233,578	233,578	409,000	204,500	204,500	204,500	204,500	2,920,439	2,920,439	-
		-	1,116,015	1,378,144	1,927,075	1,927,075	2,014,020	1,927,075	1,927,075	2,190,367	1,898,921	1,898,921	1,898,921	1,985,870	22,089,481	22,089,481	-
<b>Federal Revenue</b>																	
8181	Special Education - Entitlement	-	11,300	11,300	20,340	20,340	20,340	20,340	20,340	20,351	20,351	20,351	20,351	20,351	226,058	226,058	-
8290	Title I, Part A - Basic Low Income	-	-	59,229	-	-	177,687	-	-	-	-	-	-	-	236,916	236,916	-
8291	Title II, Part A - Teacher Quality	-	-	11,322	-	-	33,967	-	-	-	-	-	-	-	45,289	45,289	-
8294	Title IV	-	-	-	-	18,901	-	-	-	-	-	-	-	-	18,901	18,901	-
		-	11,300	81,851	20,340	39,241	231,994	20,340	20,340	20,351	20,351	20,351	20,351	20,351	527,164	527,164	-
<b>Other State Revenue</b>																	
8311	State Special Education	-	77,926	77,926	140,268	140,268	140,268	140,268	140,268	140,344	140,344	140,344	140,344	140,344	1,558,911	1,558,911	-
8550	Mandated Cost	-	-	-	-	-	62,039	-	-	-	-	-	-	-	62,039	62,039	-
8560	State Lottery	-	-	-	-	-	-	108,220	-	-	108,220	-	-	-	432,987	432,987	-
8599	Other State Revenue	-	4,347	4,347	218,042	7,825	7,825	218,042	7,825	7,825	218,042	7,825	7,825	218,042	927,812	927,812	-
		-	82,274	82,274	358,309	148,093	210,132	466,529	148,093	148,169	466,606	148,169	148,169	574,933	2,981,749	2,981,749	-
<b>Other Local Revenue</b>																	
8660	Interest Revenue	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	-	32,160	32,160	-
8699	School Fundraising	-	163	163	424	358	358	358	358	358	358	358	-	-	3,259	3,259	-
		2,680	2,843	2,843	3,104	3,038	3,038	3,038	3,038	3,038	3,038	3,038	2,680	-	35,419	35,419	-
<b>Total Revenue</b>		<b>2,680</b>	<b>1,212,432</b>	<b>1,545,112</b>	<b>2,308,828</b>	<b>2,117,447</b>	<b>2,459,184</b>	<b>2,416,983</b>	<b>2,098,546</b>	<b>2,361,926</b>	<b>2,388,917</b>	<b>2,070,480</b>	<b>2,070,122</b>	<b>2,581,154</b>	<b>25,633,812</b>	<b>25,633,812</b>	<b>-</b>
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	614,908	614,908	614,908	614,908	614,908	614,908	614,908	614,908	614,908	614,908	614,908	614,908	-	7,378,892	7,378,892	-
1175	Teachers' Extra Duty/Stipends	-	199,232	199,232	199,232	199,232	199,232	199,232	199,232	199,232	199,232	199,232	199,232	-	2,191,557	2,191,557	-
1200	Pupil Support Salaries	66,416	66,416	66,416	66,416	66,416	66,416	66,416	66,416	66,416	66,416	66,416	66,416	-	796,988	796,988	-
1300	Administrators' Salaries	84,867	84,867	84,867	84,867	84,867	84,867	84,867	84,867	84,867	84,867	84,867	84,867	-	1,018,406	1,018,406	-
		766,190	965,423	965,423	965,423	965,423	965,423	965,423	965,423	965,423	965,423	965,423	965,423	-	11,385,843	11,385,843	-
<b>Classified Salaries</b>																	
2100	Instructional Salaries	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	3,786	9,086	54,514	54,514	-
2300	Classified Administrators' Salaries	10,907	10,907	10,907	10,907	10,907	10,907	10,907	10,907	10,907	10,907	10,907	10,907	26,176	157,059	157,059	-
2400	Clerical and Office Staff Salaries	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	3,372	8,094	48,561	48,561	-
		18,065	18,065	18,065	18,065	18,065	18,065	18,065	18,065	18,065	18,065	18,065	18,065	43,356	260,134	260,134	-
<b>Benefits</b>																	
3101	STRS	146,342	184,396	184,396	184,396	184,396	184,396	184,396	184,396	184,396	184,396	184,396	184,396	-	2,174,696	2,174,696	-
3301	OASDI	933	933	933	933	933	933	933	933	933	933	933	933	-	11,200	11,200	-
3311	Medicare	11,329	14,207	14,207	14,207	14,207	14,207	14,207	14,207	14,207	14,207	14,207	14,207	-	167,612	167,612	-
3401	Health and Welfare	108,488	108,488	108,488	108,488	108,488	108,488	108,488	108,488	108,488	108,488	108,488	108,488	-	1,301,851	1,301,851	-
3501	State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	11,932	-	238,630	238,630	-
3601	Workers' Compensation	10,939	13,718	13,718	13,718	13,718	13,718	13,718	13,718	13,718	13,718	13,718	13,718	-	161,832	161,832	-
3901	Other Benefits	6,247	7,834	7,834	7,834	7,834	7,834	7,834	7,834	7,834	7,834	7,834	7,834	-	92,422	92,422	-
		296,210	341,507	341,507	341,507	341,507	341,507	389,233	377,302	353,439	341,507	341,507	341,507	-	4,148,243	4,148,243	-



**NorCal FY24-25 Budget**

**Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 1738.90

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	18,533	18,533	18,533	18,533	18,533	18,533	18,533	18,533	18,533	18,533	18,533	18,533	-	222,400	222,400	-
4200 Books and Reference Materials	144,983	144,983	144,983	144,983	144,983	144,983	144,983	144,983	144,983	144,983	144,983	144,983	-	1,739,800	1,739,800	-
4302 School Supplies	-	4,714	1,464	868	2,925	-	(4,731)	4,742	1,292	1,208	1,208	1,208	-	14,900	14,900	-
4305 Software	140,192	140,192	140,192	140,192	140,192	140,192	140,192	140,192	140,192	140,192	140,192	140,192	-	1,682,300	1,682,300	-
4310 Office Expense	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	4,542	-	54,500	54,500	-
4311 Business Meals	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	1,225	-	14,700	14,700	-
4400 Noncapitalized Equipment	-	107,762	33,465	19,833	66,873	-	(108,143)	108,400	29,542	27,623	27,623	27,623	-	340,600	340,600	-
	309,475	421,951	344,404	330,175	379,273	309,475	196,601	422,617	340,310	338,306	338,306	338,306	-	4,069,200	4,069,200	-
<b>Subagreement Services</b>																
5102 Special Education	144,200	144,200	144,200	144,200	144,200	144,200	144,200	144,200	144,200	144,200	144,200	144,200	-	1,730,400	1,730,400	-
5103 Substitute Teacher	3,225	3,225	3,225	3,225	3,225	3,225	3,225	3,225	3,225	3,225	3,225	3,225	-	38,700	38,700	-
5105 Security	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5106 Other Educational Consultants	-	67,897	21,085	12,496	42,134	-	(68,137)	68,299	18,613	17,404	17,404	17,404	-	214,600	214,600	-
5107 Instructional Services	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	4,383	-	52,600	52,600	-
	151,817	219,714	172,902	164,313	193,951	151,817	83,680	220,116	170,430	169,221	169,221	169,221	-	2,036,400	2,036,400	-
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	5,925	5,925	5,925	5,925	5,925	5,925	5,925	5,925	5,925	5,925	5,925	5,925	-	71,100	71,100	-
5300 Dues & Memberships	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	3,783	-	45,400	45,400	-
5400 Insurance	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	3,075	-	36,900	36,900	-
5501 Utilities	217	217	217	217	217	217	217	217	217	217	217	217	-	2,600	2,600	-
5502 Janitorial Services	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	1,008	-	12,100	12,100	-
5900 Communications	983	983	983	983	983	983	983	983	983	983	983	983	-	11,800	11,800	-
5901 Postage and Shipping	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	-	54,800	54,800	-
	19,558	19,558	19,558	19,558	19,558	19,558	19,558	19,558	19,558	19,558	19,558	19,558	-	234,700	234,700	-
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	2,583	-	31,000	31,000	-
5602 Additional Rent	600	600	600	600	600	600	600	600	600	600	600	600	-	7,200	7,200	-
5603 Equipment Leases	283	283	283	283	283	283	283	283	283	283	283	283	-	3,400	3,400	-
5604 Other Leases	6,583	6,583	6,583	6,583	6,583	6,583	6,583	6,583	6,583	6,583	6,583	6,583	-	79,000	79,000	-
5610 Repairs and Maintenance	975	975	975	975	975	975	975	975	975	975	975	975	-	11,700	11,700	-
	11,025	11,025	11,025	11,025	11,025	11,025	11,025	11,025	11,025	11,025	11,025	11,025	-	132,300	132,300	-
<b>Professional/Consulting Services</b>																
5801 IT	62,708	62,708	62,708	62,708	62,708	62,708	62,708	62,708	62,708	62,708	62,708	62,708	-	752,500	752,500	-
5802 Audit & Taxes	-	-	-	19,233	19,233	19,233	19,233	-	-	-	-	-	-	57,700	57,700	-
5803 Legal	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	4,467	-	53,600	53,600	-
5804 Professional Development	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	20,975	-	251,700	251,700	-
5805 General Consulting	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	37,533	-	450,400	450,400	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
5807 Bank Charges	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000	2,000	-
5808 Printing	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5809 Other taxes and fees	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	6,150	-	73,800	73,800	-
5811 Management Fee	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	42,723	-	512,676	512,676	-
5812 District Oversight Fee	-	11,160	13,781	19,271	19,271	20,140	19,271	19,271	21,904	18,989	18,989	18,989	19,859	220,895	220,895	-
5815 Public Relations/Recruitment	22,600	22,600	22,600	22,600	22,600	22,600	22,600	22,600	22,600	22,600	22,600	22,600	-	271,200	271,200	-
	197,373	208,533	211,154	235,877	235,877	236,747	216,644	216,644	219,277	216,362	216,362	216,362	19,859	2,647,071	2,647,071	-
<b>Depreciation</b>																
6900 Depreciation Expense	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	-	65,400	65,400	-
	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	-	65,400	65,400	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>1,775,163</b>	<b>2,211,226</b>	<b>2,089,489</b>	<b>2,091,394</b>	<b>2,170,129</b>	<b>2,059,067</b>	<b>1,905,679</b>	<b>2,256,199</b>	<b>2,102,976</b>	<b>2,084,917</b>	<b>2,084,917</b>	<b>2,084,917</b>	<b>63,214</b>	<b>24,979,290</b>	<b>24,979,290</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(1,772,483)</b>	<b>(998,795)</b>	<b>(544,377)</b>	<b>217,435</b>	<b>(52,682)</b>	<b>400,118</b>	<b>511,304</b>	<b>(157,653)</b>	<b>258,949</b>	<b>304,000</b>	<b>(14,437)</b>	<b>(14,796)</b>	<b>2,517,939</b>	<b>654,521</b>	<b>654,521</b>	<b>-</b>
														2.6%		



### NorCal FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 1738.90

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(1,772,483)	(998,795)	(544,377)	217,435	(52,682)	400,118	511,304	(157,653)	258,949	304,000	(14,437)	(14,796)	2,517,939	654,521		
Cash flows from operating activities																
Depreciation/Amortization	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	5,450	-	65,400		
Public Funding Receivables	4,176,653	-	-	236,576	-	-	(78,997)	-	-	-	-	-	(2,581,154)	1,753,078	6,620,502	767,130
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(1,506,078)	-	-	-	-	-	-	-	-	-	-	-	63,214	(1,442,864)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(210,217)	-	-	(210,217)	-	-	(210,217)	-	-	(1,471,516)	(2,102,166)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>903,542</b>	<b>(993,345)</b>	<b>(538,927)</b>	<b>249,244</b>	<b>(47,232)</b>	<b>405,568</b>	<b>227,540</b>	<b>(152,203)</b>	<b>264,399</b>	<b>99,233</b>	<b>(8,987)</b>	<b>(9,346)</b>				
Cash, Beginning of Month	7,468,201	8,371,743	7,378,398	6,839,471	7,088,715	7,041,483	7,447,050	7,674,590	7,522,387	7,786,787	7,886,020	7,877,033				
<b>Cash, End of Month</b>	<b>8,371,743</b>	<b>7,378,398</b>	<b>6,839,471</b>	<b>7,088,715</b>	<b>7,041,483</b>	<b>7,447,050</b>	<b>7,674,590</b>	<b>7,522,387</b>	<b>7,786,787</b>	<b>7,886,020</b>	<b>7,877,033</b>	<b>7,867,687</b>				

Cert.	Instr.
65.8%	83.0%
6,620,502	767,130

Pupil:Teacher Ratio
20.39



# NorCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCF State Aid	-	664,285	664,285	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	1,195,713	13,285,695	12,762,207	523,488
8012 Education Protection Account	-	-	-	1,601,709	-	-	1,601,709	-	-	1,742,500	-	-	-	1,648,639	6,406,835	187,721
8096 In Lieu of Property Taxes	-	175,226	350,453	233,635	233,635	233,635	233,635	233,635	408,861	204,431	204,431	204,431	204,431	2,920,439	2,920,439	-
	-	839,511	1,014,737	3,031,056	1,429,348	1,429,348	3,031,056	1,429,348	1,604,574	3,142,643	1,400,143	1,400,143	3,048,782	22,800,690	22,089,481	711,209
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	11,303	11,303	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	226,058	226,058	-
8290 Title I, Part A - Basic Low Income	-	-	59,229	-	-	59,229	-	-	59,229	-	-	-	59,229	236,916	236,916	-
8291 Title II, Part A - Teacher Quality	-	-	11,322	-	-	11,322	-	-	11,322	-	-	-	11,322	45,289	45,289	-
8294 Title V, Part B - PCSG	-	-	4,725	-	-	4,725	-	-	4,725	-	-	4,725	-	18,901	18,901	-
	-	11,303	86,579	20,345	20,345	95,622	20,345	20,345	95,622	20,345	20,345	25,070	90,896	527,164	527,164	-
<b>Other State Revenue</b>																
8311 State Special Education	-	77,946	77,946	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	1,558,911	1,558,911	-
8550 Mandated Cost	-	-	-	-	-	61,761	-	-	-	-	-	-	-	61,761	62,039	(278)
8560 State Lottery	-	-	-	-	-	-	108,247	-	-	108,247	-	-	-	432,987	432,987	-
8599 Other State Revenue	-	-	-	-	571,546	-	-	-	-	219,826	-	-	87,930	879,302	927,812	(48,510)
	-	77,946	77,946	140,302	711,848	202,063	248,549	140,302	140,302	468,374	140,302	140,302	444,726	2,932,961	2,981,749	(48,788)
<b>Other Local Revenue</b>																
8660 Interest Revenue	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	-	32,160	32,160	-
8699 School Fundraising	-	163	163	424	358	358	358	358	358	358	358	-	-	3,259	3,259	-
	2,680	2,843	2,843	3,104	3,038	3,038	3,038	3,038	3,038	3,038	3,038	2,680	-	35,419	35,419	-
<b>Total Revenue</b>	<b>2,680</b>	<b>931,602</b>	<b>1,182,105</b>	<b>3,194,807</b>	<b>2,164,580</b>	<b>1,730,070</b>	<b>3,302,989</b>	<b>1,593,033</b>	<b>1,843,536</b>	<b>3,634,401</b>	<b>1,563,829</b>	<b>1,568,196</b>	<b>3,584,405</b>	<b>26,296,233</b>	<b>25,633,812</b>	<b>662,422</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	627,206	627,206	627,206	627,206	627,206	627,206	627,206	627,206	627,206	627,206	627,206	627,206	-	7,526,470	7,378,892	(147,578)
1175 Teachers' Extra Duty/Stipends	-	203,217	203,217	203,217	203,217	203,217	203,217	203,217	203,217	203,217	203,217	203,217	-	2,235,388	2,191,557	(43,831)
1200 Pupil Support Salaries	67,744	67,744	67,744	67,744	67,744	67,744	67,744	67,744	67,744	67,744	67,744	67,744	-	812,928	796,988	(15,940)
1300 Administrators' Salaries	86,564	86,564	86,564	86,564	86,564	86,564	86,564	86,564	86,564	86,564	86,564	86,564	-	1,038,774	1,018,406	(20,368)
	781,514	984,731	984,731	984,731	984,731	984,731	984,731	984,731	984,731	984,731	984,731	984,731	-	11,613,559	11,385,543	(227,717)
<b>Classified Salaries</b>																
2100 Instructional Salaries	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	3,861	9,267	55,605	54,514	(1,090)
2300 Classified Administrators' Salaries	11,125	11,125	11,125	11,125	11,125	11,125	11,125	11,125	11,125	11,125	11,125	11,125	26,700	160,200	157,059	(3,141)
2400 Clerical and Office Staff Salaries	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	3,440	8,255	49,533	48,561	(971)
	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	18,426	44,223	265,337	260,134	(5,203)
<b>Benefits</b>																
3101 STRS	149,269	188,084	188,084	188,084	188,084	188,084	188,084	188,084	188,084	188,084	188,084	188,084	-	2,218,190	2,174,696	(43,494)
3301 OASDI	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	-	13,709	11,200	(2,509)
3311 Medicare	11,599	14,546	14,546	14,546	14,546	14,546	14,546	14,546	14,546	14,546	14,546	14,546	-	171,603	167,612	(3,991)
3401 Health and Welfare	110,657	110,657	110,657	110,657	110,657	110,657	110,657	110,657	110,657	110,657	110,657	110,657	-	1,327,888	1,301,851	(26,037)
3501 State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	11,932	-	238,630	238,630	-
3601 Workers' Compensation	11,199	14,044	14,044	14,044	14,044	14,044	14,044	14,044	14,044	14,044	14,044	14,044	-	165,685	161,832	(3,853)
3901 Other Benefits	6,396	8,021	8,021	8,021	8,021	8,021	8,021	8,021	8,021	8,021	8,021	8,021	-	94,623	92,422	(2,201)
	302,195	348,426	348,426	348,426	348,426	348,426	396,152	384,220	360,357	348,426	348,426	348,426	-	4,230,328	4,148,243	(82,085)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	18,904	18,904	18,904	18,904	18,904	18,904	18,904	18,904	18,904	18,904	18,904	18,904	-	226,848	222,400	(4,448)
4200 Books and Other Reference Mater	147,883	147,883	147,883	147,883	147,883	147,883	147,883	147,883	147,883	147,883	147,883	147,883	-	1,774,596	1,739,800	(34,796)
4302 School Supplies	-	4,808	1,493	885	2,984	-	(4,825)	4,837	1,318	1,233	1,233	1,233	-	15,198	14,900	(298)
4305 Software	142,996	142,996	142,996	142,996	142,996	142,996	142,996	142,996	142,996	142,996	142,996	142,996	-	1,715,946	1,682,300	(33,646)
4310 Office Expense	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	4,633	-	55,590	54,500	(1,090)
4311 Business Meals	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	-	14,994	14,700	(294)
4400 Noncapitalized Equipment	-	109,917	34,134	20,229	68,210	-	(110,306)	110,568	30,133	28,175	28,175	28,175	-	347,412	340,600	(6,812)
	315,665	430,390	351,292	336,779	386,859	315,665	200,533	431,069	347,116	345,072	345,072	345,072	-	4,150,584	4,069,200	(81,384)



# NorCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	147,084	147,084	147,084	147,084	147,084	147,084	147,084	147,084	147,084	147,084	147,084	147,084	-	1,765,008	1,730,400	(34,608)
5103 Substitute Teacher	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	3,290	-	39,474	38,700	(774)
5105 Security	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5106 Other Educational Consultants	-	69,255	21,507	12,746	42,977	-	(69,500)	69,665	18,986	17,752	17,752	17,752	-	218,892	214,600	(4,292)
5107 Instructional Services	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	4,471	-	53,652	52,600	(1,052)
	<b>154,853</b>	<b>224,108</b>	<b>176,360</b>	<b>167,599</b>	<b>197,830</b>	<b>154,853</b>	<b>85,353</b>	<b>224,518</b>	<b>173,839</b>	<b>172,605</b>	<b>172,605</b>	<b>172,605</b>	-	<b>2,077,128</b>	<b>2,036,400</b>	<b>(40,728)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	6,044	6,044	6,044	6,044	6,044	6,044	6,044	6,044	6,044	6,044	6,044	6,044	-	72,522	71,100	(1,422)
5300 Dues & Memberships	3,859	3,859	3,859	3,859	3,859	3,859	3,859	3,859	3,859	3,859	3,859	3,859	-	46,308	45,400	(908)
5400 Insurance	3,137	3,137	3,137	3,137	3,137	3,137	3,137	3,137	3,137	3,137	3,137	3,137	-	37,638	36,900	(738)
5501 Utilities	221	221	221	221	221	221	221	221	221	221	221	221	-	2,652	2,600	(52)
5502 Janitorial Services	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	1,029	-	12,342	12,100	(242)
5900 Communications	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	1,003	-	12,036	11,800	(236)
5901 Postage and Shipping	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	4,658	-	55,896	54,800	(1,096)
	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	<b>19,950</b>	-	<b>239,394</b>	<b>234,700</b>	<b>(4,694)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	2,635	-	31,620	31,000	(620)
5602 Additional Rent	612	612	612	612	612	612	612	612	612	612	612	612	-	7,344	7,200	(144)
5603 Equipment Leases	289	289	289	289	289	289	289	289	289	289	289	289	-	3,468	3,400	(68)
5604 Other Leases	6,715	6,715	6,715	6,715	6,715	6,715	6,715	6,715	6,715	6,715	6,715	6,715	-	80,580	79,000	(1,580)
5610 Repairs and Maintenance	995	995	995	995	995	995	995	995	995	995	995	995	-	11,934	11,700	(234)
	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	<b>11,246</b>	-	<b>134,946</b>	<b>132,300</b>	<b>(2,646)</b>
<b>Professional/Consulting Services</b>																
5801 IT	63,963	63,963	63,963	63,963	63,963	63,963	63,963	63,963	63,963	63,963	63,963	63,963	-	767,550	752,500	(15,050)
5802 Audit & Taxes	-	-	-	19,618	19,618	19,618	-	-	-	-	-	-	-	58,854	57,700	(1,154)
5803 Legal	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	-	54,672	53,600	(1,072)
5804 Professional Development	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	21,395	-	256,734	251,700	(5,034)
5805 General Consulting	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	38,284	-	459,408	450,400	(9,008)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	0	0	0	-	-	-	0	0	(0)
5807 Bank Charges	170	170	170	170	170	170	170	170	170	170	170	170	-	2,040	2,000	(40)
5808 Printing	51	51	51	51	51	51	51	51	51	51	51	51	-	612	600	(12)
5809 Other taxes and fees	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	-	75,276	73,800	(1,476)
5811 Management Fee	43,577	43,577	43,577	43,577	43,577	43,577	43,577	43,577	43,577	43,577	43,577	43,577	-	522,930	512,676	(10,254)
5812 District Oversight Fee	-	8,395	10,147	30,311	14,293	14,293	30,311	14,293	16,046	31,426	14,001	14,001	30,488	228,007	220,895	(7,112)
5815 Public Relations/Recruitment	23,052	23,052	23,052	23,052	23,052	23,052	23,052	23,052	23,052	23,052	23,052	23,052	-	276,624	271,200	(5,424)
	<b>201,320</b>	<b>209,716</b>	<b>211,468</b>	<b>251,249</b>	<b>235,232</b>	<b>235,232</b>	<b>231,631</b>	<b>215,614</b>	<b>217,366</b>	<b>232,747</b>	<b>215,322</b>	<b>215,322</b>	<b>30,488</b>	<b>2,702,707</b>	<b>2,647,071</b>	<b>(55,636)</b>
<b>Depreciation</b>																
6900 Depreciation Expense	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	-	66,708	65,400	(1,308)
	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	<b>5,559</b>	-	<b>66,708</b>	<b>65,400</b>	<b>(1,308)</b>
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>1,810,727</b>	<b>2,252,551</b>	<b>2,127,457</b>	<b>2,143,964</b>	<b>2,208,257</b>	<b>2,094,087</b>	<b>1,953,581</b>	<b>2,295,333</b>	<b>2,138,589</b>	<b>2,138,761</b>	<b>2,121,336</b>	<b>2,121,336</b>	<b>74,711</b>	<b>25,480,691</b>	<b>24,979,290</b>	<b>(501,400)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(1,808,047)</b>	<b>(1,320,948)</b>	<b>(945,352)</b>	<b>1,050,843</b>	<b>(43,678)</b>	<b>(364,016)</b>	<b>1,349,408</b>	<b>(702,300)</b>	<b>(295,053)</b>	<b>1,495,639</b>	<b>(557,507)</b>	<b>(553,141)</b>	<b>3,509,694</b>	<b>815,543</b>	<b>654,521</b>	<b>161,021</b>



## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 1738.90

#### Cash Flow Adjustments

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(1,808,047)	(1,320,948)	(945,352)	1,050,843	(43,678)	(364,016)	1,349,408	(702,300)	(295,053)	1,495,639	(557,507)	(553,141)	3,509,694	815,543
Cash flows from operating activities														
Depreciation/Amortization	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	5,559	-	66,708
Public Funding Receivables	1,985,870	-	218,042	-	-	216,547	160,695	-	-	-	-	-	(3,584,405)	(1,003,251)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(63,214)	-	-	-	-	-	-	-	-	-	-	-	74,711	11,496
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(198,089)	-	-	(198,089)	-	-	(198,089)	-	-	(1,386,625)	(1,980,893)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>120,167</b>	<b>(1,315,389)</b>	<b>(721,751)</b>	<b>858,313</b>	<b>(38,119)</b>	<b>(141,910)</b>	<b>1,317,573</b>	<b>(696,741)</b>	<b>(289,494)</b>	<b>1,303,109</b>	<b>(551,948)</b>	<b>(547,582)</b>		
Cash, Beginning of Month	7,867,687	7,987,854	6,672,465	5,950,714	6,809,027	6,770,908	6,628,998	7,946,571	7,249,830	6,960,336	8,263,446	7,711,497		
<b>Cash, End of Month</b>	<b>7,987,854</b>	<b>6,672,465</b>	<b>5,950,714</b>	<b>6,809,027</b>	<b>6,770,908</b>	<b>6,628,998</b>	<b>7,946,571</b>	<b>7,249,830</b>	<b>6,960,336</b>	<b>8,263,446</b>	<b>7,711,497</b>	<b>7,163,915</b>		

Prior Year Forecast	Favorable / (Unfav.)



# NorCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	689,247	689,247	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	1,240,645	13,784,944	13,285,695	499,248
8012 Education Protection Account	-	-	-	1,601,709	-	-	1,601,709	-	-	1,742,500	-	-	1,851,749	6,797,666	6,594,556	203,110
8096 In Lieu of Property Taxes	-	175,226	350,453	233,635	233,635	233,635	233,635	233,635	408,861	204,431	204,431	204,431	204,431	2,920,439	2,920,439	-
	-	864,473	1,039,700	3,075,989	1,474,280	1,474,280	3,075,989	1,474,280	1,649,506	3,187,575	1,445,076	1,445,076	3,296,825	23,503,048	22,800,690	702,358
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	11,303	11,303	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	20,345	226,058	226,058	-
8290 Title I, Part A - Basic Low Income	-	-	59,229	-	-	59,229	-	-	59,229	-	-	-	59,229	236,916	236,916	-
8291 Title II, Part A - Teacher Quality	-	-	11,322	-	-	11,322	-	-	11,322	-	-	-	11,322	45,289	45,289	-
8294 Title V, Part B - PCSG	-	-	4,725	-	-	4,725	-	-	4,725	-	-	4,725	-	18,901	18,901	-
	-	11,303	86,579	20,345	20,345	95,622	20,345	20,345	95,622	20,345	20,345	25,070	90,896	527,164	527,164	-
<b>Other State Revenue</b>																
8311 State Special Education	-	77,946	77,946	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	140,302	1,558,911	1,558,911	-
8550 Mandated Cost	-	-	-	-	-	61,761	-	-	-	-	-	-	284	62,045	61,761	284
8560 State Lottery	-	-	-	-	-	-	108,247	-	-	108,247	-	-	216,494	432,987	432,987	-
8599 Other State Revenue	-	-	-	-	446,514	-	-	-	-	171,736	-	-	68,695	686,945	879,302	(192,357)
	-	77,946	77,946	140,302	586,816	202,063	248,549	140,302	140,302	420,285	140,302	140,302	425,774	2,740,888	2,932,961	(192,073)
<b>Other Local Revenue</b>																
8660 Interest Revenue	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	-	32,160	32,160	-
8699 School Fundraising	-	163	163	424	358	358	358	358	358	358	358	-	-	3,259	3,259	-
	2,680	2,843	2,843	3,104	3,038	3,038	3,038	3,038	3,038	3,038	3,038	2,680	-	35,419	35,419	-
<b>Total Revenue</b>	<b>2,680</b>	<b>956,565</b>	<b>1,207,068</b>	<b>3,239,740</b>	<b>2,084,480</b>	<b>1,775,003</b>	<b>3,347,921</b>	<b>1,637,966</b>	<b>1,888,468</b>	<b>3,631,244</b>	<b>1,608,761</b>	<b>1,613,128</b>	<b>3,813,495</b>	<b>26,806,519</b>	<b>26,296,233</b>	<b>510,285</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	639,750	639,750	639,750	639,750	639,750	639,750	639,750	639,750	639,750	639,750	639,750	639,750	-	7,676,999	7,526,470	(150,529)
1175 Teachers' Extra Duty/Stipends	-	207,281	207,281	207,281	207,281	207,281	207,281	207,281	207,281	207,281	207,281	207,281	-	2,280,096	2,235,388	(44,708)
1200 Pupil Support Salaries	69,099	69,099	69,099	69,099	69,099	69,099	69,099	69,099	69,099	69,099	69,099	69,099	-	829,186	812,928	(16,259)
1300 Administrators' Salaries	88,296	88,296	88,296	88,296	88,296	88,296	88,296	88,296	88,296	88,296	88,296	88,296	-	1,059,549	1,038,774	(20,775)
	797,145	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	1,004,426	-	11,845,531	11,613,559	(232,271)
<b>Classified Salaries</b>																
2100 Instructional Salaries	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	3,939	9,453	56,717	55,605	(1,112)
2300 Classified Administrators' Salaries	11,347	11,347	11,347	11,347	11,347	11,347	11,347	11,347	11,347	11,347	11,347	11,347	27,234	163,404	160,200	(3,204)
2400 Clerical and Office Staff Salaries	3,509	3,509	3,509	3,509	3,509	3,509	3,509	3,509	3,509	3,509	3,509	3,509	8,421	50,523	49,533	(991)
	18,795	18,795	18,795	18,795	18,795	18,795	18,795	18,795	18,795	18,795	18,795	18,795	45,107	270,644	265,337	(5,307)
<b>Benefits</b>																
3101 STRS	152,255	191,845	191,845	191,845	191,845	191,845	191,845	191,845	191,845	191,845	191,845	191,845	-	2,262,554	2,218,190	(44,364)
3301 OASDI	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	-	13,983	13,709	(274)
3311 Medicare	11,831	14,837	14,837	14,837	14,837	14,837	14,837	14,837	14,837	14,837	14,837	14,837	-	175,035	171,603	(3,432)
3401 Health and Welfare	112,870	112,870	112,870	112,870	112,870	112,870	112,870	112,870	112,870	112,870	112,870	112,870	-	1,354,445	1,327,888	(26,558)
3501 State Unemployment	11,932	11,932	11,932	11,932	11,932	11,932	59,658	47,726	23,863	11,932	11,932	11,932	-	238,630	238,630	-
3601 Workers' Compensation	11,423	14,325	14,325	14,325	14,325	14,325	14,325	14,325	14,325	14,325	14,325	14,325	-	168,999	165,685	(3,314)
3901 Other Benefits	6,524	8,181	8,181	8,181	8,181	8,181	8,181	8,181	8,181	8,181	8,181	8,181	-	96,515	94,623	(1,892)
	308,000	355,155	355,155	355,155	355,155	355,155	402,881	390,950	367,087	355,155	355,155	355,155	-	4,310,162	4,230,328	(79,834)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	19,282	-	231,385	226,848	(4,537)
4200 Books and Other Reference Mater	150,841	150,841	150,841	150,841	150,841	150,841	150,841	150,841	150,841	150,841	150,841	150,841	-	1,810,088	1,774,596	(35,492)
4302 School Supplies	-	4,905	1,523	903	3,044	-	(4,922)	4,934	1,345	1,257	1,257	-	-	15,502	15,198	(304)
4305 Software	145,855	145,855	145,855	145,855	145,855	145,855	145,855	145,855	145,855	145,855	145,855	145,855	-	1,750,265	1,715,946	(34,319)
4310 Office Expense	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	4,725	-	56,702	55,590	(1,112)
4311 Business Meals	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	1,274	-	15,294	14,994	(300)
4400 Noncapitalized Equipment	-	112,116	34,817	20,634	69,574	-	(112,512)	112,779	30,736	28,739	28,739	28,739	-	354,360	347,412	(6,948)
	321,978	438,998	358,318	343,515	394,596	321,978	204,544	439,691	354,058	351,974	351,974	351,974	-	4,233,596	4,150,584	(83,012)



# NorCal FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	150,026	150,026	150,026	150,026	150,026	150,026	150,026	150,026	150,026	150,026	150,026	150,026	-	1,800,308	1,765,008	(35,300)
5103 Substitute Teacher	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	3,355	-	40,263	39,474	(789)
5105 Security	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5106 Other Educational Consultants	-	70,640	21,937	13,001	43,836	-	(70,890)	71,058	19,365	18,107	18,107	18,107	-	223,270	218,892	(4,378)
5107 Instructional Services	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	4,560	-	54,725	53,652	(1,073)
	<b>157,950</b>	<b>228,590</b>	<b>179,887</b>	<b>170,951</b>	<b>201,786</b>	<b>157,950</b>	<b>87,060</b>	<b>229,008</b>	<b>177,316</b>	<b>176,057</b>	<b>176,057</b>	<b>176,057</b>	-	<b>2,118,671</b>	<b>2,077,128</b>	<b>(41,543)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	6,164	-	73,972	72,522	(1,450)
5300 Dues & Memberships	3,936	3,936	3,936	3,936	3,936	3,936	3,936	3,936	3,936	3,936	3,936	3,936	-	47,234	46,308	(926)
5400 Insurance	3,199	3,199	3,199	3,199	3,199	3,199	3,199	3,199	3,199	3,199	3,199	3,199	-	38,391	37,638	(753)
5501 Utilities	225	225	225	225	225	225	225	225	225	225	225	225	-	2,705	2,652	(53)
5502 Janitorial Services	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	1,049	-	12,589	12,342	(247)
5900 Communications	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	1,023	-	12,277	12,036	(241)
5901 Postage and Shipping	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	4,751	-	57,014	55,896	(1,118)
	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	<b>20,348</b>	-	<b>244,182</b>	<b>239,394</b>	<b>(4,788)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	2,688	-	32,252	31,620	(632)
5602 Additional Rent	624	624	624	624	624	624	624	624	624	624	624	624	-	7,491	7,344	(147)
5603 Equipment Leases	295	295	295	295	295	295	295	295	295	295	295	295	-	3,537	3,468	(69)
5604 Other Leases	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	6,849	-	82,192	80,580	(1,612)
5610 Repairs and Maintenance	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	1,014	-	12,173	11,934	(239)
	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	<b>11,470</b>	-	<b>137,645</b>	<b>134,946</b>	<b>(2,699)</b>
<b>Professional/Consulting Services</b>																
5801 IT	65,242	65,242	65,242	65,242	65,242	65,242	65,242	65,242	65,242	65,242	65,242	65,242	-	782,901	767,550	(15,351)
5802 Audit & Taxes	-	-	-	20,010	20,010	20,010	-	-	-	-	-	-	-	60,031	58,854	(1,177)
5803 Legal	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	4,647	-	55,765	54,672	(1,093)
5804 Professional Development	21,822	21,822	21,822	21,822	21,822	21,822	21,822	21,822	21,822	21,822	21,822	21,822	-	261,869	256,734	(5,135)
5805 General Consulting	39,050	39,050	39,050	39,050	39,050	39,050	39,050	39,050	39,050	39,050	39,050	39,050	-	468,596	459,408	(9,188)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	0	0	0	-	-	-	0	0	(0)
5807 Bank Charges	173	173	173	173	173	173	173	173	173	173	173	173	-	2,081	2,040	(41)
5808 Printing	52	52	52	52	52	52	52	52	52	52	52	52	-	624	612	(12)
5809 Other taxes and fees	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	6,398	-	76,782	75,276	(1,506)
5811 Management Fee	44,449	44,449	44,449	44,449	44,449	44,449	44,449	44,449	44,449	44,449	44,449	44,449	-	533,388	522,930	(10,459)
5812 District Oversight Fee	-	8,645	10,397	30,760	14,743	14,743	30,760	14,743	16,495	31,876	14,451	14,451	32,968	235,030	228,007	(7,024)
5815 Public Relations/Recruitment	23,513	23,513	23,513	23,513	23,513	23,513	23,513	23,513	23,513	23,513	23,513	23,513	-	282,156	276,624	(5,532)
	<b>205,347</b>	<b>213,992</b>	<b>215,744</b>	<b>256,117</b>	<b>240,100</b>	<b>240,100</b>	<b>236,107</b>	<b>220,090</b>	<b>221,842</b>	<b>237,223</b>	<b>219,798</b>	<b>219,798</b>	<b>32,968</b>	<b>2,759,224</b>	<b>2,702,707</b>	<b>(56,518)</b>
<b>Depreciation</b>																
6900 Depreciation Expense	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	-	68,042	66,708	(1,334)
	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	<b>5,670</b>	-	<b>68,042</b>	<b>66,708</b>	<b>(1,334)</b>
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>1,846,703</b>	<b>2,297,445</b>	<b>2,169,814</b>	<b>2,186,448</b>	<b>2,252,347</b>	<b>2,135,893</b>	<b>1,991,302</b>	<b>2,340,448</b>	<b>2,181,012</b>	<b>2,181,119</b>	<b>2,163,694</b>	<b>2,163,694</b>	<b>78,076</b>	<b>25,987,995</b>	<b>25,480,691</b>	<b>(507,305)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(1,844,023)</b>	<b>(1,340,880)</b>	<b>(962,747)</b>	<b>1,053,292</b>	<b>(167,867)</b>	<b>(360,890)</b>	<b>1,356,619</b>	<b>(702,483)</b>	<b>(292,544)</b>	<b>1,450,125</b>	<b>(554,932)</b>	<b>(550,566)</b>	<b>3,735,420</b>	<b>818,523</b>	<b>815,543</b>	<b>2,981</b>



## NorCal FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 1738.90

#### Cash Flow Adjustments

Monthly Surplus (Deficit)

Cash flows from operating activities

Depreciation/Amortization

Public Funding Receivables

Grants and Contributions Rec.

Due To/From Related Parties

Prepaid Expenses

Other Assets

Accounts Payable

Accrued Expenses

Other Liabilities

Deferred Revenue

Cash flows from investing activities

Purchases of Prop. And Equip.

Notes Receivable

Cash flows from financing activities

Proceeds from Factoring

Payments on Factoring

Proceeds(Payments) on Debt

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
Monthly Surplus (Deficit)	(1,844,023)	(1,340,880)	(962,747)	1,053,292	(167,867)	(360,890)	1,356,619	(702,483)	(292,544)	1,450,125	(554,932)	(550,566)	3,735,420	818,523		
Cash flows from operating activities																
Depreciation/Amortization	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	5,670	-	68,042		
Public Funding Receivables	3,048,782	-	216,494	-	-	-	319,129	-	-	-	-	-	(3,813,495)	(229,091)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(74,711)	-	-	-	-	-	-	-	-	-	-	-	78,076	3,365		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(150,000)	-	-	(150,000)	-	-	(150,000)	-	-	(1,050,000)	(1,500,000)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>1,135,719</b>	<b>(1,335,210)</b>	<b>(740,583)</b>	<b>908,962</b>	<b>(162,197)</b>	<b>(355,220)</b>	<b>1,531,418</b>	<b>(696,813)</b>	<b>(286,874)</b>	<b>1,305,795</b>	<b>(549,262)</b>	<b>(544,896)</b>				
<b>Cash, Beginning of Month</b>	<b>7,163,915</b>	<b>8,299,634</b>	<b>6,964,424</b>	<b>6,223,842</b>	<b>7,132,804</b>	<b>6,970,607</b>	<b>6,615,386</b>	<b>8,146,804</b>	<b>7,449,991</b>	<b>7,163,118</b>	<b>8,468,913</b>	<b>7,919,651</b>				
<b>Cash, End of Month</b>	<b>8,299,634</b>	<b>6,964,424</b>	<b>6,223,842</b>	<b>7,132,804</b>	<b>6,970,607</b>	<b>6,615,386</b>	<b>8,146,804</b>	<b>7,449,991</b>	<b>7,163,118</b>	<b>8,468,913</b>	<b>7,919,651</b>	<b>7,374,755</b>				

## North Bay FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	167	167	167
Average Daily Attendance	163.43	163.43	163.43
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 1,338,965	\$ 1,400,727	\$ 1,467,871
8012 Education Protection Account	32,686	32,686	32,686
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	746,291	746,291	746,291
	<u>2,117,942</u>	<u>2,179,704</u>	<u>2,246,848</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	20,537	21,246	21,246
8290 Title I, Part A - Basic Low Income	32,602	32,602	32,602
8291 Title II, Part A - Teacher Quality	4,749	4,749	4,749
8294 Title IV	10,000	10,000	10,000
8299 Prior Year Federal Revenue	-	-	-
	<u>67,888</u>	<u>68,597</u>	<u>68,597</u>
<b>Other State Revenue</b>			
8311 State Special Education	141,627	146,513	146,513
8550 Mandated Cost	5,945	5,944	6,214
8560 State Lottery	39,337	39,337	39,337
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	125,618	112,156	89,516
	<u>312,527</u>	<u>303,951</u>	<u>281,580</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	122	122	122
	<u>122</u>	<u>122</u>	<u>122</u>
<b>Total Revenue</b>	<b>\$ 2,498,479</b>	<b>\$ 2,552,373</b>	<b>\$ 2,597,146</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	670,808	684,225	697,909
1175 Teachers' Extra Duty/Stipends	199,232	203,217	207,281
1200 Pupil Support Salaries	72,453	73,903	75,381
1300 Administrators' Salaries	92,582	94,434	96,323
	<u>1,035,077</u>	<u>1,055,778</u>	<u>1,076,894</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	4,956	5,055	5,156
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	14,278	14,564	14,855
2400 Clerical and Office Staff Salaries	4,415	4,503	4,593
	<u>23,649</u>	<u>24,122</u>	<u>24,604</u>
<b>Benefits</b>			
3101 STRS	197,700	201,654	205,687
3301 OASDI	1,018	1,246	1,271
3311 Medicare	15,237	15,600	15,912
3401 Health and Welfare	118,350	120,717	123,131
3501 State Unemployment	62,528	63,729	64,955
3601 Workers' Compensation	14,712	15,062	15,364
3901 Other Benefits	8,402	8,602	8,774
	<u>417,947</u>	<u>426,611</u>	<u>435,094</u>
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	18,200	18,564	18,935
4200 Books and Other Materials	248,400	253,368	258,435
4302 School Supplies	46,200	47,124	48,066
4305 Software	152,800	155,856	158,973
4310 Office Expense	3,700	3,774	3,849
4311 Business Meals	200	204	208
4400 Noncapitalized Equipment	29,500	30,090	30,692
	<u>499,000</u>	<u>508,980</u>	<u>519,160</u>

## North Bay FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Subagreement Services</b>			
5102 Special Education	131,600	134,232	136,917
5103 Substitute Teacher	3,500	3,570	3,641
5106 Other Educational Consultants	25,000	25,500	26,010
5107 Instructional Services	4,800	4,896	4,994
	<u>164,900</u>	<u>168,198</u>	<u>171,562</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	100	102	104
5300 Dues & Memberships	5,400	5,508	5,618
5400 Insurance	3,100	3,162	3,225
5501 Utilities	-	-	-
5502 Janitorial Services	400	408	416
5900 Communications	500	510	520
5901 Postage and Shipping	5,100	5,202	5,306
	<u>14,600</u>	<u>14,892</u>	<u>15,190</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	5,400	5,508	5,618
5602 Additional Rent	800	816	832
5603 Equipment Leases	4,900	4,998	5,098
5604 Other Leases	100	102	104
5610 Repairs and Maintenance	200	204	208
	<u>11,400</u>	<u>11,628</u>	<u>11,861</u>
<b>Professional/Consulting Services</b>			
5801 IT	75,900	77,418	78,966
5802 Audit & Taxes	5,400	5,508	5,618
5803 Legal	3,700	3,774	3,849
5804 Professional Development	21,600	22,032	22,473
5805 General Consulting	67,100	68,442	69,811
5806 Special Activities/Field Trips	0	0	0
5807 Bank Charges	300	306	312
5808 Printing	100	102	104
5809 Other taxes and fees	7,600	7,752	7,907
5810 Payroll Service Fee	-	-	-
5811 Management Fee	49,970	50,969	51,988
5812 District Oversight Fee	21,179	21,797	22,468
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	22,600	23,052	23,513
	<u>275,449</u>	<u>281,152</u>	<u>287,011</u>
<b>Depreciation</b>	-	-	-
<b>Interest</b>	-	-	-
<b>Total Expenses</b>	<b>\$ 2,442,021</b>	<b>\$ 2,491,361</b>	<b>\$ 2,541,374</b>
<b>Surplus (Deficit)</b>	<b>\$ 56,457</b>	<b>\$ 61,012</b>	<b>\$ 55,772</b>
	2%	2%	2%
Fund Balance, Beginning of Year	\$ 1,148,985	\$ 1,205,442	\$ 1,266,455
<b>Fund Balance, End of Year</b>	<b>\$ 1,205,442</b>	<b>\$ 1,266,455</b>	<b>\$ 1,322,227</b>
	49.4%	50.8%	52.0%

## North Bay FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(152,186)	(75,873)	(83,041)
Cash Flows From Operating Activities	-	-	-
Depreciation/Amortization	-	-	-
Public Funding Receivables	455,126	312,148	241,797
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(297,464)	(103,504)	(104,912)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(88,085)	(77,988)	(61,008)
Cash Flows From Investing Activities	-	-	-
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities	-	-	-
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>(82,609)</b>	<b>54,782</b>	<b>(7,164)</b>
Cash, Beginning of Year	1,116,506	1,033,897	1,088,678
<b>Cash, End of Year</b>	<b>\$ 1,033,897</b>	<b>\$ 1,088,678</b>	<b>\$ 1,081,515</b>



### North Bay FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 163.43

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																ADA = 157.98
8011 LCFF State Aid	-	64,574	64,574	116,234	116,234	116,234	116,234	116,234	116,318	116,318	116,318	116,318	163,376	1,338,965	1,338,965	-
8012 Education Protection Account	-	-	7,899	-	-	7,899	-	-	7,899	-	-	-	8,989	32,686	32,686	-
8096 In Lieu of Property Taxes	-	43,270	86,540	57,693	57,693	57,693	57,693	57,693	101,042	50,521	50,521	50,521	75,410	746,291	746,291	-
	-	107,844	159,013	173,927	173,927	181,826	173,927	173,927	225,259	166,839	166,839	166,839	247,775	2,117,942	2,117,942	-
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	1,027	1,027	1,848	1,848	1,848	1,848	1,848	1,849	1,849	1,849	1,849	1,849	20,537	20,537	-
8290 Title I, Part A - Basic Low Income	-	-	8,151	-	-	24,452	-	-	-	-	-	-	-	32,602	32,602	-
8291 Title II, Part A - Teacher Quality	-	-	1,187	-	-	3,562	-	-	-	-	-	-	-	4,749	4,749	-
8294 Title IV	-	-	-	-	10,000	-	-	-	-	-	-	-	-	10,000	10,000	-
	-	1,027	10,364	1,848	11,848	29,861	1,848	1,848	1,849	1,849	1,849	1,849	1,849	67,888	67,888	-
<b>Other State Revenue</b>																
8311 State Special Education	-	7,079	7,079	12,742	12,742	12,742	12,742	12,742	12,752	12,752	12,752	12,752	12,752	141,627	141,627	-
8550 Mandated Cost	-	-	-	-	-	5,945	-	-	-	-	-	-	-	5,945	5,945	-
8560 State Lottery	-	-	-	-	-	-	9,831	-	-	9,831	-	-	-	39,337	39,337	-
8599 Other State Revenue	-	409	409	30,097	735	735	30,097	735	735	30,097	735	735	30,097	125,618	125,618	-
	-	7,488	7,488	42,839	13,478	19,422	52,670	13,478	13,487	52,680	13,487	13,487	62,523	312,527	312,527	-
<b>Other Local Revenue</b>																
8660 Interest Revenue	10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-
	10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-
<b>Total Revenue</b>	<b>10</b>	<b>116,369</b>	<b>176,875</b>	<b>218,624</b>	<b>199,263</b>	<b>231,119</b>	<b>228,455</b>	<b>189,263</b>	<b>240,605</b>	<b>221,378</b>	<b>182,185</b>	<b>182,185</b>	<b>312,148</b>	<b>2,498,479</b>	<b>2,498,479</b>	<b>-</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	55,901	55,901	55,901	55,901	55,901	55,901	55,901	55,901	55,901	55,901	55,901	55,901	-	670,808	670,808	-
1175 Teachers' Extra Duty/Stipends	-	18,112	18,112	18,112	18,112	18,112	18,112	18,112	18,112	18,112	18,112	18,112	-	199,232	199,232	-
1200 Pupil Support Salaries	6,038	6,038	6,038	6,038	6,038	6,038	6,038	6,038	6,038	6,038	6,038	6,038	-	72,453	72,453	-
1300 Administrators' Salaries	7,715	7,715	7,715	7,715	7,715	7,715	7,715	7,715	7,715	7,715	7,715	7,715	-	92,582	92,582	-
	69,654	87,766	87,766	87,766	87,766	87,766	87,766	87,766	87,766	87,766	87,766	87,766	-	1,035,077	1,035,077	-
<b>Classified Salaries</b>																
2100 Instructional Salaries	344	344	344	344	344	344	344	344	344	344	344	344	826	4,956	4,956	-
2300 Classified Administrators' Salaries	992	992	992	992	992	992	992	992	992	992	992	992	2,380	14,278	14,278	-
2400 Clerical and Office Staff Salaries	307	307	307	307	307	307	307	307	307	307	307	307	736	4,415	4,415	-
	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	1,642	3,941	23,649	23,649	-
<b>Benefits</b>																
3101 STRS	13,304	16,763	16,763	16,763	16,763	16,763	16,763	16,763	16,763	16,763	16,763	16,763	-	197,700	197,700	-
3301 OASDI	85	85	85	85	85	85	85	85	85	85	85	85	-	1,018	1,018	-
3311 Medicare	1,030	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	1,292	-	15,237	15,237	-
3401 Health and Welfare	9,863	9,863	9,863	9,863	9,863	9,863	9,863	9,863	9,863	9,863	9,863	9,863	-	118,350	118,350	-
3501 State Unemployment	3,126	3,126	3,126	3,126	3,126	3,126	15,632	12,506	6,253	3,126	3,126	3,126	-	62,528	62,528	-
3601 Workers' Compensation	994	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	-	14,712	14,712	-
3901 Other Benefits	568	712	712	712	712	712	712	712	712	712	712	712	-	8,402	8,402	-
	28,970	33,088	33,088	33,088	33,088	33,088	45,593	42,467	36,214	33,088	33,088	33,088	-	417,947	417,947	-
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	1,517	-	18,200	18,200	-
4200 Books and Reference Materials	20,700	20,700	20,700	20,700	20,700	20,700	20,700	20,700	20,700	20,700	20,700	20,700	-	248,400	248,400	-
4302 School Supplies	-	299	476	57	189	-	-	95	93	150	150	150	44,541	46,200	46,200	-
4305 Software	12,733	12,733	12,733	12,733	12,733	12,733	12,733	12,733	12,733	12,733	12,733	12,733	-	152,800	152,800	-
4310 Office Expense	308	308	308	308	308	308	308	308	308	308	308	308	-	3,700	3,700	-
4311 Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
4400 Noncapitalized Equipment	-	191	304	36	120	-	-	61	59	96	96	96	28,441	29,500	29,500	-
	35,275	35,765	36,054	35,368	35,584	35,275	35,275	35,431	35,427	35,521	35,521	35,521	72,982	499,000	499,000	-



### North Bay FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 163.43

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	10,967	-	131,600	131,600	-
5103 Substitute Teacher	292	292	292	292	292	292	292	292	292	292	292	292	-	3,500	3,500	-
5106 Other Educational Consultants	-	162	257	31	102	-	-	52	50	81	81	81	24,103	25,000	25,000	-
5107 Instructional Services	400	400	400	400	400	400	400	400	400	400	400	400	-	4,800	4,800	-
	<b>11,658</b>	<b>11,820</b>	<b>11,916</b>	<b>11,689</b>	<b>11,760</b>	<b>11,658</b>	<b>11,658</b>	<b>11,710</b>	<b>11,709</b>	<b>11,740</b>	<b>11,740</b>	<b>11,740</b>	<b>24,103</b>	<b>164,900</b>	<b>164,900</b>	<b>-</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5300 Dues & Memberships	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400	5,400	-
5400 Insurance	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100	3,100	-
5502 Janitorial Services	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
5900 Communications	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
5901 Postage and Shipping	425	425	425	425	425	425	425	425	425	425	425	425	-	5,100	5,100	-
	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>1,217</b>	<b>-</b>	<b>14,600</b>	<b>14,600</b>	<b>-</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	450	450	450	450	450	450	450	450	450	450	450	450	-	5,400	5,400	-
5602 Additional Rent	67	67	67	67	67	67	67	67	67	67	67	67	-	800	800	-
5603 Equipment Leases	408	408	408	408	408	408	408	408	408	408	408	408	-	4,900	4,900	-
5604 Other Leases	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5610 Repairs and Maintenance	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>950</b>	<b>-</b>	<b>11,400</b>	<b>11,400</b>	<b>-</b>
<b>Professional/Consulting Services</b>																
5801 IT	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	6,325	-	75,900	75,900	-
5802 Audit & Taxes	-	-	-	1,800	1,800	1,800	-	-	-	-	-	-	-	5,400	5,400	-
5803 Legal	308	308	308	308	308	308	308	308	308	308	308	308	-	3,700	3,700	-
5804 Professional Development	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	1,800	-	21,600	21,600	-
5805 General Consulting	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	5,592	-	67,100	67,100	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
5807 Bank Charges	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5808 Printing	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5809 Other taxes and fees	633	633	633	633	633	633	633	633	633	633	633	633	-	7,600	7,600	-
5811 Management Fee	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	4,164	-	49,970	49,970	-
5812 District Oversight Fee	-	1,078	1,590	1,739	1,739	1,818	1,739	1,739	2,253	1,668	1,668	1,668	2,478	21,179	21,179	-
5815 Public Relations/Recruitment	1,883	1,883	1,883	1,883	1,883	1,883	1,883	1,883	1,883	1,883	1,883	1,883	-	22,600	22,600	-
	<b>20,739</b>	<b>21,818</b>	<b>22,329</b>	<b>24,278</b>	<b>24,278</b>	<b>24,357</b>	<b>22,478</b>	<b>22,478</b>	<b>22,992</b>	<b>22,408</b>	<b>22,408</b>	<b>22,408</b>	<b>2,478</b>	<b>275,449</b>	<b>275,449</b>	<b>-</b>
<b>Depreciation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>170,105</b>	<b>194,065</b>	<b>194,962</b>	<b>195,998</b>	<b>196,285</b>	<b>195,953</b>	<b>206,580</b>	<b>203,661</b>	<b>197,916</b>	<b>194,331</b>	<b>194,331</b>	<b>194,331</b>	<b>103,504</b>	<b>2,442,021</b>	<b>2,442,021</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(170,095)</b>	<b>(77,696)</b>	<b>(18,086)</b>	<b>22,627</b>	<b>2,977</b>	<b>35,166</b>	<b>21,876</b>	<b>(14,399)</b>	<b>42,689</b>	<b>27,047</b>	<b>(12,146)</b>	<b>(12,146)</b>	<b>208,643</b>	<b>56,457</b>	<b>56,457</b>	<b>-</b>
														<b>2.3%</b>		



### North Bay FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 163.43

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(170,095)	(77,696)	(18,086)	22,627	2,977	35,166	21,876	(14,399)	42,689	27,047	(12,146)	(12,146)	208,643	56,457		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	391,983	-	-	33,414	-	-	29,729	-	-	-	-	-	(312,148)	142,978		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(297,464)	-	-	-	-	-	-	-	-	-	-	-	103,504	(193,960)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(29,362)	-	-	(29,362)	-	-	(29,362)	-	-	(205,531)	(293,616)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(75,576)</b>	<b>(77,696)</b>	<b>(18,086)</b>	<b>26,680</b>	<b>2,977</b>	<b>35,166</b>	<b>22,242</b>	<b>(14,399)</b>	<b>42,689</b>	<b>(2,315)</b>	<b>(12,146)</b>	<b>(12,146)</b>				
Cash, Beginning of Month	1,116,506	1,040,930	963,234	945,147	971,827	974,804	1,009,970	1,032,213	1,017,814	1,060,503	1,058,188	1,046,043				
<b>Cash, End of Month</b>	<b>1,040,930</b>	<b>963,234</b>	<b>945,147</b>	<b>971,827</b>	<b>974,804</b>	<b>1,009,970</b>	<b>1,032,213</b>	<b>1,017,814</b>	<b>1,060,503</b>	<b>1,058,188</b>	<b>1,046,043</b>	<b>1,033,897</b>				

Cert.	Instr.
61.9%	83.3%
547,931	83,327

Pupil:Teacher Ratio
21.08



# North Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 163.43

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFE State Aid	-	70,036	70,036	126,065	126,065	126,065	126,065	126,065	126,065	126,065	126,065	126,065	126,065	1,400,727	1,338,965	61,761
8012 Education Protection Account	-	-	-	8,172	-	-	8,172	-	-	8,172	-	-	8,172	32,686	32,686	-
8096 In Lieu of Property Taxes	-	44,777	89,555	59,703	59,703	59,703	59,703	59,703	104,481	52,240	52,240	52,240	52,240	746,291	746,291	-
	-	114,814	159,591	193,940	185,769	185,769	193,940	185,769	230,546	186,477	178,306	178,306	186,477	2,179,704	2,117,942	61,761
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	1,062	1,062	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	21,246	20,537	709
8290 Title I, Part A - Basic Low Income	-	-	8,151	-	-	8,151	-	-	8,151	-	-	-	8,151	32,602	32,602	-
8291 Title II, Part A - Teacher Quality	-	-	1,187	-	-	1,187	-	-	1,187	-	-	-	1,187	4,749	4,749	-
8294 Title V, Part B - PCSG	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	10,000	10,000	-
	-	1,062	12,900	1,912	1,912	13,750	1,912	1,912	13,750	1,912	1,912	4,412	11,250	68,597	67,888	709
<b>Other State Revenue</b>																
8311 State Special Education	-	7,326	7,326	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	146,513	141,627	4,886
8550 Mandated Cost	-	-	-	-	-	5,944	-	-	-	-	-	-	-	5,944	5,945	(0)
8560 State Lottery	-	-	-	-	-	-	9,834	-	-	9,834	-	-	19,668	39,337	39,337	-
8599 Other State Revenue	-	-	-	-	72,901	-	-	-	-	28,039	-	-	11,216	112,156	125,618	(13,462)
	-	7,326	7,326	13,186	86,088	19,131	23,020	13,186	13,186	51,059	13,186	13,186	44,070	303,951	312,527	(8,576)
<b>Other Local Revenue</b>																
8660 Interest Revenue	10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-
	10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-
<b>Total Revenue</b>	<b>10</b>	<b>123,212</b>	<b>179,827</b>	<b>209,049</b>	<b>273,779</b>	<b>218,659</b>	<b>218,883</b>	<b>200,877</b>	<b>257,492</b>	<b>239,459</b>	<b>193,414</b>	<b>195,914</b>	<b>241,797</b>	<b>2,552,373</b>	<b>2,498,479</b>	<b>53,894</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	57,019	57,019	57,019	57,019	57,019	57,019	57,019	57,019	57,019	57,019	57,019	57,019	-	684,225	670,808	(13,416)
1175 Teachers' Extra Duty/Stipends	-	18,474	18,474	18,474	18,474	18,474	18,474	18,474	18,474	18,474	18,474	18,474	-	203,217	199,232	(3,985)
1200 Pupil Support Salaries	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	6,159	-	73,903	72,453	(1,449)
1300 Administrators' Salaries	7,869	7,869	7,869	7,869	7,869	7,869	7,869	7,869	7,869	7,869	7,869	7,869	-	94,434	92,582	(1,852)
	71,047	89,521	89,521	89,521	89,521	89,521	89,521	89,521	89,521	89,521	89,521	89,521	-	1,055,778	1,035,077	(20,702)
<b>Classified Salaries</b>																
2100 Instructional Salaries	351	351	351	351	351	351	351	351	351	351	351	351	842	5,055	4,956	(99)
2300 Classified Administrators' Salaries	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	1,011	2,427	14,564	14,278	(286)
2400 Clerical and Office Staff Salaries	313	313	313	313	313	313	313	313	313	313	313	313	750	4,503	4,415	(88)
	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	1,675	4,020	24,122	23,649	(473)
<b>Benefits</b>																
3101 STRS	13,570	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	17,099	-	201,654	197,700	(3,954)
3301 OASDI	104	104	104	104	104	104	104	104	104	104	104	104	-	1,246	1,018	(228)
3311 Medicare	1,054	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	1,322	-	15,600	15,237	(363)
3401 Health and Welfare	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	10,060	-	120,717	118,350	(2,367)
3501 State Unemployment	3,186	3,186	3,186	3,186	3,186	3,186	15,932	12,746	6,373	3,186	3,186	3,186	-	63,729	62,528	(1,202)
3601 Workers' Compensation	1,018	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	1,277	-	15,062	14,712	(350)
3901 Other Benefits	581	729	729	729	729	729	729	729	729	729	729	729	-	8,602	8,402	(200)
	29,574	33,777	33,777	33,777	33,777	33,777	46,523	43,336	36,963	33,777	33,777	33,777	-	426,611	417,947	(8,664)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	1,547	-	18,564	18,200	(364)
4200 Books and Other Reference Mater	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	21,114	-	253,368	248,400	(4,968)
4302 School Supplies	-	305	485	58	192	-	-	97	95	153	153	153	45,432	47,124	46,200	(924)
4305 Software	12,988	12,988	12,988	12,988	12,988	12,988	12,988	12,988	12,988	12,988	12,988	12,988	-	155,856	152,800	(3,056)
4310 Office Expense	315	315	315	315	315	315	315	315	315	315	315	315	-	3,774	3,700	(74)
4311 Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	204	200	(4)
4400 Noncapitalized Equipment	-	195	310	37	123	-	-	62	60	98	98	98	29,010	30,090	29,500	(590)
	35,981	36,480	36,775	36,075	36,296	35,981	35,981	36,140	36,136	36,232	36,232	36,232	74,442	508,980	499,000	(9,980)



### North Bay FY24-25 Budget

#### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 163.43

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	11,186	11,186	11,186	11,186	11,186	11,186	11,186	11,186	11,186	11,186	11,186	11,186	-	134,232	131,600	(2,632)
5103 Substitute Teacher	298	298	298	298	298	298	298	298	298	298	298	298	-	3,570	3,500	(70)
5106 Other Educational Consultants	-	165	263	31	104	-	-	53	51	83	83	83	24,585	25,500	25,000	(500)
5107 Instructional Services	408	408	408	408	408	408	408	408	408	408	408	408	-	4,896	4,800	(96)
	<b>11,892</b>	<b>12,056</b>	<b>12,154</b>	<b>11,923</b>	<b>11,996</b>	<b>11,892</b>	<b>11,892</b>	<b>11,944</b>	<b>11,943</b>	<b>11,974</b>	<b>11,974</b>	<b>11,974</b>	<b>24,585</b>	<b>168,198</b>	<b>164,900</b>	<b>(3,298)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5300 Dues & Memberships	459	459	459	459	459	459	459	459	459	459	459	459	-	5,508	5,400	(108)
5400 Insurance	264	264	264	264	264	264	264	264	264	264	264	264	-	3,162	3,100	(62)
5502 Janitorial Services	34	34	34	34	34	34	34	34	34	34	34	34	-	408	400	(8)
5900 Communications	43	43	43	43	43	43	43	43	43	43	43	43	-	510	500	(10)
5901 Postage and Shipping	434	434	434	434	434	434	434	434	434	434	434	434	-	5,202	5,100	(102)
	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>1,241</b>	<b>-</b>	<b>14,892</b>	<b>14,600</b>	<b>(292)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	459	459	459	459	459	459	459	459	459	459	459	459	-	5,508	5,400	(108)
5602 Additional Rent	68	68	68	68	68	68	68	68	68	68	68	68	-	816	800	(16)
5603 Equipment Leases	417	417	417	417	417	417	417	417	417	417	417	417	-	4,998	4,900	(98)
5604 Other Leases	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5610 Repairs and Maintenance	17	17	17	17	17	17	17	17	17	17	17	17	-	204	200	(4)
	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>969</b>	<b>-</b>	<b>11,628</b>	<b>11,400</b>	<b>(228)</b>
<b>Professional/Consulting Services</b>																
5801 IT	6,452	6,452	6,452	6,452	6,452	6,452	6,452	6,452	6,452	6,452	6,452	6,452	-	77,418	75,900	(1,518)
5802 Audit & Taxes	-	-	-	1,836	1,836	1,836	-	-	-	-	-	-	-	5,508	5,400	(108)
5803 Legal	315	315	315	315	315	315	315	315	315	315	315	315	-	3,774	3,700	(74)
5804 Professional Development	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	1,836	-	22,032	21,600	(432)
5805 General Consulting	5,704	5,704	5,704	5,704	5,704	5,704	5,704	5,704	5,704	5,704	5,704	5,704	-	68,442	67,100	(1,342)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	0	0	0	-	-	-	0	0	(0)
5807 Bank Charges	26	26	26	26	26	26	26	26	26	26	26	26	-	306	300	(6)
5808 Printing	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5809 Other taxes and fees	646	646	646	646	646	646	646	646	646	646	646	646	-	7,752	7,600	(152)
5811 Management Fee	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	4,247	-	50,969	49,970	(999)
5812 District Oversight Fee	-	1,148	1,596	1,939	1,858	1,858	1,939	1,858	2,305	1,865	1,783	1,783	1,865	21,797	21,179	(618)
5815 Public Relations/Recruitment	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-	23,052	22,600	(452)
	<b>21,154</b>	<b>22,302</b>	<b>22,750</b>	<b>24,929</b>	<b>24,848</b>	<b>24,848</b>	<b>23,093</b>	<b>23,012</b>	<b>23,459</b>	<b>23,019</b>	<b>22,937</b>	<b>22,937</b>	<b>1,865</b>	<b>281,152</b>	<b>275,449</b>	<b>(5,703)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>173,532</b>	<b>198,021</b>	<b>198,862</b>	<b>200,110</b>	<b>200,322</b>	<b>199,903</b>	<b>210,894</b>	<b>207,838</b>	<b>201,907</b>	<b>198,408</b>	<b>198,326</b>	<b>198,326</b>	<b>104,912</b>	<b>2,491,361</b>	<b>2,442,021</b>	<b>(49,339)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(173,522)</b>	<b>(74,809)</b>	<b>(19,035)</b>	<b>8,939</b>	<b>73,457</b>	<b>18,757</b>	<b>7,989</b>	<b>(6,961)</b>	<b>55,585</b>	<b>41,051</b>	<b>(4,912)</b>	<b>(2,412)</b>	<b>136,886</b>	<b>61,012</b>	<b>56,457</b>	<b>4,555</b>



## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 163.43

#### Cash Flow Adjustments

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(173,522)	(74,809)	(19,035)	8,939	73,457	18,757	7,989	(6,961)	55,585	41,051	(4,912)	(2,412)	136,886	61,012
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	247,775	-	30,097	-	-	19,675	14,601	-	-	-	-	-	(241,797)	70,350
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(103,504)	-	-	-	-	-	-	-	-	-	-	-	104,912	1,408
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(25,996)	-	-	(25,996)	-	-	(25,996)	-	-	(181,973)	(259,961)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(29,251)</b>	<b>(74,809)</b>	<b>11,062</b>	<b>(17,058)</b>	<b>73,457</b>	<b>38,432</b>	<b>(3,407)</b>	<b>(6,961)</b>	<b>55,585</b>	<b>15,055</b>	<b>(4,912)</b>	<b>(2,412)</b>		
Cash, Beginning of Month	1,033,897	1,004,646	929,837	940,898	923,841	997,297	1,035,729	1,032,322	1,025,361	1,080,947	1,096,002	1,091,090		
<b>Cash, End of Month</b>	<b>1,004,646</b>	<b>929,837</b>	<b>940,898</b>	<b>923,841</b>	<b>997,297</b>	<b>1,035,729</b>	<b>1,032,322</b>	<b>1,025,361</b>	<b>1,080,947</b>	<b>1,096,002</b>	<b>1,091,090</b>	<b>1,088,678</b>		

Prior Year Forecast	Favorable / (Unfav.)



# North Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

### Revenues

#### State Aid - Revenue Limit

8011	LCFF State Aid	-	73,394	73,394	132,108	132,108	132,108	132,108	132,108	132,108	132,108	132,108	132,108	132,108	1,467,871	1,400,727	67,144
8012	Education Protection Account	-	-	-	8,172	-	-	8,172	-	-	8,172	-	-	8,172	32,686	32,686	-
8096	In Lieu of Property Taxes	-	44,777	89,555	59,703	59,703	59,703	59,703	59,703	104,481	52,240	52,240	52,240	52,240	746,291	746,291	-
		-	118,171	162,948	199,983	191,812	191,812	199,983	191,812	236,589	192,520	184,349	184,349	192,520	2,246,848	2,179,704	67,144

#### Federal Revenue

8181	Special Education - Entitlement	-	1,062	1,062	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	1,912	21,246	21,246	-
8290	Title I, Part A - Basic Low Income	-	-	8,151	-	-	8,151	-	-	8,151	-	-	-	8,151	32,602	32,602	-
8291	Title II, Part A - Teacher Quality	-	-	1,187	-	-	1,187	-	-	1,187	-	-	-	1,187	4,749	4,749	-
8294	Title V, Part B - PCSG	-	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	10,000	10,000	-	
		-	1,062	12,900	1,912	1,912	13,750	1,912	1,912	13,750	1,912	1,912	4,412	11,250	68,597	68,597	-

#### Other State Revenue

8311	State Special Education	-	7,326	7,326	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	13,186	146,513	146,513	-
8550	Mandated Cost	-	-	-	-	-	5,944	-	-	-	-	-	-	270	6,214	5,944	270
8560	State Lottery	-	-	-	-	-	-	9,834	-	-	9,834	-	-	19,668	39,337	39,337	-
8599	Other State Revenue	-	-	-	-	58,185	-	-	-	-	22,379	-	-	8,952	89,516	112,156	(22,641)
		-	7,326	7,326	13,186	71,371	19,131	23,020	13,186	13,186	45,399	13,186	13,186	42,076	281,580	303,951	(22,370)

#### Other Local Revenue

8660	Interest Revenue	10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-
		10	10	10	10	10	10	10	10	10	10	10	10	-	122	122	-

### Total Revenue

		10	126,569	183,184	215,092	265,105	224,702	224,926	206,920	263,535	239,842	199,457	201,957	245,846	2,597,146	2,552,373	44,773
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### Expenses

#### Certificated Salaries

1100	Teachers' Salaries	58,159	58,159	58,159	58,159	58,159	58,159	58,159	58,159	58,159	58,159	58,159	58,159	-	697,909	684,225	(13,684)
1175	Teachers' Extra Duty/Stipends	-	18,844	18,844	18,844	18,844	18,844	18,844	18,844	18,844	18,844	18,844	18,844	-	207,281	203,217	(4,064)
1200	Pupil Support Salaries	6,282	6,282	6,282	6,282	6,282	6,282	6,282	6,282	6,282	6,282	6,282	6,282	-	75,381	73,903	(1,478)
1300	Administrators' Salaries	8,027	8,027	8,027	8,027	8,027	8,027	8,027	8,027	8,027	8,027	8,027	8,027	-	96,323	94,434	(1,889)
		72,468	91,311	91,311	91,311	91,311	91,311	91,311	91,311	91,311	91,311	91,311	91,311	-	1,076,894	1,055,778	(21,116)

#### Classified Salaries

2100	Instructional Salaries	358	358	358	358	358	358	358	358	358	358	358	358	859	5,156	5,055	(101)
2300	Classified Administrators' Salaries	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	1,032	2,476	14,855	14,564	(291)
2400	Clerical and Office Staff Salaries	319	319	319	319	319	319	319	319	319	319	319	319	766	4,593	4,503	(90)
		1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	1,709	4,101	24,604	24,122	(482)

#### Benefits

3101	STRS	13,841	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	17,440	-	205,687	201,654	(4,033)
3301	OASDI	106	106	106	106	106	106	106	106	106	106	106	106	-	1,271	1,246	(25)
3311	Medicare	1,076	1,349	1,349	1,349	1,349	1,349	1,349	1,349	1,349	1,349	1,349	1,349	-	15,912	15,600	(312)
3401	Health and Welfare	10,261	10,261	10,261	10,261	10,261	10,261	10,261	10,261	10,261	10,261	10,261	10,261	-	123,131	120,717	(2,414)
3501	State Unemployment	3,248	3,248	3,248	3,248	3,248	3,248	16,239	12,991	6,496	3,248	3,248	3,248	-	64,955	63,729	(1,226)
3601	Workers' Compensation	1,038	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	1,302	-	15,364	15,062	(301)
3901	Other Benefits	593	744	744	744	744	744	744	744	744	744	744	744	-	8,774	8,602	(172)
		30,163	34,450	34,450	34,450	34,450	34,450	47,441	44,193	37,698	34,450	34,450	34,450	-	435,094	426,611	(8,483)

#### Books and Supplies

4100	Textbooks and Core Curricula Mat	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	-	18,935	18,564	(371)
4200	Books and Other Reference Mater	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	21,536	-	258,435	253,368	(5,067)
4302	School Supplies	-	311	495	59	196	-	-	99	97	156	156	156	46,341	48,066	47,124	(942)
4305	Software	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	13,248	-	158,973	155,856	(3,117)
4310	Office Expense	321	321	321	321	321	321	321	321	321	321	321	321	-	3,849	3,774	(75)
4311	Business Meals	17	17	17	17	17	17	17	17	17	17	17	17	-	208	204	(4)
4400	Noncapitalized Equipment	-	199	316	38	125	-	-	63	62	100	100	100	29,590	30,692	30,090	(602)
		36,700	37,209	37,511	36,797	37,022	36,700	36,700	36,863	36,858	36,956	36,956	36,956	75,931	519,160	508,980	(10,180)



### North Bay FY24-25 Budget

#### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	11,410	11,410	11,410	11,410	11,410	11,410	11,410	11,410	11,410	11,410	11,410	11,410	-	136,917	134,232	(2,685)
5103 Substitute Teacher	303	303	303	303	303	303	303	303	303	303	303	303	-	3,641	3,570	(71)
5106 Other Educational Consultants	-	168	268	32	106	-	-	54	52	85	85	85	25,076	26,010	25,500	(510)
5107 Instructional Services	416	416	416	416	416	416	416	416	416	416	416	416	-	4,994	4,896	(98)
	<b>12,129</b>	<b>12,298</b>	<b>12,397</b>	<b>12,161</b>	<b>12,236</b>	<b>12,129</b>	<b>12,129</b>	<b>12,183</b>	<b>12,182</b>	<b>12,214</b>	<b>12,214</b>	<b>12,214</b>	<b>25,076</b>	<b>171,562</b>	<b>168,198</b>	<b>(3,364)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5300 Dues & Memberships	468	468	468	468	468	468	468	468	468	468	468	468	-	5,618	5,508	(110)
5400 Insurance	269	269	269	269	269	269	269	269	269	269	269	269	-	3,225	3,162	(63)
5502 Janitorial Services	35	35	35	35	35	35	35	35	35	35	35	35	-	416	408	(8)
5900 Communications	43	43	43	43	43	43	43	43	43	43	43	43	-	520	510	(10)
5901 Postage and Shipping	442	442	442	442	442	442	442	442	442	442	442	442	-	5,306	5,202	(104)
	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>1,266</b>	<b>-</b>	<b>15,190</b>	<b>14,892</b>	<b>(298)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	468	468	468	468	468	468	468	468	468	468	468	468	-	5,618	5,508	(110)
5602 Additional Rent	69	69	69	69	69	69	69	69	69	69	69	69	-	832	816	(16)
5603 Equipment Leases	425	425	425	425	425	425	425	425	425	425	425	425	-	5,098	4,998	(100)
5604 Other Leases	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5610 Repairs and Maintenance	17	17	17	17	17	17	17	17	17	17	17	17	-	208	204	(4)
	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>988</b>	<b>-</b>	<b>11,861</b>	<b>11,628</b>	<b>(233)</b>
<b>Professional/Consulting Services</b>																
5801 IT	6,581	6,581	6,581	6,581	6,581	6,581	6,581	6,581	6,581	6,581	6,581	6,581	-	78,966	77,418	(1,548)
5802 Audit & Taxes	-	-	-	1,873	1,873	1,873	-	-	-	-	-	-	-	5,618	5,508	(110)
5803 Legal	321	321	321	321	321	321	321	321	321	321	321	321	-	3,849	3,774	(75)
5804 Professional Development	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	1,873	-	22,473	22,032	(441)
5805 General Consulting	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	5,818	-	69,811	68,442	(1,369)
5806 Special Activities/Field Trips	-	-	-	-	-	-	0	0	0	0	0	0	-	0	0	(0)
5807 Bank Charges	26	26	26	26	26	26	26	26	26	26	26	26	-	312	306	(6)
5808 Printing	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5809 Other taxes and fees	659	659	659	659	659	659	659	659	659	659	659	659	-	7,907	7,752	(155)
5811 Management Fee	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	4,332	-	51,988	50,969	(1,019)
5812 District Oversight Fee	-	1,182	1,629	2,000	1,918	1,918	2,000	1,918	2,366	1,925	1,843	1,843	1,925	22,468	21,797	(671)
5815 Public Relations/Recruitment	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	1,959	-	23,513	23,052	(461)
	<b>21,577</b>	<b>22,759</b>	<b>23,206</b>	<b>25,450</b>	<b>25,368</b>	<b>25,368</b>	<b>23,577</b>	<b>23,495</b>	<b>23,943</b>	<b>23,502</b>	<b>23,420</b>	<b>23,420</b>	<b>1,925</b>	<b>287,011</b>	<b>281,152</b>	<b>(5,859)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>177,000</b>	<b>201,990</b>	<b>202,839</b>	<b>204,132</b>	<b>204,349</b>	<b>203,921</b>	<b>215,121</b>	<b>212,008</b>	<b>205,955</b>	<b>202,397</b>	<b>202,315</b>	<b>202,315</b>	<b>107,033</b>	<b>2,541,374</b>	<b>2,491,361</b>	<b>(50,014)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(176,990)</b>	<b>(75,421)</b>	<b>(19,654)</b>	<b>10,960</b>	<b>60,756</b>	<b>20,781</b>	<b>9,804</b>	<b>(5,088)</b>	<b>57,581</b>	<b>37,445</b>	<b>(2,858)</b>	<b>(358)</b>	<b>138,813</b>	<b>55,772</b>	<b>61,012</b>	<b>(5,240)</b>



## North Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 163.43

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(176,990)	(75,421)	(19,654)	10,960	60,756	20,781	9,804	(5,088)	57,581	37,445	(2,858)	(358)	138,813	55,772		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	186,477	-	19,668	-	-	-	35,652	-	-	-	-	-	(245,846)	(4,049)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(104,912)	-	-	-	-	-	-	-	-	-	-	-	107,033	2,121		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(20,336)	-	-	(20,336)	-	-	(20,336)	-	-	(142,352)	(203,360)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(95,424)</b>	<b>(75,421)</b>	<b>14</b>	<b>(9,376)</b>	<b>60,756</b>	<b>20,781</b>	<b>25,120</b>	<b>(5,088)</b>	<b>57,581</b>	<b>17,109</b>	<b>(2,858)</b>	<b>(358)</b>				
Cash, Beginning of Month	1,088,678	993,254	917,833	917,847	908,471	969,227	990,008	1,015,128	1,010,040	1,067,621	1,084,730	1,081,873				
<b>Cash, End of Month</b>	<b>993,254</b>	<b>917,833</b>	<b>917,847</b>	<b>908,471</b>	<b>969,227</b>	<b>990,008</b>	<b>1,015,128</b>	<b>1,010,040</b>	<b>1,067,621</b>	<b>1,084,730</b>	<b>1,081,873</b>	<b>1,081,515</b>				

# Monterey Bay FY24-25 Budget

## Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	571	571	571
Average Daily Attendance	560.02	560.02	560.02
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 3,399,520	\$ 3,622,413	\$ 3,845,833
8012 Education Protection Account	112,004	112,004	112,004
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	3,518,552	3,518,552	3,518,552
	<u>7,030,076</u>	<u>7,252,969</u>	<u>7,476,389</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	72,803	72,803	72,803
8290 Title I, Part A - Basic Low Income	45,923	45,923	45,923
8291 Title II, Part A - Teacher Quality	9,763	9,763	9,763
	<u>128,489</u>	<u>128,489</u>	<u>128,489</u>
<b>Other State Revenue</b>			
8311 State Special Education	502,053	502,053	502,053
8550 Mandated Cost	20,752	20,597	20,748
8560 State Lottery	139,445	139,445	139,445
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	237,612	213,263	167,171
	<u>899,863</u>	<u>875,359</u>	<u>829,418</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	10,286	10,286	10,286
	<u>10,286</u>	<u>10,286</u>	<u>10,286</u>
<b>Total Revenue</b>	<b>\$ 8,068,713</b>	<b>\$ 8,267,103</b>	<b>\$ 8,444,581</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	2,365,482	2,412,792	2,461,048
1175 Teachers' Extra Duty/Stipends	702,557	716,608	730,940
1200 Pupil Support Salaries	255,494	260,604	265,816
1300 Administrators' Salaries	326,475	333,004	339,664
	<u>3,650,007</u>	<u>3,723,007</u>	<u>3,797,467</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	17,476	17,825	18,182
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	50,349	51,356	52,383
2400 Clerical and Office Staff Salaries	15,567	15,879	16,196
	<u>83,392</u>	<u>85,060</u>	<u>86,761</u>
<b>Benefits</b>			
3101 STRS	697,151	711,094	725,316
3301 OASDI	3,591	4,395	4,483
3311 Medicare	53,732	55,011	56,112
3401 Health and Welfare	417,340	425,686	434,200
3501 State Unemployment	204,261	207,787	211,358
3601 Workers' Compensation	51,879	53,114	54,177
3901 Other Benefits	29,628	30,334	30,940
	<u>1,457,582</u>	<u>1,487,422</u>	<u>1,516,585</u>
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	61,600	62,832	64,089
4200 Books and Other Materials	417,600	425,952	434,471
4302 School Supplies	39,500	40,290	41,096
4305 Software	498,900	508,878	519,056
4310 Office Expense	14,200	14,484	14,774
4311 Business Meals	4,200	4,284	4,370
4400 Noncapitalized Equipment	175,000	178,500	182,070
	<u>1,211,000</u>	<u>1,235,220</u>	<u>1,259,924</u>

## Monterey Bay FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Subagreement Services</b>			
5102 Special Education	464,100	473,382	482,850
5103 Substitute Teacher	12,400	12,648	12,901
5106 Other Educational Consultants	69,100	70,482	71,892
5107 Instructional Services	26,300	26,826	27,363
	<u>571,900</u>	<u>583,338</u>	<u>595,005</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	400	408	416
5300 Dues & Memberships	14,400	14,688	14,982
5400 Insurance	10,600	10,812	11,028
5501 Utilities	600	612	624
5502 Janitorial Services	1,400	1,428	1,457
5900 Communications	1,700	1,734	1,769
5901 Postage and Shipping	15,900	16,218	16,542
	<u>45,000</u>	<u>45,900</u>	<u>46,818</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	10,500	10,710	10,924
5602 Additional Rent	1,900	1,938	1,977
5603 Equipment Leases	300	306	312
5604 Other Leases	500	510	520
5610 Repairs and Maintenance	300	306	312
	<u>13,500</u>	<u>13,770</u>	<u>14,045</u>
<b>Professional/Consulting Services</b>			
5801 IT	224,800	229,296	233,882
5802 Audit & Taxes	22,400	22,848	23,305
5803 Legal	10,000	10,200	10,404
5804 Professional Development	76,800	78,336	79,903
5805 General Consulting	193,400	197,268	201,213
5807 Bank Charges	100	102	104
5808 Printing	200	204	208
5809 Other taxes and fees	21,800	22,236	22,681
5810 Payroll Service Fee	-	-	-
5811 Management Fee	161,374	164,602	167,894
5812 District Oversight Fee	70,301	72,530	74,764
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	76,800	78,336	79,903
	<u>857,975</u>	<u>875,957</u>	<u>894,260</u>
<b>Depreciation</b>	-	-	-
<b>Interest</b>	-	-	-
<b>Total Expenses</b>	<b>\$ 7,890,356</b>	<b>\$ 8,049,675</b>	<b>\$ 8,210,867</b>
<b>Surplus (Deficit)</b>	<b>\$ 178,357</b>	<b>\$ 217,429</b>	<b>\$ 233,715</b>
	2%	3%	3%
Fund Balance, Beginning of Year	\$ 1,491,881	\$ 1,670,238	\$ 1,887,667
<b>Fund Balance, End of Year</b>	<b>\$ 1,670,238</b>	<b>\$ 1,887,667</b>	<b>\$ 2,121,381</b>
	21.2%	23.5%	25.8%

## Monterey Bay FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(297,415)	(253,011)	(246,562)
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	1,436,412	756,655	757,024
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(561,995)	(280,882)	(286,584)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(157,208)	(138,947)	(104,377)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>419,793</b>	<b>83,815</b>	<b>119,501</b>
Cash, Beginning of Year	2,236,255	2,656,048	2,739,863
<b>Cash, End of Year</b>	<b>\$ 2,656,048</b>	<b>\$ 2,739,863</b>	<b>\$ 2,859,364</b>



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 560.02

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>ADA = 560.02</b>																	
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011	LCFF State Aid	-	169,973	169,973	305,952	305,952	305,952	305,952	305,952	305,961	305,961	305,961	305,961	305,966	3,399,520	3,399,520	-
8012	Education Protection Account	-	-	28,001	-	-	28,001	-	-	28,001	-	-	-	28,001	112,004	112,004	-
8096	In Lieu of Property Taxes	-	211,110	422,220	281,480	281,480	281,480	281,480	281,480	492,607	246,303	246,303	246,303	246,303	3,518,552	3,518,552	-
		-	381,084	620,195	587,432	587,432	615,434	587,432	587,432	826,569	552,265	552,265	552,265	580,271	7,030,076	7,030,076	-
<b>Federal Revenue</b>																	
8181	Special Education - Entitlement	-	3,640	3,640	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	72,803	72,803	-
8290	Title I, Part A - Basic Low Income	-	-	11,481	-	-	34,442	-	-	-	-	-	-	-	45,923	45,923	-
8291	Title II, Part A - Teacher Quality	-	-	2,441	-	-	7,322	-	-	-	-	-	-	-	9,763	9,763	-
		-	3,640	17,562	6,552	6,552	48,317	6,552	6,552	6,552	6,552	6,552	6,552	6,552	128,489	128,489	-
<b>Other State Revenue</b>																	
8311	State Special Education	-	25,102	25,102	45,184	45,184	45,184	45,184	45,184	45,186	45,186	45,186	45,186	45,186	502,053	502,053	-
8550	Mandated Cost	-	-	-	-	-	20,752	-	-	-	-	-	-	-	20,752	20,752	-
8560	State Lottery	-	-	-	-	-	-	34,861	-	-	34,861	-	-	-	139,445	139,445	-
8599	Other State Revenue	-	1,400	1,400	54,923	2,520	2,520	54,923	2,520	2,520	54,923	2,520	2,520	54,923	237,612	237,612	-
		-	26,502	26,502	100,107	47,704	68,456	134,968	47,704	47,706	134,969	47,706	47,706	169,832	899,863	899,863	-
<b>Other Local Revenue</b>																	
8660	Interest Revenue	857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-
		857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-
<b>Total Revenue</b>		<b>857</b>	<b>412,083</b>	<b>665,116</b>	<b>694,949</b>	<b>642,546</b>	<b>733,064</b>	<b>729,810</b>	<b>642,546</b>	<b>881,684</b>	<b>694,643</b>	<b>607,380</b>	<b>607,380</b>	<b>756,655</b>	<b>8,068,713</b>	<b>8,068,713</b>	<b>-</b>
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100	Teachers' Salaries	197,124	197,124	197,124	197,124	197,124	197,124	197,124	197,124	197,124	197,124	197,124	197,124	-	2,365,482	2,365,482	-
1175	Teachers' Extra Duty/Stipends	-	63,869	63,869	63,869	63,869	63,869	63,869	63,869	63,869	63,869	63,869	63,869	-	702,557	702,557	-
1200	Pupil Support Salaries	21,291	21,291	21,291	21,291	21,291	21,291	21,291	21,291	21,291	21,291	21,291	21,291	-	255,494	255,494	-
1300	Administrators' Salaries	27,206	27,206	27,206	27,206	27,206	27,206	27,206	27,206	27,206	27,206	27,206	27,206	-	326,475	326,475	-
		245,621	309,490	309,490	309,490	309,490	309,490	309,490	309,490	309,490	309,490	309,490	309,490	-	3,650,007	3,650,007	-
<b>Classified Salaries</b>																	
2100	Instructional Salaries	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	1,214	2,913	17,476	17,476	-
2300	Classified Administrators' Salaries	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	8,391	50,349	50,349	-
2400	Clerical and Office Staff Salaries	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	1,081	2,595	15,567	15,567	-
		5,791	5,791	5,791	5,791	5,791	5,791	5,791	5,791	5,791	5,791	5,791	5,791	13,899	83,392	83,392	-
<b>Benefits</b>																	
3101	STRS	46,914	59,113	59,113	59,113	59,113	59,113	59,113	59,113	59,113	59,113	59,113	59,113	-	697,151	697,151	-
3301	OASDI	299	299	299	299	299	299	299	299	299	299	299	299	-	3,591	3,591	-
3311	Medicare	3,632	4,555	4,555	4,555	4,555	4,555	4,555	4,555	4,555	4,555	4,555	4,555	-	53,732	53,732	-
3401	Health and Welfare	34,778	34,778	34,778	34,778	34,778	34,778	34,778	34,778	34,778	34,778	34,778	34,778	-	417,340	417,340	-
3501	State Unemployment	10,213	10,213	10,213	10,213	10,213	10,213	51,065	40,852	20,426	10,213	10,213	10,213	-	204,261	204,261	-
3601	Workers' Compensation	3,507	4,397	4,397	4,397	4,397	4,397	4,397	4,397	4,397	4,397	4,397	4,397	-	51,879	51,879	-
3901	Other Benefits	2,003	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	2,511	-	29,628	29,628	-
		101,345	115,867	115,867	115,867	115,867	115,867	156,719	146,506	126,080	115,867	115,867	115,867	-	1,457,582	1,457,582	-



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 560.02

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Books and Supplies</b>																
4100 Textbooks and Core Materials	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	5,133	-	61,600	61,600	-
4200 Books and Reference Materials	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	34,800	-	417,600	417,600	-
4302 School Supplies	-	569	906	108	359	-	-	191	186	268	268	268	36,377	39,500	39,500	-
4305 Software	41,575	41,575	41,575	41,575	41,575	41,575	41,575	41,575	41,575	41,575	41,575	41,575	-	498,900	498,900	-
4310 Office Expense	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	-	14,200	14,200	-
4311 Business Meals	350	350	350	350	350	350	350	350	350	350	350	350	-	4,200	4,200	-
4400 Noncapitalized Equipment	-	2,522	4,015	478	1,593	-	-	847	824	1,185	1,185	1,185	161,166	175,000	175,000	-
	83,042	86,133	87,963	83,627	84,994	83,042	83,042	84,080	84,051	84,494	84,494	84,494	197,543	1,211,000	1,211,000	-
<b>Subagreement Services</b>																
5102 Special Education	38,675	38,675	38,675	38,675	38,675	38,675	38,675	38,675	38,675	38,675	38,675	38,675	-	464,100	464,100	-
5103 Substitute Teacher	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	-	12,400	12,400	-
5106 Other Educational Consultants	-	996	1,585	189	629	-	-	334	325	468	468	468	63,638	69,100	69,100	-
5107 Instructional Services	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	2,192	-	26,300	26,300	-
	41,900	42,896	43,485	42,089	42,529	41,900	41,900	42,234	42,225	42,368	42,368	42,368	63,638	571,900	571,900	-
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
5300 Dues & Memberships	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	-	14,400	14,400	-
5400 Insurance	883	883	883	883	883	883	883	883	883	883	883	883	-	10,600	10,600	-
5501 Utilities	50	50	50	50	50	50	50	50	50	50	50	50	-	600	600	-
5502 Janitorial Services	117	117	117	117	117	117	117	117	117	117	117	117	-	1,400	1,400	-
5900 Communications	142	142	142	142	142	142	142	142	142	142	142	142	-	1,700	1,700	-
5901 Postage and Shipping	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	-	15,900	15,900	-
	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	-	45,000	45,000	-
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	875	875	875	875	875	875	875	875	875	875	875	875	-	10,500	10,500	-
5602 Additional Rent	158	158	158	158	158	158	158	158	158	158	158	158	-	1,900	1,900	-
5603 Equipment Leases	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5604 Other Leases	42	42	42	42	42	42	42	42	42	42	42	42	-	500	500	-
5610 Repairs and Maintenance	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	-	13,500	13,500	-
<b>Professional/Consulting Services</b>																
5801 IT	18,733	18,733	18,733	18,733	18,733	18,733	18,733	18,733	18,733	18,733	18,733	18,733	-	224,800	224,800	-
5802 Audit & Taxes	-	-	-	7,467	7,467	7,467	-	-	-	-	-	-	-	22,400	22,400	-
5803 Legal	833	833	833	833	833	833	833	833	833	833	833	833	-	10,000	10,000	-
5804 Professional Development	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	-	76,800	76,800	-
5805 General Consulting	16,117	16,117	16,117	16,117	16,117	16,117	16,117	16,117	16,117	16,117	16,117	16,117	-	193,400	193,400	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
5807 Bank Charges	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5808 Printing	17	17	17	17	17	17	17	17	17	17	17	17	-	200	200	-
5809 Other taxes and fees	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	1,817	-	21,800	21,800	-
5811 Management Fee	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	13,448	-	161,374	161,374	-
5812 District Oversight Fee	-	3,811	6,202	5,874	5,874	6,154	5,874	5,874	8,266	5,523	5,523	5,523	5,803	70,301	70,301	-
5815 Public Relations/Recruitment	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	6,400	-	76,800	76,800	-
	63,773	67,584	69,975	77,114	77,114	77,394	69,647	69,647	72,039	69,296	69,296	69,296	5,803	857,975	857,975	0
<b>Depreciation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>546,347</b>	<b>632,635</b>	<b>637,446</b>	<b>638,852</b>	<b>640,659</b>	<b>638,358</b>	<b>671,463</b>	<b>662,623</b>	<b>644,550</b>	<b>632,180</b>	<b>632,180</b>	<b>632,180</b>	<b>280,882</b>	<b>7,890,356</b>	<b>7,890,356</b>	<b>0</b>
<b>Monthly Surplus (Deficit)</b>	<b>(545,490)</b>	<b>(220,552)</b>	<b>27,670</b>	<b>56,097</b>	<b>1,887</b>	<b>94,706</b>	<b>58,346</b>	<b>(20,076)</b>	<b>237,134</b>	<b>62,463</b>	<b>(24,800)</b>	<b>(24,800)</b>	<b>475,773</b>	<b>178,357</b>	<b>178,357</b>	<b>0</b>
														2.2%		



## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 560.02

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(545,490)	(220,552)	27,670	56,097	1,887	94,706	58,346	(20,076)	237,134	62,463	(24,800)	(24,800)	475,773	178,357		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	1,302,973	-	-	138,227	-	-	(4,788)	-	-	-	-	-	(756,655)	679,757	2,213,386	313,336
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(561,995)	-	-	-	-	-	-	-	-	-	-	-	280,882	(281,113)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(52,403)	-	-	(52,403)	-	-	(52,403)	-	-	(366,819)	(524,027)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	195,488	(220,552)	27,670	141,921	1,887	94,706	1,155	(20,076)	237,134	10,061	(24,800)	(24,800)				
Cash, Beginning of Month	2,236,255	2,431,743	2,211,191	2,238,861	2,380,782	2,382,670	2,477,376	2,478,531	2,458,454	2,695,588	2,705,649	2,680,848				
<b>Cash, End of Month</b>	<b>2,431,743</b>	<b>2,211,191</b>	<b>2,238,861</b>	<b>2,380,782</b>	<b>2,382,670</b>	<b>2,477,376</b>	<b>2,478,531</b>	<b>2,458,454</b>	<b>2,695,588</b>	<b>2,705,649</b>	<b>2,680,848</b>	<b>2,656,048</b>				

Cert.	Instr.
67.4%	83.9%

Pupil:Teacher Ratio
20.49



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	181,121	181,121	326,017	326,017	326,017	326,017	326,017	326,017	326,017	326,017	326,017	326,017	3,622,413	3,399,520	222,893
8012 Education Protection Account	-	-	-	28,001	-	-	28,001	-	-	28,001	-	-	28,001	112,004	112,004	-
8096 In Lieu of Property Taxes	-	211,113	422,226	281,484	281,484	281,484	281,484	281,484	492,597	246,299	246,299	246,299	246,299	3,518,552	3,518,552	-
	-	392,234	603,347	635,502	607,501	607,501	635,502	607,501	818,614	600,317	572,316	572,316	600,317	7,252,969	7,030,076	222,893
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	3,640	3,640	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	72,803	72,803	-
8290 Title I, Part A - Basic Low Income	-	-	11,481	-	-	11,481	-	-	11,481	-	-	-	11,481	45,923	45,923	-
8291 Title II, Part A - Teacher Quality	-	-	2,441	-	-	2,441	-	-	2,441	-	-	-	2,441	9,763	9,763	-
	-	3,640	17,562	6,552	6,552	20,474	6,552	6,552	20,474	6,552	6,552	6,552	20,474	128,489	128,489	-
<b>Other State Revenue</b>																
8311 State Special Education	-	25,103	25,103	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	502,053	502,053	-
8550 Mandated Cost	-	-	-	-	-	20,597	-	-	-	-	-	-	-	20,597	20,752	(155)
8560 State Lottery	-	-	-	-	-	-	34,861	-	-	34,861	-	-	-	139,445	139,445	-
8599 Other State Revenue	-	-	-	-	138,621	-	-	-	-	53,316	-	-	-	213,263	237,612	(24,349)
	-	25,103	25,103	45,185	183,806	65,782	80,046	45,185	45,185	133,362	45,185	45,185	136,234	875,359	899,863	(24,503)
<b>Other Local Revenue</b>																
8660 Interest Revenue	857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-
	857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-
<b>Total Revenue</b>	<b>857</b>	<b>421,834</b>	<b>646,868</b>	<b>688,097</b>	<b>798,717</b>	<b>694,614</b>	<b>722,958</b>	<b>660,096</b>	<b>885,130</b>	<b>741,088</b>	<b>624,910</b>	<b>624,910</b>	<b>757,024</b>	<b>8,267,103</b>	<b>8,068,713</b>	<b>198,390</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	201,066	201,066	201,066	201,066	201,066	201,066	201,066	201,066	201,066	201,066	201,066	201,066	-	2,412,792	2,365,482	(47,310)
1175 Teachers' Extra Duty/Stipends	-	65,146	65,146	65,146	65,146	65,146	65,146	65,146	65,146	65,146	65,146	65,146	-	716,608	702,557	(14,051)
1200 Pupil Support Salaries	21,717	21,717	21,717	21,717	21,717	21,717	21,717	21,717	21,717	21,717	21,717	21,717	-	260,604	255,494	(5,110)
1300 Administrators' Salaries	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	27,750	-	333,004	326,475	(6,529)
	250,533	315,679	315,679	315,679	315,679	315,679	315,679	315,679	315,679	315,679	315,679	315,679	-	3,723,007	3,650,007	(73,000)
<b>Classified Salaries</b>																
2100 Instructional Salaries	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	1,238	2,971	17,825	17,476	(350)
2300 Classified Administrators' Salaries	3,566	3,566	3,566	3,566	3,566	3,566	3,566	3,566	3,566	3,566	3,566	3,566	8,559	51,356	50,349	(1,007)
2400 Clerical and Office Staff Salaries	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	1,103	2,646	15,879	15,567	(311)
	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	5,907	14,177	85,060	83,392	(1,668)
<b>Benefits</b>																
3101 STRS	47,852	60,295	60,295	60,295	60,295	60,295	60,295	60,295	60,295	60,295	60,295	60,295	-	711,094	697,151	(13,943)
3301 OASDI	366	366	366	366	366	366	366	366	366	366	366	366	-	4,395	3,591	(804)
3311 Medicare	3,718	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	4,663	-	55,011	53,732	(1,279)
3401 Health and Welfare	35,474	35,474	35,474	35,474	35,474	35,474	35,474	35,474	35,474	35,474	35,474	35,474	-	425,686	417,340	(8,347)
3501 State Unemployment	10,389	10,389	10,389	10,389	10,389	10,389	10,389	51,947	41,557	20,779	10,389	10,389	-	207,787	204,261	(3,526)
3601 Workers' Compensation	3,590	4,502	4,502	4,502	4,502	4,502	4,502	4,502	4,502	4,502	4,502	4,502	-	53,114	51,879	(1,235)
3901 Other Benefits	2,050	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	2,571	-	30,334	29,628	(705)
	103,440	118,261	118,261	118,261	118,261	118,261	159,818	149,429	128,650	118,261	118,261	118,261	-	1,487,422	1,457,582	(29,840)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	5,236	-	62,832	61,600	(1,232)
4200 Books and Other Reference Mater	35,496	35,496	35,496	35,496	35,496	35,496	35,496	35,496	35,496	35,496	35,496	35,496	-	425,952	417,600	(8,352)
4302 School Supplies	-	581	924	110	367	-	-	195	190	273	273	273	37,105	40,290	39,500	(790)
4305 Software	42,407	42,407	42,407	42,407	42,407	42,407	42,407	42,407	42,407	42,407	42,407	42,407	-	508,878	498,900	(9,978)
4310 Office Expense	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	-	14,484	14,200	(284)
4311 Business Meals	357	357	357	357	357	357	357	357	357	357	357	357	-	4,284	4,200	(84)
4400 Noncapitalized Equipment	-	2,573	4,096	487	1,625	-	-	864	840	1,209	1,209	1,209	164,389	178,500	175,000	(3,500)
	84,703	87,856	89,723	85,300	86,694	84,703	84,703	85,761	85,732	86,184	86,184	86,184	201,494	1,235,220	1,211,000	(24,220)



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	39,449	39,449	39,449	39,449	39,449	39,449	39,449	39,449	39,449	39,449	39,449	39,449	-	473,382	464,100	(9,282)
5103 Substitute Teacher	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	1,054	-	12,648	12,400	(248)
5106 Other Educational Consultants	-	1,016	1,617	192	641	-	-	341	332	477	477	477	64,910	70,482	69,100	(1,382)
5107 Instructional Services	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	2,236	-	26,826	26,300	(526)
	<b>42,738</b>	<b>43,754</b>	<b>44,355</b>	<b>42,930</b>	<b>43,379</b>	<b>42,738</b>	<b>42,738</b>	<b>43,079</b>	<b>43,070</b>	<b>43,215</b>	<b>43,215</b>	<b>43,215</b>	<b>64,910</b>	<b>583,338</b>	<b>571,900</b>	<b>(11,438)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	34	34	34	34	34	34	34	34	34	34	34	34	-	408	400	(8)
5300 Dues & Memberships	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	1,224	-	14,688	14,400	(288)
5400 Insurance	901	901	901	901	901	901	901	901	901	901	901	901	-	10,812	10,600	(212)
5501 Utilities	51	51	51	51	51	51	51	51	51	51	51	51	-	612	600	(12)
5502 Janitorial Services	119	119	119	119	119	119	119	119	119	119	119	119	-	1,428	1,400	(28)
5900 Communications	145	145	145	145	145	145	145	145	145	145	145	145	-	1,734	1,700	(34)
5901 Postage and Shipping	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	1,352	-	16,218	15,900	(318)
	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>3,825</b>	<b>-</b>	<b>45,900</b>	<b>45,000</b>	<b>(900)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	893	893	893	893	893	893	893	893	893	893	893	893	-	10,710	10,500	(210)
5602 Additional Rent	162	162	162	162	162	162	162	162	162	162	162	162	-	1,938	1,900	(38)
5603 Equipment Leases	26	26	26	26	26	26	26	26	26	26	26	26	-	306	300	(6)
5604 Other Leases	43	43	43	43	43	43	43	43	43	43	43	43	-	510	500	(10)
5610 Repairs and Maintenance	26	26	26	26	26	26	26	26	26	26	26	26	-	306	300	(6)
	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>1,148</b>	<b>-</b>	<b>13,770</b>	<b>13,500</b>	<b>(270)</b>
<b>Professional/Consulting Services</b>																
5801 IT	19,108	19,108	19,108	19,108	19,108	19,108	19,108	19,108	19,108	19,108	19,108	19,108	-	229,296	224,800	(4,496)
5802 Audit & Taxes	-	-	-	7,616	7,616	7,616	-	-	-	-	-	-	-	22,848	22,400	(448)
5803 Legal	850	850	850	850	850	850	850	850	850	850	850	850	-	10,200	10,000	(200)
5804 Professional Development	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	-	78,336	76,800	(1,536)
5805 General Consulting	16,439	16,439	16,439	16,439	16,439	16,439	16,439	16,439	16,439	16,439	16,439	16,439	-	197,268	193,400	(3,868)
5807 Bank Charges	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5808 Printing	17	17	17	17	17	17	17	17	17	17	17	17	-	204	200	(4)
5809 Other taxes and fees	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	1,853	-	22,236	21,800	(436)
5811 Management Fee	13,717	13,717	13,717	13,717	13,717	13,717	13,717	13,717	13,717	13,717	13,717	13,717	-	164,602	161,374	(3,227)
5812 District Oversight Fee	-	3,922	6,033	6,355	6,075	6,075	6,355	6,075	8,186	6,003	5,723	5,723	6,003	72,530	70,301	(2,229)
5815 Public Relations/Recruitment	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	6,528	-	78,336	76,800	(1,536)
	<b>65,048</b>	<b>68,971</b>	<b>71,082</b>	<b>79,019</b>	<b>78,739</b>	<b>78,739</b>	<b>71,403</b>	<b>71,123</b>	<b>73,234</b>	<b>71,051</b>	<b>70,771</b>	<b>70,771</b>	<b>6,003</b>	<b>875,957</b>	<b>857,975</b>	<b>(17,982)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>557,342</b>	<b>645,400</b>	<b>649,979</b>	<b>652,069</b>	<b>653,632</b>	<b>650,999</b>	<b>685,221</b>	<b>675,951</b>	<b>657,245</b>	<b>645,271</b>	<b>644,991</b>	<b>644,991</b>	<b>286,584</b>	<b>8,049,675</b>	<b>7,890,356</b>	<b>(159,318)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(556,485)</b>	<b>(223,566)</b>	<b>(3,111)</b>	<b>36,028</b>	<b>145,084</b>	<b>43,615</b>	<b>37,737</b>	<b>(15,856)</b>	<b>227,885</b>	<b>95,818</b>	<b>(20,080)</b>	<b>(20,080)</b>	<b>470,440</b>	<b>217,429</b>	<b>178,357</b>	<b>39,071</b>



## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 560.02

#### Cash Flow Adjustments

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast
Monthly Surplus (Deficit)	(556,485)	(223,566)	(3,111)	36,028	145,084	43,615	37,737	(15,856)	227,885	95,818	(20,080)	(20,080)	470,440	217,429
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	580,271	-	54,923	-	-	69,724	51,738	-	-	-	-	-	(757,024)	(369)
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(280,882)	-	-	-	-	-	-	-	-	-	-	-	286,584	5,702
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(46,316)	-	-	(46,316)	-	-	(46,316)	-	-	(324,209)	(463,155)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(257,096)</b>	<b>(223,566)</b>	<b>51,812</b>	<b>(10,288)</b>	<b>145,084</b>	<b>113,339</b>	<b>43,160</b>	<b>(15,856)</b>	<b>227,885</b>	<b>49,502</b>	<b>(20,080)</b>	<b>(20,080)</b>		
Cash, Beginning of Month	2,656,048	2,398,952	2,175,385	2,227,197	2,216,909	2,361,994	2,475,333	2,518,492	2,502,637	2,730,522	2,780,024	2,759,943		
<b>Cash, End of Month</b>	<b>2,398,952</b>	<b>2,175,385</b>	<b>2,227,197</b>	<b>2,216,909</b>	<b>2,361,994</b>	<b>2,475,333</b>	<b>2,518,492</b>	<b>2,502,637</b>	<b>2,730,522</b>	<b>2,780,024</b>	<b>2,759,943</b>	<b>2,739,863</b>		

Prior Year Forecast	Favorable / (Unfav.)



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 560.02

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)	
<b>Revenues</b>															<b>ADA = 560.02</b>		
<b>State Aid - Revenue Limit</b>																	
8011 LCFF State Aid	-	192,292	192,292	346,125	346,125	346,125	346,125	346,125	346,125	346,125	346,125	346,125	346,125	3,845,833	3,622,413	223,420	
8012 Education Protection Account	-	-	-	28,001	-	-	28,001	-	-	28,001	-	-	28,001	112,004	112,004	-	
8096 In Lieu of Property Taxes	-	211,113	422,226	281,484	281,484	281,484	281,484	281,484	492,597	246,299	246,299	246,299	246,299	3,518,552	3,518,552	-	
	-	403,405	614,518	655,610	627,609	627,609	655,610	627,609	838,722	620,425	592,424	592,424	620,425	7,476,389	7,252,969	223,420	
<b>Federal Revenue</b>																	
8181 Special Education - Entitlement	-	3,640	3,640	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	6,552	72,803	72,803	-	
8290 Title I, Part A - Basic Low Income	-	-	11,481	-	-	11,481	-	-	11,481	-	-	-	11,481	45,923	45,923	-	
8291 Title II, Part A - Teacher Quality	-	-	2,441	-	-	2,441	-	-	2,441	-	-	-	2,441	9,763	9,763	-	
	-	3,640	17,562	6,552	6,552	20,474	6,552	6,552	20,474	6,552	6,552	6,552	20,474	128,489	128,489	-	
<b>Other State Revenue</b>																	
8311 State Special Education	-	25,103	25,103	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	45,185	502,053	502,053	-	
8550 Mandated Cost	-	-	-	-	-	20,597	-	-	-	-	-	-	151	20,748	20,597	151	
8560 State Lottery	-	-	-	-	-	-	34,861	-	-	34,861	-	-	69,723	139,445	139,445	-	
8599 Other State Revenue	-	-	-	-	108,661	-	-	-	-	41,793	-	-	16,717	167,171	213,263	(46,093)	
	-	25,103	25,103	45,185	153,846	65,782	80,046	45,185	45,185	121,839	45,185	45,185	131,775	829,418	875,359	(45,942)	
<b>Other Local Revenue</b>																	
8660 Interest Revenue	857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-	
	857	857	857	857	857	857	857	857	857	857	857	857	-	10,286	10,286	-	
<b>Total Revenue</b>	<b>857</b>	<b>433,005</b>	<b>658,039</b>	<b>708,204</b>	<b>788,864</b>	<b>714,722</b>	<b>743,066</b>	<b>680,203</b>	<b>905,238</b>	<b>749,673</b>	<b>645,018</b>	<b>645,018</b>	<b>772,674</b>	<b>8,444,581</b>	<b>8,267,103</b>	<b>177,478</b>	
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100 Teachers' Salaries	205,087	205,087	205,087	205,087	205,087	205,087	205,087	205,087	205,087	205,087	205,087	205,087	-	2,461,048	2,412,792	(48,256)	
1175 Teachers' Extra Duty/Stipends	-	66,449	66,449	66,449	66,449	66,449	66,449	66,449	66,449	66,449	66,449	66,449	-	730,940	716,608	(14,332)	
1200 Pupil Support Salaries	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	22,151	-	265,816	260,604	(5,212)	
1300 Administrators' Salaries	28,305	28,305	28,305	28,305	28,305	28,305	28,305	28,305	28,305	28,305	28,305	28,305	-	339,664	333,004	(6,660)	
	255,544	321,993	321,993	321,993	321,993	321,993	321,993	321,993	321,993	321,993	321,993	321,993	-	3,797,467	3,723,007	(74,460)	
<b>Classified Salaries</b>																	
2100 Instructional Salaries	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	1,263	3,030	18,182	17,825	(357)	
2300 Classified Administrators' Salaries	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	3,638	8,731	52,383	51,356	(1,027)	
2400 Clerical and Office Staff Salaries	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	1,125	2,699	16,196	15,879	(318)	
	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	6,025	14,460	86,761	85,060	(1,701)	
<b>Benefits</b>																	
3101 STRS	48,809	61,501	61,501	61,501	61,501	61,501	61,501	61,501	61,501	61,501	61,501	61,501	-	725,316	711,094	(14,222)	
3301 OASDI	374	374	374	374	374	374	374	374	374	374	374	374	-	4,483	4,395	(88)	
3311 Medicare	3,793	4,756	4,756	4,756	4,756	4,756	4,756	4,756	4,756	4,756	4,756	4,756	-	56,112	55,011	(1,100)	
3401 Health and Welfare	36,183	36,183	36,183	36,183	36,183	36,183	36,183	36,183	36,183	36,183	36,183	36,183	-	434,200	425,686	(8,514)	
3501 State Unemployment	10,568	10,568	10,568	10,568	10,568	10,568	52,839	42,272	21,136	10,568	10,568	10,568	-	211,358	207,787	(3,571)	
3601 Workers' Compensation	3,662	4,592	4,592	4,592	4,592	4,592	4,592	4,592	4,592	4,592	4,592	4,592	-	54,177	53,114	(1,062)	
3901 Other Benefits	2,091	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	2,623	-	30,940	30,334	(607)	
	105,480	120,597	120,597	120,597	120,597	120,597	162,868	152,300	131,164	120,597	120,597	120,597	-	1,516,585	1,487,422	(29,163)	
<b>Books and Supplies</b>																	
4100 Textbooks and Core Curricula Mat	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	5,341	-	64,089	62,832	(1,257)	
4200 Books and Other Reference Mater	36,206	36,206	36,206	36,206	36,206	36,206	36,206	36,206	36,206	36,206	36,206	36,206	-	434,471	425,952	(8,519)	
4302 School Supplies	-	592	943	112	374	-	-	199	193	278	278	278	37,847	41,096	40,290	(806)	
4305 Software	43,255	43,255	43,255	43,255	43,255	43,255	43,255	43,255	43,255	43,255	43,255	43,255	-	519,056	508,878	(10,178)	
4310 Office Expense	1,231	1,231	1,231	1,231	1,231	1,231	1,231	1,231	1,231	1,231	1,231	1,231	-	14,774	14,484	(290)	
4311 Business Meals	364	364	364	364	364	364	364	364	364	364	364	364	-	4,370	4,284	(86)	
4400 Noncapitalized Equipment	-	2,624	4,178	497	1,657	-	-	881	857	1,233	1,233	1,233	167,677	182,070	178,500	(3,570)	
	86,397	89,613	91,517	87,006	88,428	86,397	86,397	87,476	87,447	87,908	87,908	87,908	205,524	1,259,924	1,235,220	(24,704)	



# Monterey Bay FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 560.02

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	40,237	40,237	40,237	40,237	40,237	40,237	40,237	40,237	40,237	40,237	40,237	40,237	-	482,850	473,382	(9,468)
5103 Substitute Teacher	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	1,075	-	12,901	12,648	(253)
5106 Other Educational Consultants	-	1,036	1,650	196	654	-	-	348	338	487	487	487	66,208	71,892	70,482	(1,410)
5107 Instructional Services	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	2,280	-	27,363	26,826	(537)
	43,593	44,629	45,242	43,789	44,247	43,593	43,593	43,941	43,931	44,080	44,080	44,080	66,208	595,005	583,338	(11,667)
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	35	35	35	35	35	35	35	35	35	35	35	35	-	416	408	(8)
5300 Dues & Memberships	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	1,248	-	14,982	14,688	(294)
5400 Insurance	919	919	919	919	919	919	919	919	919	919	919	919	-	11,028	10,812	(216)
5501 Utilities	52	52	52	52	52	52	52	52	52	52	52	52	-	624	612	(12)
5502 Janitorial Services	121	121	121	121	121	121	121	121	121	121	121	121	-	1,457	1,428	(29)
5900 Communications	147	147	147	147	147	147	147	147	147	147	147	147	-	1,769	1,734	(35)
5901 Postage and Shipping	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	1,379	-	16,542	16,218	(324)
	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	3,902	-	46,818	45,900	(918)
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	910	910	910	910	910	910	910	910	910	910	910	910	-	10,924	10,710	(214)
5602 Additional Rent	165	165	165	165	165	165	165	165	165	165	165	165	-	1,977	1,938	(39)
5603 Equipment Leases	26	26	26	26	26	26	26	26	26	26	26	26	-	312	306	(6)
5604 Other Leases	43	43	43	43	43	43	43	43	43	43	43	43	-	520	510	(10)
5610 Repairs and Maintenance	26	26	26	26	26	26	26	26	26	26	26	26	-	312	306	(6)
	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	1,170	-	14,045	13,770	(275)
<b>Professional/Consulting Services</b>																
5801 IT	19,490	19,490	19,490	19,490	19,490	19,490	19,490	19,490	19,490	19,490	19,490	19,490	-	233,882	229,296	(4,586)
5802 Audit & Taxes	-	-	-	7,768	7,768	7,768	-	-	-	-	-	-	-	23,305	22,848	(457)
5803 Legal	867	867	867	867	867	867	867	867	867	867	867	867	-	10,404	10,200	(204)
5804 Professional Development	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	-	79,903	78,336	(1,567)
5805 General Consulting	16,768	16,768	16,768	16,768	16,768	16,768	16,768	16,768	16,768	16,768	16,768	16,768	-	201,213	197,268	(3,945)
5807 Bank Charges	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5808 Printing	17	17	17	17	17	17	17	17	17	17	17	17	-	208	204	(4)
5809 Other taxes and fees	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	1,890	-	22,681	22,236	(445)
5811 Management Fee	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	13,991	-	167,894	164,602	(3,292)
5812 District Oversight Fee	-	4,034	6,145	6,556	6,276	6,276	6,556	6,276	8,387	6,204	5,924	5,924	6,204	74,764	72,530	(2,234)
5815 Public Relations/Recruitment	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	6,659	-	79,903	78,336	(1,567)
	66,349	70,383	72,494	80,674	80,394	80,394	72,905	72,625	74,737	72,554	72,274	72,274	6,204	894,260	875,957	(18,303)
<b>Depreciation</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>568,459</b>	<b>658,312</b>	<b>662,941</b>	<b>665,155</b>	<b>666,755</b>	<b>664,070</b>	<b>698,853</b>	<b>689,433</b>	<b>670,369</b>	<b>658,228</b>	<b>657,948</b>	<b>657,948</b>	<b>292,397</b>	<b>8,210,867</b>	<b>8,049,675</b>	<b>(161,192)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(567,602)</b>	<b>(225,308)</b>	<b>(4,901)</b>	<b>43,049</b>	<b>122,109</b>	<b>50,653</b>	<b>44,213</b>	<b>(9,229)</b>	<b>234,869</b>	<b>91,445</b>	<b>(12,930)</b>	<b>(12,930)</b>	<b>480,277</b>	<b>233,715</b>	<b>217,429</b>	<b>16,286</b>



## Monterey Bay FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 560.02

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(567,602)	(225,308)	(4,901)	43,049	122,109	50,653	44,213	(9,229)	234,869	91,445	(12,930)	(12,930)	480,277	233,715		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	600,317	-	69,723	-	-	-	86,985	-	-	-	-	-	(772,674)	(15,649)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(286,584)	-	-	-	-	-	-	-	-	-	-	-	292,397	5,813		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(34,792)	-	-	(34,792)	-	-	(34,792)	-	-	(243,547)	(347,924)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(253,870)</b>	<b>(225,308)</b>	<b>64,821</b>	<b>8,257</b>	<b>122,109</b>	<b>50,653</b>	<b>96,405</b>	<b>(9,229)</b>	<b>234,869</b>	<b>56,653</b>	<b>(12,930)</b>	<b>(12,930)</b>				
Cash, Beginning of Month	2,739,863	2,485,993	2,260,686	2,325,507	2,333,764	2,455,873	2,506,526	2,602,931	2,593,702	2,828,571	2,885,223	2,872,294				
<b>Cash, End of Month</b>	<b>2,485,993</b>	<b>2,260,686</b>	<b>2,325,507</b>	<b>2,333,764</b>	<b>2,455,873</b>	<b>2,506,526</b>	<b>2,602,931</b>	<b>2,593,702</b>	<b>2,828,571</b>	<b>2,885,223</b>	<b>2,872,294</b>	<b>2,859,364</b>				

# Central Coast FY24-25 Budget

Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Assumptions</b>			
LCFF COLA	1.07%	2.93%	3.08%
Non-LCFF Revenue COLA	n/a	0.00%	0.00%
Expense COLA	2.00%	2.00%	2.00%
Enrollment	140	140	140
Average Daily Attendance	137.47	137.47	137.47
<b>Revenues</b>			
<b>State Aid - Revenue Limit</b>			
8011 LCFF State Aid	\$ 876,343	\$ 933,636	\$ 989,236
8012 Education Protection Account	27,493	27,493	27,493
8019 State Aid - Prior Year	-	-	-
8096 In Lieu of Property Taxes	843,821	843,821	843,821
	<u>1,747,657</u>	<u>1,804,950</u>	<u>1,860,550</u>
<b>Federal Revenue</b>			
8181 Special Education - Entitlement	17,871	17,871	17,871
8290 Title I, Part A - Basic Low Income	14,751	14,751	14,751
8291 Title II, Part A - Teacher Quality	2,946	2,946	2,946
8296 Other Federal Revenue	-	-	-
	<u>35,568</u>	<u>35,568</u>	<u>35,568</u>
<b>Other State Revenue</b>			
8311 State Special Education	123,238	123,238	123,238
8550 Mandated Cost	5,019	4,981	5,020
8560 State Lottery	34,229	34,229	34,229
8598 Prior Year Revenue	-	-	-
8599 Other State Revenue	55,649	50,115	44,795
	<u>218,135</u>	<u>212,563</u>	<u>207,282</u>
<b>Other Local Revenue</b>			
8660 Interest Revenue	10,521	10,521	10,521
	<u>10,521</u>	<u>10,521</u>	<u>10,521</u>
<b>Total Revenue</b>	<b>\$ 2,011,881</b>	<b>\$ 2,063,602</b>	<b>\$ 2,113,921</b>
<b>Expenses</b>			
<b>Certificated Salaries</b>			
1100 Teachers' Salaries	600,197	612,201	624,445
1175 Teachers' Extra Duty/Stipends	178,261	181,826	185,462
1200 Pupil Support Salaries	64,827	66,123	67,446
1300 Administrators' Salaries	82,837	84,494	86,183
	<u>926,121</u>	<u>944,644</u>	<u>963,536</u>
<b>Classified Salaries</b>			
2100 Instructional Salaries	4,434	4,523	4,613
2200 Support Salaries	-	-	-
2300 Classified Administrators' Salaries	12,775	13,031	13,291
2400 Clerical and Office Staff Salaries	3,950	4,029	4,110
	<u>21,159</u>	<u>21,582</u>	<u>22,014</u>
<b>Benefits</b>			
3101 STRS	176,889	180,427	184,035
3301 OASDI	911	1,115	1,137
3311 Medicare	13,633	13,958	14,237
3401 Health and Welfare	105,892	108,010	110,170
3501 State Unemployment	56,204	57,279	58,376
3601 Workers' Compensation	13,163	13,477	13,746
3901 Other Benefits	7,518	7,697	7,851
	<u>374,211</u>	<u>381,962</u>	<u>389,553</u>
<b>Books and Supplies</b>			
4100 Textbooks and Core Curricula	17,300	17,646	17,999
4200 Books and Other Materials	93,200	95,064	96,965
4302 School Supplies	3,400	3,468	3,537
4305 Software	114,900	117,198	119,542
4310 Office Expense	4,300	4,386	4,474
4311 Business Meals	1,000	1,020	1,040
4400 Noncapitalized Equipment	25,100	25,602	26,114
	<u>259,200</u>	<u>264,384</u>	<u>269,672</u>

## Central Coast FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Subagreement Services</b>			
5102 Special Education	91,100	92,922	94,780
5103 Substitute Teacher	5,800	5,916	6,034
5106 Other Educational Consultants	16,500	16,830	17,167
5107 Instructional Services	3,600	3,672	3,745
	<u>117,000</u>	<u>119,340</u>	<u>121,727</u>
<b>Operations and Housekeeping</b>			
5201 Auto and Travel	3,100	3,162	3,225
5300 Dues & Memberships	4,200	4,284	4,370
5400 Insurance	2,500	2,550	2,601
5501 Utilities	100	102	104
5502 Janitorial Services	300	306	312
5900 Communications	400	408	416
5901 Postage and Shipping	4,300	4,386	4,474
	<u>14,900</u>	<u>15,198</u>	<u>15,502</u>
<b>Facilities, Repairs and Other Leases</b>			
5601 Rent	2,000	2,040	2,081
5602 Additional Rent	900	918	936
5603 Equipment Leases	4,700	4,794	4,890
5604 Other Leases	100	102	104
5610 Repairs and Maintenance	100	102	104
	<u>7,800</u>	<u>7,956</u>	<u>8,115</u>
<b>Professional/Consulting Services</b>			
5801 IT	92,700	94,554	96,445
5802 Audit & Taxes	4,700	4,794	4,890
5803 Legal	2,300	2,346	2,393
5804 Professional Development	18,100	18,462	18,831
5805 General Consulting	43,400	44,268	45,153
5806 Special Activities/Field Trips	0	0	0
5807 Bank Charges	700	714	728
5808 Printing	-	-	-
5809 Other taxes and fees	6,100	6,222	6,346
5810 Payroll Service Fee	-	-	-
5811 Management Fee	48,000	48,960	49,939
5812 District Oversight Fee	17,477	18,050	18,605
5814 SPED Encroachment	-	-	-
5815 Public Relations/Recruitment	23,500	23,970	24,449
	<u>256,977</u>	<u>262,340</u>	<u>267,781</u>
<b>Depreciation</b>	-	-	-
<b>Interest</b>	-	-	-
<b>Total Expenses</b>	<b>\$ 1,977,368</b>	<b>\$ 2,017,406</b>	<b>\$ 2,057,900</b>
<b>Surplus (Deficit)</b>	<b>\$ 34,514</b>	<b>\$ 46,196</b>	<b>\$ 56,021</b>
	2%	2%	3%
Fund Balance, Beginning of Year	\$ 549,389	\$ 583,903	\$ 630,099
<b>Fund Balance, End of Year</b>	<b>\$ 583,903</b>	<b>\$ 630,099</b>	<b>\$ 686,120</b>
	29.5%	31.2%	33.3%

## Central Coast FY24-25 Budget

### Multi-Year Forecast

Revised 5/29/24



	2024-25	2025-26	2026-27
	Budget	Forecast	Forecast
<b>Cash Flow Adjustments</b>			
Surplus (Deficit)	(106,197)	(95,334)	(89,047)
Cash Flows From Operating Activities			
Depreciation/Amortization	-	-	-
Public Funding Receivables	482,847	187,442	189,218
Grants and Contributions Rec.	-	-	-
Due To/From Related Parties	-	-	-
Prepaid Expenses	-	-	-
Other Assets	-	-	-
Accounts Payable	(160,355)	(46,731)	(47,688)
Accrued Expenses	-	-	-
Deferred Revenue	-	-	-
Other Liabilities	(36,582)	(32,432)	(28,441)
Cash Flows From Investing Activities			
Purchases of Prop. And Equip.	-	-	-
Notes Receivable	-	-	-
Cash Flows From Financing Activities			
Proceeds from Factoring	-	-	-
Payments on Factoring	-	-	-
Proceeds(Payments) on Debt	-	-	-
<b>Total Change in Cash</b>	<b>179,712</b>	<b>12,945</b>	<b>24,042</b>
Cash, Beginning of Year	952,273	1,131,986	1,144,931
<b>Cash, End of Year</b>	<b>\$ 1,131,986</b>	<b>\$ 1,144,931</b>	<b>\$ 1,168,973</b>

**Central Coast FY24-25 Budget**

**Monthly Cash Flow/Budget FY24-25**

Revised 5/29/24

ADA = 137.47



	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)		
<b>ADA = 137.47</b>																		
<b>Revenues</b>																		
<b>State Aid - Revenue Limit</b>																		
8011 LCFF State Aid	-	43,816	43,816	78,869	78,869	78,869	78,869	78,869	78,873	78,873	78,873	78,873	78,872	876,343	876,343	-		
8012 Education Protection Account	-	-	6,873	-	-	6,873	-	-	6,873	-	-	-	6,873	27,493	27,493	-		
8096 In Lieu of Property Taxes	-	50,628	101,256	67,504	67,504	67,504	67,504	67,504	118,138	59,069	59,069	59,069	59,069	843,821	843,821	-		
	-	94,445	151,946	146,374	146,374	153,247	146,374	146,374	203,884	137,942	137,942	137,942	144,814	1,747,657	1,747,657	-		
<b>Federal Revenue</b>																		
8181 Special Education - Entitlement	-	894	894	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	17,871	17,871	-		
8290 Title I, Part A - Basic Low Income	-	-	3,688	-	-	11,063	-	-	-	-	-	-	-	14,751	14,751	-		
8291 Title II, Part A - Teacher Quality	-	-	737	-	-	2,210	-	-	-	-	-	-	-	2,946	2,946	-		
	-	894	5,318	1,608	1,608	14,881	1,608	1,608	1,608	1,608	1,608	1,608	1,608	35,568	35,568	-		
<b>Other State Revenue</b>																		
8311 State Special Education	-	6,162	6,162	11,091	11,091	11,091	11,091	11,091	11,092	11,092	11,092	11,092	11,092	123,238	123,238	-		
8550 Mandated Cost	-	-	-	-	-	5,019	-	-	-	-	-	-	-	5,019	5,019	-		
8560 State Lottery	-	-	-	-	-	-	8,557	-	-	8,557	-	-	17,115	34,229	34,229	-		
8599 Other State Revenue	-	344	344	12,813	619	619	12,813	619	619	12,813	619	619	12,813	55,649	55,649	-		
	-	6,505	6,505	23,904	11,710	16,729	32,461	11,710	11,710	32,461	11,710	11,710	41,019	218,135	218,135	-		
<b>Other Local Revenue</b>																		
8660 Interest Revenue	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-		
	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-		
<b>Total Revenue</b>	<b>877</b>	<b>102,720</b>	<b>164,646</b>	<b>172,762</b>	<b>160,569</b>	<b>185,734</b>	<b>181,320</b>	<b>160,569</b>	<b>218,080</b>	<b>172,889</b>	<b>152,137</b>	<b>152,137</b>	<b>187,442</b>	<b>2,011,881</b>	<b>2,011,881</b>	<b>-</b>		
<b>Expenses</b>																		
<b>Certificated Salaries</b>																		
1100 Teachers' Salaries	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	50,016	-	600,197	600,197	-		
1175 Teachers' Extra Duty/Stipends	-	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	16,206	-	178,261	178,261	-		
1200 Pupil Support Salaries	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	-	64,827	64,827	-		
1300 Administrators' Salaries	6,903	6,903	6,903	6,903	6,903	6,903	6,903	6,903	6,903	6,903	6,903	6,903	-	82,837	82,837	-		
	62,322	78,527	78,527	78,527	78,527	78,527	78,527	78,527	78,527	78,527	78,527	78,527	-	926,121	926,121	-		
<b>Classified Salaries</b>																		
2100 Instructional Salaries	308	308	308	308	308	308	308	308	308	308	308	308	739	4,434	4,434	-		
2300 Classified Administrators' Salaries	887	887	887	887	887	887	887	887	887	887	887	887	2,129	12,775	12,775	-		
2400 Clerical and Office Staff Salaries	274	274	274	274	274	274	274	274	274	274	274	274	658	3,950	3,950	-		
	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	1,469	3,527	21,159	21,159	-		
<b>Benefits</b>																		
3101 STRS	11,903	14,999	14,999	14,999	14,999	14,999	14,999	14,999	14,999	14,999	14,999	14,999	-	176,889	176,889	-		
3301 OASDI	76	76	76	76	76	76	76	76	76	76	76	76	-	911	911	-		
3311 Medicare	922	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	1,156	-	13,633	13,633	-		
3401 Health and Welfare	8,824	8,824	8,824	8,824	8,824	8,824	8,824	8,824	8,824	8,824	8,824	8,824	-	105,892	105,892	-		
3501 State Unemployment	2,810	2,810	2,810	2,810	2,810	2,810	14,051	11,241	5,620	2,810	2,810	2,810	-	56,204	56,204	-		
3601 Workers' Compensation	890	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	1,116	-	13,163	13,163	-		
3901 Other Benefits	508	637	637	637	637	637	637	637	637	637	637	637	-	7,518	7,518	-		
	25,933	29,618	29,618	29,618	29,618	29,618	40,859	38,048	32,428	29,618	29,618	29,618	-	374,211	374,211	-		
<b>Books and Supplies</b>																		
4100 Textbooks and Core Materials	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	-	17,300	17,300	-		
4200 Books and Reference Materials	7,767	7,767	7,767	7,767	7,767	7,767	7,767	7,767	7,767	7,767	7,767	7,767	-	93,200	93,200	-		
4302 School Supplies	-	40	64	8	25	-	-	14	14	27	27	27	3,155	3,400	3,400	-		
4305 Software	9,575	9,575	9,575	9,575	9,575	9,575	9,575	9,575	9,575	9,575	9,575	9,575	-	114,900	114,900	-		
4310 Office Expense	358	358	358	358	358	358	358	358	358	358	358	358	-	4,300	4,300	-		
4311 Business Meals	83	83	83	83	83	83	83	83	83	83	83	83	-	1,000	1,000	-		
4400 Noncapitalized Equipment	-	298	474	56	188	-	-	105	102	196	196	196	23,291	25,100	25,100	-		
	19,225	19,563	19,763	19,289	19,438	19,225	19,225	19,344	19,341	19,447	19,447	19,447	26,446	259,200	259,200	-		



### Central Coast FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 137.47

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	7,592	7,592	7,592	7,592	7,592	7,592	7,592	7,592	7,592	7,592	7,592	7,592	-	91,100	91,100	-
5103 Substitute Teacher	483	483	483	483	483	483	483	483	483	483	483	483	-	5,800	5,800	-
5106 Other Educational Consultants	-	196	311	37	124	-	-	69	67	129	129	129	15,311	16,500	16,500	-
5107 Instructional Services	300	300	300	300	300	300	300	300	300	300	300	300	-	3,600	3,600	-
	<b>8,375</b>	<b>8,571</b>	<b>8,686</b>	<b>8,412</b>	<b>8,499</b>	<b>8,375</b>	<b>8,375</b>	<b>8,444</b>	<b>8,442</b>	<b>8,504</b>	<b>8,504</b>	<b>8,504</b>	<b>15,311</b>	<b>117,000</b>	<b>117,000</b>	<b>-</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	258	258	258	258	258	258	258	258	258	258	258	258	-	3,100	3,100	-
5300 Dues & Memberships	350	350	350	350	350	350	350	350	350	350	350	350	-	4,200	4,200	-
5400 Insurance	208	208	208	208	208	208	208	208	208	208	208	208	-	2,500	2,500	-
5501 Utilities	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5502 Janitorial Services	25	25	25	25	25	25	25	25	25	25	25	25	-	300	300	-
5900 Communications	33	33	33	33	33	33	33	33	33	33	33	33	-	400	400	-
5901 Postage and Shipping	358	358	358	358	358	358	358	358	358	358	358	358	-	4,300	4,300	-
	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>1,242</b>	<b>-</b>	<b>14,900</b>	<b>14,900</b>	<b>-</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000	2,000	-
5602 Additional Rent	75	75	75	75	75	75	75	75	75	75	75	75	-	900	900	-
5603 Equipment Leases	392	392	392	392	392	392	392	392	392	392	392	392	-	4,700	4,700	-
5604 Other Leases	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
5610 Repairs and Maintenance	8	8	8	8	8	8	8	8	8	8	8	8	-	100	100	-
	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>650</b>	<b>-</b>	<b>7,800</b>	<b>7,800</b>	<b>-</b>
<b>Professional/Consulting Services</b>																
5801 IT	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	7,725	-	92,700	92,700	-
5802 Audit & Taxes	-	-	-	1,567	1,567	1,567	-	-	-	-	-	-	-	4,700	4,700	-
5803 Legal	192	192	192	192	192	192	192	192	192	192	192	192	-	2,300	2,300	-
5804 Professional Development	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	1,508	-	18,100	18,100	-
5805 General Consulting	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	3,617	-	43,400	43,400	-
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0	-
5807 Bank Charges	58	58	58	58	58	58	58	58	58	58	58	58	-	700	700	-
5809 Other taxes and fees	508	508	508	508	508	508	508	508	508	508	508	508	-	6,100	6,100	-
5811 Management Fee	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	-	48,000	48,000	-
5812 District Oversight Fee	-	944	1,519	1,464	1,464	1,532	1,464	1,464	2,039	1,379	1,379	1,379	1,448	17,477	17,477	-
5815 Public Relations/Recruitment	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	1,958	-	23,500	23,500	-
	<b>19,567</b>	<b>20,511</b>	<b>21,086</b>	<b>22,597</b>	<b>22,597</b>	<b>22,666</b>	<b>21,030</b>	<b>21,030</b>	<b>21,606</b>	<b>20,946</b>	<b>20,946</b>	<b>20,946</b>	<b>1,448</b>	<b>256,977</b>	<b>256,977</b>	<b>-</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>138,783</b>	<b>160,151</b>	<b>161,042</b>	<b>161,804</b>	<b>162,040</b>	<b>161,772</b>	<b>171,377</b>	<b>168,755</b>	<b>163,704</b>	<b>160,403</b>	<b>160,403</b>	<b>160,403</b>	<b>46,731</b>	<b>1,977,368</b>	<b>1,977,368</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(137,906)</b>	<b>(57,431)</b>	<b>3,604</b>	<b>10,958</b>	<b>(1,472)</b>	<b>23,962</b>	<b>9,942</b>	<b>(8,186)</b>	<b>54,376</b>	<b>12,486</b>	<b>(8,266)</b>	<b>(8,266)</b>	<b>140,711</b>	<b>34,514</b>	<b>34,514</b>	<b>-</b>
														1.7%		



### Central Coast FY24-25 Budget

#### Monthly Cash Flow/Budget FY24-25

Revised 5/29/24

ADA = 137.47

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(137,906)	(57,431)	3,604	10,958	(1,472)	23,962	9,942	(8,186)	54,376	12,486	(8,266)	(8,266)	140,711	34,514		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	455,775	-	-	26,242	-	-	830	-	-	-	-	-	(187,442)	295,405		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(160,355)	-	-	-	-	-	-	-	-	-	-	-	46,731	(113,624)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(12,194)	-	-	(12,194)	-	-	(12,194)	-	-	(85,358)	(121,939)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>157,514</b>	<b>(57,431)</b>	<b>3,604</b>	<b>25,006</b>	<b>(1,472)</b>	<b>23,962</b>	<b>(1,422)</b>	<b>(8,186)</b>	<b>54,376</b>	<b>292</b>	<b>(8,266)</b>	<b>(8,266)</b>				
Cash, Beginning of Month	952,273	1,109,787	1,052,357	1,055,961	1,080,967	1,079,495	1,103,457	1,102,036	1,093,850	1,148,225	1,148,517	1,140,251				
<b>Cash, End of Month</b>	<b>1,109,787</b>	<b>1,052,357</b>	<b>1,055,961</b>	<b>1,080,967</b>	<b>1,079,495</b>	<b>1,103,457</b>	<b>1,102,036</b>	<b>1,093,850</b>	<b>1,148,225</b>	<b>1,148,517</b>	<b>1,140,251</b>	<b>1,131,986</b>				

Cert.	Instr.
67.5%	81.7%

553,293	33,199
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Pupil:Teacher Ratio
19.82



# Central Coast FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>																
8011 LCFF State Aid	-	46,682	46,682	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	84,027	933,636	876,343	57,293
8012 Education Protection Account	-	-	-	6,873	-	-	6,873	-	-	6,873	-	-	6,873	27,493	27,493	-
8096 In Lieu of Property Taxes	-	50,629	101,258	67,506	67,506	67,506	67,506	67,506	118,135	59,067	59,067	59,067	59,067	843,821	843,821	-
	-	97,311	147,940	158,406	151,533	151,533	158,406	151,533	202,162	149,968	143,095	143,095	149,968	1,804,950	1,747,657	57,293
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	894	894	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	17,871	17,871	-
8290 Title I, Part A - Basic Low Income	-	-	3,688	-	-	3,688	-	-	3,688	-	-	-	3,688	14,751	14,751	-
8291 Title II, Part A - Teacher Quality	-	-	737	-	-	737	-	-	737	-	-	-	737	2,946	2,946	-
	-	894	5,318	1,608	1,608	6,033	1,608	1,608	6,033	1,608	1,608	1,608	6,033	35,568	35,568	-
<b>Other State Revenue</b>																
8311 State Special Education	-	6,162	6,162	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	123,238	123,238	-
8550 Mandated Cost	-	-	-	-	-	4,981	-	-	-	-	-	-	-	4,981	5,019	(38)
8560 State Lottery	-	-	-	-	-	-	8,557	-	-	8,557	-	-	17,115	34,229	34,229	-
8599 Other State Revenue	-	-	-	-	32,575	-	-	-	-	12,529	-	-	5,012	50,115	55,649	(5,534)
	-	6,162	6,162	11,091	43,666	16,072	19,649	11,091	11,091	32,178	11,091	11,091	33,218	212,563	218,135	(5,572)
<b>Other Local Revenue</b>																
8660 Interest Revenue	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-
	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-
<b>Total Revenue</b>	<b>877</b>	<b>105,243</b>	<b>160,297</b>	<b>171,983</b>	<b>197,684</b>	<b>174,514</b>	<b>180,540</b>	<b>165,109</b>	<b>220,163</b>	<b>184,631</b>	<b>156,671</b>	<b>156,671</b>	<b>189,218</b>	<b>2,063,602</b>	<b>2,011,881</b>	<b>51,721</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
1100 Teachers' Salaries	51,017	51,017	51,017	51,017	51,017	51,017	51,017	51,017	51,017	51,017	51,017	51,017	-	612,201	600,197	(12,004)
1175 Teachers' Extra Duty/Stipends	-	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	16,530	-	181,826	178,261	(3,565)
1200 Pupil Support Salaries	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	5,510	-	66,123	64,827	(1,297)
1300 Administrators' Salaries	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	7,041	-	84,494	82,837	(1,657)
	63,568	80,098	80,098	80,098	80,098	80,098	80,098	80,098	80,098	80,098	80,098	80,098	-	944,644	926,121	(18,522)
<b>Classified Salaries</b>																
2100 Instructional Salaries	314	314	314	314	314	314	314	314	314	314	314	314	754	4,523	4,434	(89)
2300 Classified Administrators' Salaries	905	905	905	905	905	905	905	905	905	905	905	905	2,172	13,031	12,775	(256)
2400 Clerical and Office Staff Salaries	280	280	280	280	280	280	280	280	280	280	280	280	671	4,029	3,950	(79)
	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	1,499	3,597	21,582	21,159	(423)
<b>Benefits</b>																
3101 STRS	12,142	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	15,299	-	180,427	176,889	(3,538)
3301 OASDI	93	93	93	93	93	93	93	93	93	93	93	93	-	1,115	911	(204)
3311 Medicare	943	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	1,183	-	13,958	13,633	(325)
3401 Health and Welfare	9,001	9,001	9,001	9,001	9,001	9,001	9,001	9,001	9,001	9,001	9,001	9,001	-	108,010	105,892	(2,118)
3501 State Unemployment	2,864	2,864	2,864	2,864	2,864	2,864	14,320	11,456	5,728	2,864	2,864	2,864	-	57,279	56,204	(1,075)
3601 Workers' Compensation	911	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	1,142	-	13,477	13,163	(313)
3901 Other Benefits	520	652	652	652	652	652	652	652	652	652	652	652	-	7,697	7,518	(179)
	26,474	30,234	30,234	30,234	30,234	30,234	41,690	38,826	33,098	30,234	30,234	30,234	-	381,962	374,211	(7,752)
<b>Books and Supplies</b>																
4100 Textbooks and Core Curricula Mat	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	1,471	-	17,646	17,300	(346)
4200 Books and Other Reference Mater	7,922	7,922	7,922	7,922	7,922	7,922	7,922	7,922	7,922	7,922	7,922	7,922	-	95,064	93,200	(1,864)
4302 School Supplies	-	41	65	8	26	-	-	14	14	27	27	27	3,218	3,468	3,400	(68)
4305 Software	9,767	9,767	9,767	9,767	9,767	9,767	9,767	9,767	9,767	9,767	9,767	9,767	-	117,198	114,900	(2,298)
4310 Office Expense	366	366	366	366	366	366	366	366	366	366	366	366	-	4,386	4,300	(86)
4311 Business Meals	85	85	85	85	85	85	85	85	85	85	85	85	-	1,020	1,000	(20)
4400 Noncapitalized Equipment	-	304	483	57	192	-	-	107	104	200	200	200	23,757	25,602	25,100	(502)
	19,610	19,954	20,158	19,675	19,827	19,610	19,610	19,731	19,727	19,836	19,836	19,836	26,975	264,384	259,200	(5,184)



# Central Coast FY24-25 Budget

## Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	7,744	7,744	7,744	7,744	7,744	7,744	7,744	7,744	7,744	7,744	7,744	7,744	-	92,922	91,100	(1,822)
5103 Substitute Teacher	493	493	493	493	493	493	493	493	493	493	493	493	-	5,916	5,800	(116)
5106 Other Educational Consultants	-	200	318	38	126	-	-	70	68	131	131	131	15,617	16,830	16,500	(330)
5107 Instructional Services	306	306	306	306	306	306	306	306	306	306	306	306	-	3,672	3,600	(72)
	<b>8,543</b>	<b>8,742</b>	<b>8,860</b>	<b>8,580</b>	<b>8,669</b>	<b>8,543</b>	<b>8,543</b>	<b>8,613</b>	<b>8,611</b>	<b>8,674</b>	<b>8,674</b>	<b>8,674</b>	<b>15,617</b>	<b>119,340</b>	<b>117,000</b>	<b>(2,340)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	264	264	264	264	264	264	264	264	264	264	264	264	-	3,162	3,100	(62)
5300 Dues & Memberships	357	357	357	357	357	357	357	357	357	357	357	357	-	4,284	4,200	(84)
5400 Insurance	213	213	213	213	213	213	213	213	213	213	213	213	-	2,550	2,500	(50)
5501 Utilities	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5502 Janitorial Services	26	26	26	26	26	26	26	26	26	26	26	26	-	306	300	(6)
5900 Communications	34	34	34	34	34	34	34	34	34	34	34	34	-	408	400	(8)
5901 Postage and Shipping	366	366	366	366	366	366	366	366	366	366	366	366	-	4,386	4,300	(86)
	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>1,267</b>	<b>-</b>	<b>15,198</b>	<b>14,900</b>	<b>(298)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	170	170	170	170	170	170	170	170	170	170	170	170	-	2,040	2,000	(40)
5602 Additional Rent	77	77	77	77	77	77	77	77	77	77	77	77	-	918	900	(18)
5603 Equipment Leases	400	400	400	400	400	400	400	400	400	400	400	400	-	4,794	4,700	(94)
5604 Other Leases	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
5610 Repairs and Maintenance	9	9	9	9	9	9	9	9	9	9	9	9	-	102	100	(2)
	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>663</b>	<b>-</b>	<b>7,956</b>	<b>7,800</b>	<b>(156)</b>
<b>Professional/Consulting Services</b>																
5801 IT	7,880	7,880	7,880	7,880	7,880	7,880	7,880	7,880	7,880	7,880	7,880	7,880	-	94,554	92,700	(1,854)
5802 Audit & Taxes	-	-	-	1,598	1,598	1,598	-	-	-	-	-	-	-	4,794	4,700	(94)
5803 Legal	196	196	196	196	196	196	196	196	196	196	196	196	-	2,346	2,300	(46)
5804 Professional Development	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	1,539	-	18,462	18,100	(362)
5805 General Consulting	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	3,689	-	44,268	43,400	(868)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	0	0	0	-	-	-	0	0	(0)
5807 Bank Charges	60	60	60	60	60	60	60	60	60	60	60	60	-	714	700	(14)
5809 Other taxes and fees	519	519	519	519	519	519	519	519	519	519	519	519	-	6,222	6,100	(122)
5811 Management Fee	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	4,080	-	48,960	48,000	(960)
5812 District Oversight Fee	-	973	1,479	1,584	1,515	1,515	1,584	1,515	2,022	1,500	1,431	1,431	1,500	18,050	17,477	(573)
5815 Public Relations/Recruitment	1,998	1,998	1,998	1,998	1,998	1,998	1,998	1,998	1,998	1,998	1,998	1,998	-	23,970	23,500	(470)
	<b>19,958</b>	<b>20,931</b>	<b>21,437</b>	<b>23,140</b>	<b>23,071</b>	<b>23,071</b>	<b>21,542</b>	<b>21,473</b>	<b>21,980</b>	<b>21,458</b>	<b>21,389</b>	<b>21,389</b>	<b>1,500</b>	<b>262,340</b>	<b>256,977</b>	<b>(5,363)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>141,580</b>	<b>163,388</b>	<b>164,216</b>	<b>165,155</b>	<b>165,327</b>	<b>164,984</b>	<b>174,910</b>	<b>172,169</b>	<b>166,942</b>	<b>163,728</b>	<b>163,659</b>	<b>163,659</b>	<b>47,688</b>	<b>2,017,406</b>	<b>1,977,368</b>	<b>(40,038)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(140,704)</b>	<b>(58,145)</b>	<b>(3,919)</b>	<b>6,827</b>	<b>32,357</b>	<b>9,531</b>	<b>5,630</b>	<b>(7,059)</b>	<b>53,221</b>	<b>20,903</b>	<b>(6,988)</b>	<b>(6,988)</b>	<b>141,530</b>	<b>46,196</b>	<b>34,514</b>	<b>11,682</b>



### Central Coast FY24-25 Budget

#### Monthly Cash Flow/Forecast FY25-26

Revised 5/29/24

ADA = 137.47

	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(140,704)	(58,145)	(3,919)	6,827	32,357	9,531	5,630	(7,059)	53,221	20,903	(6,988)	(6,988)	141,530	46,196		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	144,814	-	12,813	-	-	17,115	12,700	-	-	-	-	-	(189,218)	(1,776)	-	-
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(46,731)	-	-	-	-	-	-	-	-	-	-	-	47,688	957	-	-
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	-	-	(10,811)	-	-	(10,811)	-	-	(10,811)	-	-	(75,674)	(108,105)	-	-
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Change in Cash</b>	<b>(42,620)</b>	<b>(58,145)</b>	<b>8,893</b>	<b>(3,983)</b>	<b>32,357</b>	<b>26,646</b>	<b>7,519</b>	<b>(7,059)</b>	<b>53,221</b>	<b>10,092</b>	<b>(6,988)</b>	<b>(6,988)</b>				
Cash, Beginning of Month	1,131,986	1,089,365	1,031,221	1,040,114	1,036,131	1,068,488	1,095,134	1,102,653	1,095,594	1,148,815	1,158,907	1,151,919				
<b>Cash, End of Month</b>	<b>1,089,365</b>	<b>1,031,221</b>	<b>1,040,114</b>	<b>1,036,131</b>	<b>1,068,488</b>	<b>1,095,134</b>	<b>1,102,653</b>	<b>1,095,594</b>	<b>1,148,815</b>	<b>1,158,907</b>	<b>1,151,919</b>	<b>1,144,931</b>				



# Central Coast FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 137.47

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)	
<b>Revenues</b>																	
<b>State Aid - Revenue Limit</b>																	
8011 LCFF State Aid	-	49,462	49,462	89,031	89,031	89,031	89,031	89,031	89,031	89,031	89,031	89,031	89,031	89,031	989,236	933,636	55,600
8012 Education Protection Account	-	-	-	6,873	-	-	6,873	-	-	6,873	-	-	6,873	6,873	27,493	27,493	-
8096 In Lieu of Property Taxes	-	50,629	101,258	67,506	67,506	67,506	67,506	67,506	118,135	59,067	59,067	59,067	59,067	843,821	843,821	-	
	-	100,091	150,720	163,410	156,537	156,537	163,410	156,537	207,166	154,972	148,099	148,099	154,972	1,860,550	1,804,950	55,600	
<b>Federal Revenue</b>																	
8181 Special Education - Entitlement	-	894	894	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	1,608	17,871	17,871	-	
8290 Title I, Part A - Basic Low Income	-	-	3,688	-	-	3,688	-	-	3,688	-	-	-	3,688	14,751	14,751	-	
8291 Title II, Part A - Teacher Quality	-	-	737	-	-	737	-	-	737	-	-	-	737	2,946	2,946	-	
	-	894	5,318	1,608	1,608	6,033	1,608	1,608	6,033	1,608	1,608	1,608	6,033	35,568	35,568	-	
<b>Other State Revenue</b>																	
8311 State Special Education	-	6,162	6,162	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	11,091	123,238	123,238	-	
8550 Mandated Cost	-	-	-	-	-	4,981	-	-	-	-	-	-	40	5,020	4,981	40	
8560 State Lottery	-	-	-	-	-	-	8,557	-	-	8,557	-	-	17,115	34,229	34,229	-	
8599 Other State Revenue	-	-	-	-	29,117	-	-	-	-	11,199	-	-	4,479	44,795	50,115	(5,321)	
	-	6,162	6,162	11,091	40,208	16,072	19,649	11,091	11,091	30,847	11,091	11,091	32,725	207,282	212,563	(5,281)	
<b>Other Local Revenue</b>																	
8660 Interest Revenue	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-	
	877	877	877	877	877	877	877	877	877	877	877	877	-	10,521	10,521	-	
<b>Total Revenue</b>	<b>877</b>	<b>108,023</b>	<b>163,077</b>	<b>176,987</b>	<b>199,230</b>	<b>179,518</b>	<b>185,544</b>	<b>170,113</b>	<b>225,167</b>	<b>188,305</b>	<b>161,675</b>	<b>161,675</b>	<b>193,730</b>	<b>2,113,921</b>	<b>2,063,602</b>	<b>50,319</b>	
<b>Expenses</b>																	
<b>Certificated Salaries</b>																	
1100 Teachers' Salaries	52,037	52,037	52,037	52,037	52,037	52,037	52,037	52,037	52,037	52,037	52,037	52,037	-	624,445	612,201	(12,244)	
1175 Teachers' Extra Duty/Stipends	-	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	16,860	-	185,462	181,826	(3,637)	
1200 Pupil Support Salaries	5,620	5,620	5,620	5,620	5,620	5,620	5,620	5,620	5,620	5,620	5,620	5,620	-	67,446	66,123	(1,322)	
1300 Administrators' Salaries	7,182	7,182	7,182	7,182	7,182	7,182	7,182	7,182	7,182	7,182	7,182	7,182	-	86,183	84,494	(1,690)	
	64,840	81,700	81,700	81,700	81,700	81,700	81,700	81,700	81,700	81,700	81,700	81,700	-	963,536	944,644	(18,893)	
<b>Classified Salaries</b>																	
2100 Instructional Salaries	320	320	320	320	320	320	320	320	320	320	320	320	769	4,613	4,523	(90)	
2300 Classified Administrators' Salaries	923	923	923	923	923	923	923	923	923	923	923	923	2,215	13,291	13,031	(261)	
2400 Clerical and Office Staff Salaries	285	285	285	285	285	285	285	285	285	285	285	285	685	4,110	4,029	(81)	
	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	1,529	3,669	22,014	21,582	(432)	
<b>Benefits</b>																	
3101 STRS	12,384	15,605	15,605	15,605	15,605	15,605	15,605	15,605	15,605	15,605	15,605	15,605	-	184,035	180,427	(3,609)	
3301 OASDI	95	95	95	95	95	95	95	95	95	95	95	95	-	1,137	1,115	(22)	
3311 Medicare	962	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	1,207	-	14,237	13,958	(279)	
3401 Health and Welfare	9,181	9,181	9,181	9,181	9,181	9,181	9,181	9,181	9,181	9,181	9,181	9,181	-	110,170	108,010	(2,160)	
3501 State Unemployment	2,919	2,919	2,919	2,919	2,919	2,919	14,594	11,675	5,838	2,919	2,919	2,919	-	58,376	57,279	(1,097)	
3601 Workers' Compensation	929	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	1,165	-	13,746	13,477	(270)	
3901 Other Benefits	531	665	665	665	665	665	665	665	665	665	665	665	-	7,851	7,697	(154)	
	27,001	30,837	30,837	30,837	30,837	30,837	42,512	39,593	33,755	30,837	30,837	30,837	-	389,553	381,962	(7,590)	
<b>Books and Supplies</b>																	
4100 Textbooks and Core Curricula Mat	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	-	17,999	17,646	(353)	
4200 Books and Other Reference Mater	8,080	8,080	8,080	8,080	8,080	8,080	8,080	8,080	8,080	8,080	8,080	8,080	-	96,965	95,064	(1,901)	
4302 School Supplies	-	42	67	8	26	-	-	15	14	28	28	28	3,282	3,537	3,468	(69)	
4305 Software	9,962	9,962	9,962	9,962	9,962	9,962	9,962	9,962	9,962	9,962	9,962	9,962	-	119,542	117,198	(2,344)	
4310 Office Expense	373	373	373	373	373	373	373	373	373	373	373	373	-	4,474	4,386	(88)	
4311 Business Meals	87	87	87	87	87	87	87	87	87	87	87	87	-	1,040	1,020	(20)	
4400 Noncapitalized Equipment	-	310	493	59	196	-	-	109	106	204	204	204	24,232	26,114	25,602	(512)	
	20,002	20,353	20,561	20,068	20,224	20,002	20,002	20,125	20,122	20,233	20,233	20,233	27,514	269,672	264,384	(5,288)	



# Central Coast FY24-25 Budget

## Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 137.47

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Subagreement Services</b>																
5102 Special Education	7,898	7,898	7,898	7,898	7,898	7,898	7,898	7,898	7,898	7,898	7,898	7,898	-	94,780	92,922	(1,858)
5103 Substitute Teacher	503	503	503	503	503	503	503	503	503	503	503	503	-	6,034	5,916	(118)
5106 Other Educational Consultants	-	204	324	39	129	-	-	72	70	134	134	134	15,929	17,167	16,830	(337)
5107 Instructional Services	312	312	312	312	312	312	312	312	312	312	312	312	-	3,745	3,672	(73)
	<b>8,713</b>	<b>8,917</b>	<b>9,037</b>	<b>8,752</b>	<b>8,842</b>	<b>8,713</b>	<b>8,713</b>	<b>8,785</b>	<b>8,783</b>	<b>8,847</b>	<b>8,847</b>	<b>8,847</b>	<b>15,929</b>	<b>121,727</b>	<b>119,340</b>	<b>(2,387)</b>
<b>Operations and Housekeeping</b>																
5201 Auto and Travel	269	269	269	269	269	269	269	269	269	269	269	269	-	3,225	3,162	(63)
5300 Dues & Memberships	364	364	364	364	364	364	364	364	364	364	364	364	-	4,370	4,284	(86)
5400 Insurance	217	217	217	217	217	217	217	217	217	217	217	217	-	2,601	2,550	(51)
5501 Utilities	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5502 Janitorial Services	26	26	26	26	26	26	26	26	26	26	26	26	-	312	306	(6)
5900 Communications	35	35	35	35	35	35	35	35	35	35	35	35	-	416	408	(8)
5901 Postage and Shipping	373	373	373	373	373	373	373	373	373	373	373	373	-	4,474	4,386	(88)
	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>1,292</b>	<b>-</b>	<b>15,502</b>	<b>15,198</b>	<b>(304)</b>
<b>Facilities, Repairs and Other Leases</b>																
5601 Rent	173	173	173	173	173	173	173	173	173	173	173	173	-	2,081	2,040	(41)
5602 Additional Rent	78	78	78	78	78	78	78	78	78	78	78	78	-	936	918	(18)
5603 Equipment Leases	407	407	407	407	407	407	407	407	407	407	407	407	-	4,890	4,794	(96)
5604 Other Leases	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
5610 Repairs and Maintenance	9	9	9	9	9	9	9	9	9	9	9	9	-	104	102	(2)
	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>676</b>	<b>-</b>	<b>8,115</b>	<b>7,956</b>	<b>(159)</b>
<b>Professional/Consulting Services</b>																
5801 IT	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	8,037	-	96,445	94,554	(1,891)
5802 Audit & Taxes	-	-	-	1,630	1,630	1,630	-	-	-	-	-	-	-	4,890	4,794	(96)
5803 Legal	199	199	199	199	199	199	199	199	199	199	199	199	-	2,393	2,346	(47)
5804 Professional Development	1,569	1,569	1,569	1,569	1,569	1,569	1,569	1,569	1,569	1,569	1,569	1,569	-	18,831	18,462	(369)
5805 General Consulting	3,763	3,763	3,763	3,763	3,763	3,763	3,763	3,763	3,763	3,763	3,763	3,763	-	45,153	44,268	(885)
5806 Special Activities/Field Trips	-	-	-	-	-	-	-	0	0	0	-	-	-	0	0	(0)
5807 Bank Charges	61	61	61	61	61	61	61	61	61	61	61	61	-	728	714	(14)
5809 Other taxes and fees	529	529	529	529	529	529	529	529	529	529	529	529	-	6,346	6,222	(124)
5811 Management Fee	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	4,162	-	49,939	48,960	(979)
5812 District Oversight Fee	-	1,001	1,507	1,634	1,565	1,565	1,634	1,565	2,072	1,550	1,481	1,481	1,550	18,605	18,050	(556)
5815 Public Relations/Recruitment	2,037	2,037	2,037	2,037	2,037	2,037	2,037	2,037	2,037	2,037	2,037	2,037	-	24,449	23,970	(479)
	<b>20,357</b>	<b>21,358</b>	<b>21,864</b>	<b>23,621</b>	<b>23,552</b>	<b>23,552</b>	<b>21,991</b>	<b>21,923</b>	<b>22,429</b>	<b>21,907</b>	<b>21,838</b>	<b>21,838</b>	<b>1,550</b>	<b>267,781</b>	<b>262,340</b>	<b>(5,442)</b>
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>144,409</b>	<b>166,661</b>	<b>167,496</b>	<b>168,474</b>	<b>168,651</b>	<b>168,301</b>	<b>178,414</b>	<b>175,622</b>	<b>170,286</b>	<b>167,020</b>	<b>166,951</b>	<b>166,951</b>	<b>48,662</b>	<b>2,057,900</b>	<b>2,017,406</b>	<b>(40,494)</b>
<b>Monthly Surplus (Deficit)</b>	<b>(143,533)</b>	<b>(58,638)</b>	<b>(4,420)</b>	<b>8,512</b>	<b>30,579</b>	<b>11,218</b>	<b>7,130</b>	<b>(5,509)</b>	<b>54,881</b>	<b>21,285</b>	<b>(5,276)</b>	<b>(5,276)</b>	<b>145,068</b>	<b>56,021</b>	<b>46,196</b>	<b>9,825</b>



## Central Coast FY24-25 Budget

### Monthly Cash Flow/Forecast FY26-27

Revised 5/29/24

ADA = 137.47

	Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Prior Year Forecast	Favorable / (Unfav.)
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(143,533)	(58,638)	(4,420)	8,512	30,579	11,218	7,130	(5,509)	54,881	21,285	(5,276)	(5,276)	145,068	56,021		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	149,968	-	17,115	-	-	-	22,136	-	-	-	-	-	(193,730)	(4,512)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(47,688)	-	-	-	-	-	-	-	-	-	-	-	48,662	974		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	(9,480)	-	-	(9,480)	-	-	(9,480)	-	-	(66,363)	(94,804)		
Cash flows from investing activities																
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(41,253)</b>	<b>(58,638)</b>	<b>12,695</b>	<b>(968)</b>	<b>30,579</b>	<b>11,218</b>	<b>19,785</b>	<b>(5,509)</b>	<b>54,881</b>	<b>11,804</b>	<b>(5,276)</b>	<b>(5,276)</b>				
Cash, Beginning of Month	1,144,931	1,103,678	1,045,040	1,057,735	1,056,767	1,087,346	1,098,564	1,118,348	1,112,840	1,167,721	1,179,525	1,174,249				
<b>Cash, End of Month</b>	<b>1,103,678</b>	<b>1,045,040</b>	<b>1,057,735</b>	<b>1,056,767</b>	<b>1,087,346</b>	<b>1,098,564</b>	<b>1,118,348</b>	<b>1,112,840</b>	<b>1,167,721</b>	<b>1,179,525</b>	<b>1,174,249</b>	<b>1,168,973</b>				

# Coversheet

## Approval of Education Protection Account Resolution and Budgets (attached)

**Section:** V. Action Items  
**Item:** D. Approval of Education Protection Account Resolution and Budgets  
(attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** FY25\_CalOps\_EPA Resolution.pdf  
FY25\_CalOps\_EPA Spending Plan\_North Bay.pdf  
FY25\_CalOps\_EPA Spending Plan\_NorCal.pdf  
FY25\_CalOps\_EPA Spending Plan\_Monterey Bay.pdf  
FY25\_CalOps\_EPA Spending Plan\_SoCal.pdf  
FY25\_CalOps\_EPA Spending Plan\_Central Coast.pdf  
FY25\_CalOps\_EPA Spending Plan\_Central Valley.pdf

**SAMPLE RESOLUTION REGARDING THE EDUCATION PROTECTION  
ACCOUNT**

**California Online Schools Southern California  
California Online Schools Northern California  
California Online Schools North Bay  
California Online Schools Monterey Bay  
California Online Schools Central Valley  
California Online Schools Central Coast**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of California Online Public Schools (CalOPS);

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the California Online Public Schools (CalOPS) has determined to spend the monies received from the Education Protection Act as attached.

DATED: \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Board Member



**California Online Schools North Bay**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	32,686.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		32,686.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	23,883.04
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	8,802.96
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		32,686.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**California Online Schools Northern California**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	6,406,835.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		6,406,835.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	4,681,352.63
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	1,725,482.37
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		6,406,835.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**California Online Schools Monterey Bay**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	112,004.25
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		112,004.25
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	81,839.38
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	30,164.87
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		112,004.25
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**California Online Schools Southern California**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	983,928.27
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		983,928.27
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	718,937.70
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	264,990.57
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		983,928.27
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**California Online Schools Central Coast**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	27,493.40
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		27,493.40
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	20,088.91
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	7,404.49
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		27,493.40
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

**California Online Schools Central Valley**  
**Projected Expenditures through: June 30, 2025**  
**Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Revenue Limit Sources	8010-8099	3,002,510.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		3,002,510.00
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Certificated Salaries	1000-1999	2,193,877.02
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	808,632.98
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	0.00
Direct Support/Indirect Costs	7300-7399	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,002,510.00
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		0.00

# Coversheet

## Approval of 2024-25 Consolidated Applications (attached)

**Section:** V. Action Items  
**Item:** E. Approval of 2024-25 Consolidated Applications (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**

California Connections Academy Central Coast ConApp 2024-25.pdf  
California Connections Academy Central Valley ConApp 2024-25.pdf  
California Connections Academy Monterey Bay ConApp 2024-25.pdf  
California Connections Academy North Bay ConApp 2024-25.pdf  
California Connections Academy Northern California ConApp 2024-25.pdf  
California Connections Academy Southern California ConApp 2024-25.pdf

California Connections Academy Central Coast (42 75010 0138891)

Status: Certified  
 Saved by: charter impact  
 Date: 5/30/2024 5:09 PM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2024–25 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$15,147
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$1

**\*\*\*Warning\*\*\***

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### 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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California Connections Academy Central Valley (54 71803 0112458)

Status: Certified  
 Saved by: charter impact  
 Date: 5/23/2024 5:59 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2024–25 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

### Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

### Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

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## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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## 2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education**

**Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 3:12 PM

**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$22,728
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$22,728

**Professional Development Expenditures**

Professional development for teachers	\$22,728
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$22,728
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.04

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	05/24/2022
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$147,084
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$141

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$141
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**California Department of Education**

**Consolidated Application**

California Connections Academy Central Valley (54 71803 0112458)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 3:11 PM

**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$22,565
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$22,565

**Professional Development Expenditures**

Professional development for teachers	\$22,565
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$22,565
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Certified  
 Saved by: charter impact  
 Date: 5/30/2024 4:23 PM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2024–25 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Connections Academy Monterey Bay (44 75432 0139410)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 4:25 PM

## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.04

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	05/24/2022
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$47,155
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$1

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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California Connections Academy North Bay (17 64055 0129601)

Status: Certified  
 Saved by: charter impact  
 Date: 5/23/2024 9:51 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**California Department of Education**

**Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 5:02 PM

**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$4,929
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$4,929

**Professional Development Expenditures**

Professional development for teachers	\$4,929
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,929
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**California Department of Education**

**Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 5:03 PM

**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$4,744
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$4,744

**Professional Development Expenditures**

Professional development for teachers	\$4,744
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,744
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$33,456
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$35

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$35
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Connections Academy Northern California (39 68650 0125849)

Status: Certified  
 Saved by: charter impact  
 Date: 5/23/2024 7:31 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

## 2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2024–25 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	06/28/2022
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

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## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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## 2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education**

**Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 5:03 PM

**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$4,744
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$4,744

**Professional Development Expenditures**

Professional development for teachers	\$4,744
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,744
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

**Homeless Education Policy and Requirements**

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	08/10/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

**Housing Questionnaire Identifying Homeless Children**

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

**Title I, Part A Homeless Expenditures**

2023–24 Title I, Part A LEA allocation	\$33,456
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$35

**\*\*\*Warning\*\*\***

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**2023–24 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$35
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education**

**Consolidated Application**

California Connections Academy North Bay (17 64055 0129601)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 5:02 PM

**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$4,929
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$4,929

**Professional Development Expenditures**

Professional development for teachers	\$4,929
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,929
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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California Connections Academy Southern California (30 66464 0106765)

Status: Certified  
 Saved by: charter impact  
 Date: 5/23/2024 8:28 AM

**2024–25 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Signature	
Authorized Representative's Title	Director of Business Services
Authorized Representative's Signature Date	05/31/2024

**\*\*\*Warning\*\*\***

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**2024–25 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Miguel Cordova, Title I Policy, Program, and Support Office, [MCordova@cde.ca.gov](mailto:MCordova@cde.ca.gov), 916-319-0381

**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Richard Savage
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/31/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2024–25 LCAP Federal Addendum Certification**

**CDE Program Contact:**

Local Agency Systems Support Office, [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov), 916-323-5233

**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

**Returning Application**

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) or District</b> For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b> Enter the adoption date of the current LCAP	08/10/2023
Authorized Representative's Full Name	Frances Sassin
Authorized Representative's Title	Director of Business Services

**\*\*\*Warning\*\*\***

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## 2024–25 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [ConAppSupport@cde.ca.gov](mailto:ConAppSupport@cde.ca.gov), 916-319-0297

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111 et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	No
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes

**\*\*\*Warning\*\*\***

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**2024–25 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Hilary Thomson, Fiscal Oversight and Support Office, [HThomson@cde.ca.gov](mailto:HThomson@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2023–24 Title II, Part A allocation	\$138,241
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$138,241

**Professional Development Expenditures**

Professional development for teachers	\$138,241
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$138,241
2023–24 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

### CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

## Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
  - b) Includes a dispute resolution process;
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

## Homeless Liaison Contact Information

Homeless liaison first name	Shannon
Homeless liaison last name	Doss
Homeless liaison title	Social Worker
Homeless liaison email address (Format: abc@xyz.zyx)	sdoss@calca.connectionsacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	949-461-1667
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.25

## Homeless Liaison Training Information

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

### 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

### Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	08/23/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

### Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

### Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$793,988
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$957

**\*\*\*Warning\*\*\***

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## 2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

**CDE Program Contact:**

Leanne Wheeler, Integrated Student Support and Programs Office, [LWheeler@cde.ca.gov](mailto:LWheeler@cde.ca.gov), 916-319-0383  
 Karmina Barrales, Integrated Student Support and Programs Office, [KBarrales@cde.ca.gov](mailto:KBarrales@cde.ca.gov), 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$957
Homeless services provided  (Maximum 500 characters)	Assistance with prompt enrollment and placement, support from counselors, and resources provided to family as applicable. A liaison is assigned to assist with identification, enrollment and ongoing support of homeless students. Some students may receive printed materials, school supplies and/or extra support for internet service.
No expenditures or encumbrances comment  Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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**California Department of Education**

**Consolidated Application**

California Connections Academy Southern California (30 66464 0106765)

Status: Draft  
 Saved by: charter impact  
 Date: 5/30/2024 2:56 PM

**2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

**CDE Program Contact:**

Alice Ng (Fiscal), Division Support Office, [ANg@cde.ca.gov](mailto:ANg@cde.ca.gov), 916-323-4636  
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2022–23 Title II, Part A allocation	\$131,587
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$131,587

**Professional Development Expenditures**

Professional development for teachers	\$131,587
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

**Personnel and Other Authorized Activities**

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

**Program Expenditures**

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$131,587
2022–23 Unspent funds	\$0

**\*\*\*Warning\*\*\***

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# Coversheet

## Approval of CalOPS Local Control and Accountability Plan (LCAP) Annual Updates (attached)

**Section:** V. Action Items  
**Item:** F. Approval of CalOPS Local Control and Accountability Plan (LCAP)  
Annual Updates (attached)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Central\_Coast\_20240530.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Northern\_California\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_North\_Bay\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Central\_Valley\_20240530.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Southern\_California\_20240529.pdf

2024\_LCAP\_Annual\_Update\_for\_the\_2023-24\_California\_Connections\_Academy\_Monterey\_Bay\_20240529.pdf

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline	In 2021-2022 the RFEP rate was 50%	In 2022-2023 the RFEP rate was 20%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 28%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021 the average course pass rate was 87.8%	In 2021-2022 the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	* (There are not enough students for a graduation rate (2020-2021))	The 2021-2022 grad rate was 90.9%	The 2022-2023 grad rate was 90.9%	The desired outcome for the 2023-2024 grad rate is 91.8%
Increase the percentage of students completing a-g requirements.	No baseline	No baseline	No baseline	In 2022-2023, the percentage of students completing a-g requirements was 30%	The desired outcome for the 2023-2024 school year is 10%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021 the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 3.3%	In 2021-2022 the RFEP rate was 5.38%	In 2022-2023 the RFEP rate was 9.15%	In January 2024 the RFEP rate is 2%	The desired outcome for 2023-2024 is an RFEP rate of 18.24%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.  
 Previous Year Implementation:  
 Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.7%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 62.6%	The 2020-2021 grad rate was 70.2%	The 2021-2022 grad rate was 81.7%	The 2022-2023 grad rate was 73.2%	The desired outcome for the 2023-2024 grad rate is 83.5%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 17.1%	In 2020-2021, the percentage of students completing a-g requirements was 15.2%	In 2021-2022, the percentage of students completing a-g requirements was 17.84%	In 2022-2023, the percentage of students completing a-g requirements was 33%	The desired outcome for the 2023-2024 school year is 26.1%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-467-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021 the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022 the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	No baseline (2020-2021)	In 2021-2022 the RFEP rate was 20%	In 2022-2023 the RFEP rate was 0%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 10%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 63.4%	The 2020-2021 grad rate was 58.8%	The 2021-2022 grad rate was 77.8%	The 2022-2023 grad rate was 64.5%	The desired outcome for the 2023-2024 grad rate is 80%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 26.3%	In 2020-2021, the percentage of students completing a-g requirements was 34.3%	In 2021-2022, the percentage of students completing a-g requirements was 17.14%	In 2022-2023, the percentage of students completing a-g requirements was 26%	The desired outcome for the 2023-2024 school year is 25.43%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 15.8%	In 2021-2022 the RFEP rate was 6.45%	In 2022-2023 the RFEP rate was 8.75%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 17.9%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 55.3%	The 2020-2021 grad rate was 68.1%	The 2021-2022 grad rate was 78.2%	The 2022-2023 grad rate was 77.3%	The desired outcome for the 2023-2024 grad rate is 80.4%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 11.1%	In 2020-2021, the percentage of students completing a-g requirements was 12.8%	In 2021-2022, the percentage of students completing a-g requirements was 9.5%	In 2022-2023, the percentage of students completing a-g requirements was 25%	The desired outcome for the 2023-2024 school year is 18.6%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021 the median percent progress towards Typical Growth in Math was 86%	In 2021-2022 the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024 the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 12.3%	In 2021-2022 the RFEP rate was 8.61%	In 2022-2023 the RFEP rate was 9.24%	In 2023-2024, the RFEP rate through month 8 was 8.96%	The desired outcome for 2023-2024 is an RFEP rate of 18.32%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	At the end of quarter 1 of the 23-24 school year, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%.
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%.
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021 the average course pass rate was 87.8%	In 2021-2022 the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021 the course pass rates was 72%	In the summer of 2022 the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%.
Increase graduation rates	The 2019-2020 grad rate was 67.2%	The 2020-2021 grad rate was 75.1%	The 2021-2022 grad rate was 86.3%	The 2022-2023 grad rate was 78.4%	The desired outcome for the 2023-2024 grad rate is 87.67%
Increase the percentage of students completing a-g requirements.	In 2019-2020, the percentage of students completing a-g requirements was 17.1%	In 2020-2021, the percentage of students completing a-g requirements was 21.4%	In 2021-2022, the percentage of students completing a-g requirements was 24%	In 2022-2023, the percentage of students completing a-g requirements was 37%	The desired outcome for the 2023-2024 school year is 31.6%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claiforniaops.org 949-461-1667

## Goals and Actions

### Goal

Goal #	Description
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The median percent progress towards Typical Growth in Reading as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Reading was 80%	In 2020-2021, the median percent progress towards Typical Growth in Reading was 100%	In 2021-2022, the median percent progress towards Typical Growth in Reading was 83%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Reading will be 84.7%
The median percent progress towards Typical Growth in Math as measured by i-Ready	In 2019-2020, the median percent progress towards Typical Growth in Math was 71%	In 2020-2021, the median percent progress towards Typical Growth in Math was 86%	In 2021-2022, the median percent progress towards Typical Growth in Math was 79%	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	The desired outcome for 2023-2024, the median percent progress towards Typical Growth in Math will be 81.1%
Increase English Learner reclassification rates	In 2020-2021 the RFEP rate was 10%	In 2021-2022 the RFEP rate was 8.33%	In 2022-2023 the RFEP rate was 15.79%	In January 2024 the RFEP rate is 0%	The desired outcome for 2023-2024 is an RFEP rate of 24.21%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions has been achieved in accordance with the plan, however, we understand the need for consistency and continued growth.

Previous Year Implementation:

Action 1: The median percent progress towards Typical Growth in Reading, as measured by i-Ready, was tracked throughout the previous cycle. Students' progress towards meeting typical growth expectations in reading was monitored regularly using i-Ready assessments. This data provided insights into individual student growth and overall trends in reading proficiency within the learning environment.

Action 2: Similarly, the median percent progress towards Typical Growth in Math, as measured by i-Ready, was monitored consistently. Students' progress in math proficiency was assessed using i-Ready assessments, allowing educators to identify areas of strength and weakness in mathematical skills and adjust instruction accordingly.

Action 3: Efforts were made to increase English Learner reclassification rates, indicating progress towards providing effective language support and instruction. Strategies such as targeted English language development programs and individualized support for English Learners were implemented to facilitate their progress towards proficiency and subsequent reclassification.

Substantive Differences in Planned Actions vs. Actual Implementation:

Action 1 & 2: While the planned actions for monitoring progress in reading and math proficiency were carried out as intended, there have been variances in the degree of implementation across different grade levels or student populations. It's essential to assess whether all subgroups received equitable support and resources to ensure consistent progress towards typical growth.

Action 3: The planned action to increase English Learner reclassification rates has encountered challenges related to resource allocation, language support services, or individual student needs. Substantive differences may exist in the extent to which specific strategies were effective in facilitating English Learner progress and reclassification.

Overall, the analysis of actual outcome data, including i-Ready assessments and English Learner reclassification rates, provides insights into the effectiveness of the planned actions in creating a safe, secure, effective, and rigorous learning environment for all students. Evaluating progress towards typical growth in reading and math, as well as English Learner reclassification rates, allows for targeted interventions and adjustments to instructional practices to ensure that all students have the opportunity to learn and achieve.

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

In some cases, there is variation in the budgeted and estimated actuals as a result of changes in personnel costs. We will continue to ensure students in all areas and levels are able to utilize the services provided as well.

The overall implementation of actions to achieve the articulated goal involved navigating various challenges while striving for success.

Despite material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services, we demonstrated resilience and adaptability in addressing the needs of all students within the learning environment.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the specific actions implemented to achieve the goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment have demonstrated varying degrees of effectiveness:

**Monitoring Progress in Reading and Math:**

**Effectiveness:** The action of monitoring progress in reading and math using i-Ready assessments has generally been effective in providing valuable data for identifying areas of improvement and informing instructional practices. Regular assessment allowed educators to track individual student growth and adjust interventions accordingly.

**Ineffectiveness:** However, there were instances where the effectiveness of this action was hindered by challenges such as inconsistent participation in assessments, logistical hurdles in administering assessments, and difficulties in interpreting and utilizing assessment data effectively. These challenges may have led to less accurate or timely interventions for students in need of support.

**Increasing English Learner Reclassification Rates:**

**Effectiveness:** Efforts to increase English Learner reclassification rates have shown some effectiveness, particularly through the implementation of targeted English language development programs and individualized support for English Learners. Progress has been observed in some cohorts of English Learners, indicating that these interventions have had a positive impact.

**Ineffectiveness:** Despite efforts, there were some challenges in achieving significant increases in reclassification rates across all English Learner subgroups. Limited resources, staffing constraints, and the complexity of language acquisition for diverse student populations may have contributed to the ineffectiveness of this action in producing desired results uniformly across all student groups in all cycle years.

Overall, while the specific actions undertaken during the three-year LCAP cycle have shown varying degrees of effectiveness, there is room for improvement in ensuring consistent progress towards the goal. Addressing challenges such as resource allocation, data interpretation, and targeted support for diverse student populations will be essential for enhancing the effectiveness of future actions aimed at achieving the goal of creating a conducive learning environment for all students.

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

Reflecting on prior practice, our school has identified areas for refinement and enhancement in pursuit of our goal. As a result, several adjustments have been made for the coming year:

**Goal Refinement:**

While maintaining our overarching goal of ensuring all students learn and achieve in a safe, secure, effective, and rigorous learning environment, we have refined our focus to emphasize sustained growth and consistency over time. This shift underscores our commitment to continuous improvement and long-term student success.

**Metrics and Desired Outcomes:**

In response to fluctuations observed in previous years, we have revised our metrics and desired outcomes to prioritize consistency and sustainable growth. Rather than solely focusing on short-term progress, we will place greater emphasis on trajectory and trend analysis to ensure that our efforts result in enduring improvements.

**Actions:**

Building upon our reflections on prior practice, we have identified specific actions to enhance the effectiveness of our initiatives:

**Adjustment to i-Ready Diagnostic Proctoring:** We will implement revised procedures for administering i-Ready diagnostic assessments to ensure greater reliability and validity of data collection. This will enable more accurate monitoring of student progress and early identification of areas requiring intervention.

**Early Review of Typical i-Ready Growth:** To proactively monitor our progress towards growth targets, we will conduct an early review of Typical i-Ready growth during diagnostic 2. This will allow us to promptly identify deviations from our growth plan and make necessary adjustments to stay on course.

**Development and Refinement of ELD Plan:** Recognizing the importance of providing targeted support to English Learners, we will further develop and refine our English Language Development (ELD) plan. This includes the hiring of additional ELD teachers to better serve the needs of our ELD students and their families, fostering growth and proficiency in English language skills.

These changes reflect our commitment to leveraging insights from prior practice to refine our strategies and actions for the coming year. By focusing on sustainability, consistency, and targeted support, we aim to maximize the impact of our efforts in creating an inclusive and conducive learning environment for all students.

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

## Goals and Actions

### Goal

Goal #	Description
2	All stakeholder groups will demonstrate active engagement in the school program.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain a high rate of biweekly contacts	In 2019-2020, the average biweekly contact rate was 82.7%	In 2020-2021, the average biweekly contact rate was 94.9%	In 2021-2022, the average biweekly contact rate was 99.3%	As of January 2024, the average biweekly contact rate was 98%.	The desired outcome for 2023-2024 is an average biweekly contact rate of 99.37%
Decrease chronic absenteeism	The 2020-2021 chronic absenteeism rate after month 7 was 6.44%	The 2021-2022 chronic absenteeism rate after month 7 was 6.95%	The 2022-2023 chronic absenteeism rate after month 7 was 5.16%	The chronic absenteeism rate after month 3 was 4.05%	The desired outcome for 2023-2024 month 7 chronic absenteeism rate will be less than 5%
Maintain a low suspension rate	The 2019-2020 suspension rate was 0%	The 2020-2021 suspension rate was 0%	The 2021-2022 suspension rate was 0%	As of January 2024, our suspension rate was 0%.	The desired outcome for 2023-2024 is 0%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The comprehensive execution of our outlined actions and services has been achieved in accordance with the plan.

Previous Year Implementation:

Biweekly Contact (Action 1): The implementation of biweekly contact, including both in-person and virtual engagement, was highly successful. The high rate of contact indicates a proactive approach to staying connected with students and fostering ongoing communication between the school and families.

Chronic Absenteeism (Action 2): While efforts to decrease chronic absenteeism were made, the effectiveness of this action was marginal, resulting in less significant improvements. Despite initiatives to address absenteeism, some challenges may have persisted, contributing to limited progress in reducing absentee rates.

Suspension Rate (Action 3): The maintenance of a low suspension rate was achieved, indicating successful efforts to promote positive behavior and resolve disciplinary issues through alternative means.

Substantive Differences in Planned Actions vs. Actual Implementation:

Biweekly Contact (Action 1): The planned action to maintain a high rate of biweekly contacts was successfully implemented as described, with both in-person and virtual engagement strategies effectively utilized. The high rate of contact suggests a commitment to fostering strong connections with students and families, promoting engagement in the school program.

Chronic Absenteeism (Action 2): While the planned action aimed to decrease chronic absenteeism, the actual implementation yielded marginal effectiveness. Despite efforts, chronic absenteeism rates may not have decreased as significantly as anticipated for all student groups, indicating a need for further targeted interventions and support mechanisms to address underlying causes of absenteeism.

Suspension Rate (Action 3): The planned action to maintain a low suspension rate was achieved, reflecting successful implementation efforts to promote positive behavior and address disciplinary issues proactively. However, it's crucial to sustain these efforts to ensure continued success in maintaining a safe and supportive learning environment.

In summary, while the implementation of biweekly contact and maintenance of a low suspension rate was highly successful, efforts to decrease chronic absenteeism showed varying degrees of effectiveness for the different student groups. Addressing challenges related to absenteeism will be crucial for achieving desired outcomes in these areas in the future.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses such as additional staffing for support services or professional development for staff training.

Adjustments to the budget may have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in differences between budgeted and actual expenditures.

Planned Percentages of Improved Services vs. Estimated Actual Percentages of Improved Services:

Material differences between planned and actual percentages of improved services may have occurred due to challenges in fully implementing planned actions or achieving desired outcomes.

Factors such as limited resources, logistical constraints, and unforeseen circumstances may have impacted the ability to deliver services as planned, resulting in disparities between planned and actual percentages of improved services.

In summary, while the implementation of actions to achieve the articulated goal encountered challenges, successes were also observed.

Material differences between budgeted and actual expenditures and planned vs. actual percentages of improved services may reflect the dynamic nature of addressing complex educational issues and the need for flexibility in resource allocation.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

During the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the articulated goal varied:

**Biweekly Contact:**

**Effectiveness:** The action of maintaining high rates of biweekly contact, including in-person and virtual engagement, was generally effective. Regular communication with students and families fostered a sense of connection and support, contributing to improved student engagement and participation in the school program.

**Ineffectiveness:** However, some challenges such as inconsistent access to communication channels for some students and varying family circumstances may have limited the effectiveness of biweekly contact in reaching all student groups and families consistently. The importance of biweekly calls remains in order to reach every student and family so as to harness their engagement in our school.

**Chronic Absenteeism:**

**Effectiveness:** Efforts to decrease chronic absenteeism showed mixed effectiveness across student groups. While some progress has been made in addressing absenteeism through better attendance tracking, attendance incentives, and support services, the overall need for growth in this area remains.

**Ineffectiveness:** Challenges such as complex family situations, health concerns, and socio-economic factors may have persisted, hindering the effectiveness of interventions in reducing chronic absenteeism rates significantly.

**Suspension Rate:**

**Effectiveness:** The action of maintaining a low suspension rate was effective. Implementation of positive behavior management strategies and alternative disciplinary measures contributed to a supportive and inclusive school environment.

**Ineffectiveness:** Despite successes, maintaining a low suspension rate uniformly across all student groups is a large focus and area of need in order to maintain quality engagement and involvement in our school.

Overall, while specific actions undertaken during the LCAP cycle demonstrated varying degrees of effectiveness, there were both successes and areas for improvement. Addressing the successes and challenges related to these actions will be essential for enhancing the effectiveness of future actions aimed at achieving the articulated goal of creating a safe, supportive, and engaging learning environment for all students.

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

While there were no changes made to the goal itself, reflections on prior practice and analysis of data from the Dashboard or other local sources have led to adjustments in expected outcomes, metrics, and actions to achieve the goal for the coming year. Here are the key changes made:

**Expected Outcomes:**

Following analysis of prior practice and data, there is a renewed focus on refining expected outcomes to ensure they are more specific, measurable, achievable, relevant, and time-bound (SMART). This will enable clearer assessment of progress and facilitate targeted interventions as needed.

**Metrics:**

Metrics have been adjusted to align more closely with the refined expected outcomes. This will involve selecting more relevant and informative indicators to track progress towards the goal. For example, rather than measuring overall attendance rates, the focus will shift to tracking attendance rates for specific student subgroups or identifying early warning indicators of chronic absenteeism.

**Actions:**

Based on reflections on prior practice and data analysis, adjustments have been made to actions aimed at achieving the goal. This could include refining existing strategies, introducing new initiatives, or reallocating resources to address emerging needs and challenges.

Overall, while the overarching goal remains unchanged, these adjustments in expected outcomes, metrics, and actions reflect a commitment to continuous improvement and evidence-based decision-making. By refining strategies and aligning efforts more closely with identified needs and priorities, we aim to enhance the effectiveness and impact of our initiatives in creating positive outcomes for students.

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

## Goals and Actions

### Goal

Goal #	Description
3	All students will graduate with the knowledge and skills needed for college and careers.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the course pass rates within our in house credit recovery program known as Project Success	In 2019-2020, the average course pass rate was 75.3%	In 2020-2021, the average course pass rate was 87.8%	In 2021-2022, the average course pass rate was 93%	23-24 School year quarter one results in project success were 95.2% (This is an annual goal)	The desired outcome for 2023-2024 is an average course pass rate of 93.7%
Increase summer school course pass rates	In the summer of 2020, the course pass rates was 77%	In the summer of 2021, the course pass rates was 72%	In the summer of 2022, the course pass rates was 85%	In the summer of 2023 the course pass rates was 83%	The desired outcome for the summer of 2023 is 86.5%
Increase graduation rates	The 2019-2020 grad rate was 50%	The 2020-2021 grad rate was 73.6%	The 2021-2022 grad rate was 88.9%	The 2022-2023 grad rate was 72.4%	The desired outcome for the 2023-2024 grade rate is 90%.
Increase the percentage of students prepared and approaching prepared as defined by the CCI	No baseline	In 2020-2021, the percentage of students completing a-g requirements was 17.7%	In 2021-2022, the percentage of students completing a-g requirements was 25.4%	In 2022-2023, the percentage of students completing a-g requirements was 41%	The desired outcome for the 2023-2024 school year is 32.9%

### Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In the previous year, the overarching goal of ensuring all students graduate with the knowledge and skills necessary for college and careers was approached through several specific actions.

Increase course pass rates within Project Success:

- Planned Action: Focus on improving the pass rates within the in-house credit recovery program.
- Actual Implementation: There was impressive growth observed, indicating successful implementation. However, sustaining this growth remains a priority.

Increase summer school course pass rates:

- Planned Action: Enhance efforts to improve pass rates during summer school sessions.
- Actual Implementation: While there has been some growth in pass rates in most years, we are dedicated to increasing our Summer School pass rates beyond their current state in order to help our high students remain successful in high school and reach graduation and beyond.

Increase graduation rates:

- Planned Action: Implement strategies to boost graduation rates.
- Actual Implementation: There has been some growth in graduation rates, but it's noted that continued focus and diligence are required. Identifying and addressing barriers to graduation will continue to be a priority.

Increase the percentage of students completing a-g requirements:

- Planned Action: Increase efforts to ensure more students complete the necessary requirements for college admission.
- Actual Implementation: Growth in this area has been good, but the College Career Indicator (CCI) remains low on the dashboard. This suggests that while progress has been made, there are still challenges to overcome.

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

Material differences between budgeted and actual expenditures may have arisen due to unforeseen expenses, such as additional staffing for support services or professional development for staff training. Adjustments to the budget have been necessary to accommodate unexpected costs or reallocate resources to address emerging needs, resulting in variations between planned and actual expenditures. The variations between budgeted and actual expenditures, as well as planned and actual percentages of improved services, underscore the dynamic nature of addressing complex educational issues and the importance of flexibility in resource allocation and service delivery.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Over the three-year LCAP cycle, the effectiveness of specific actions in making progress toward the goal of ensuring all students graduate with the knowledge and skills needed for college and careers varied. Action 1, which aimed to increase course pass rates within Project

Success, demonstrated effectiveness as evidenced by the observed tremendous growth in pass rates. This action contributed positively to the overall goal by providing struggling students with the opportunity to recover credits and stay on track for graduation. Action 2, targeting the increase of summer school course pass rates, showed effectiveness, with some growth observed in most years. This action contributed to progress by providing additional opportunities for students to complete coursework. Action 3, focused on increasing graduation rates, showed mixed effectiveness. While there was some growth, the need for continued focus and diligence to best serve our students must be continued. Action 4, aimed at increasing the percentage of students completing A-G requirements, demonstrated effectiveness with good growth observed. However, the low College Career Indicator (CCI) on the dashboard suggests that despite progress in this area, there are still challenges to overcome in fully preparing students for college and careers. In summary, while some actions were effective in producing the desired results, others showed varying degrees of effectiveness over the three-year LCAP cycle.

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

Following reflections on prior practice and analysis of data provided in the Dashboard or other local data sources, the metrics for the planned goals have been adapted to meet our student needs. Firstly, there's a renewed emphasis on Action 2, which aims to increase summer school course pass rates. Despite moderate growth in previous years, it's evident that additional efforts are needed to achieve continued growth in this area. Additionally, Action 3, focused on increasing graduation rates, will undergo revisions to address identified challenges more effectively. This may involve implementing targeted interventions for at-risk students and enhancing counseling, homeroom teacher, and support services. Furthermore, Action 4, aimed at increasing the percentage of students completing A-G requirements, will continue with a focus on maintaining growth while addressing the underlying factors contributing to the low College Career Indicator (CCI) on the dashboard. This includes refining curriculum offerings, providing additional support for students struggling with specific A-G courses, and increasing the ability to better monitor all aspects of CCI, especially A-G offerings and requirements. Overall, these adjustments reflect a commitment to continuous improvement and a proactive approach to addressing challenges identified through reflection and data analysis.

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

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

### Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Coversheet

## Approval of CalOPS Local Control and Accountability Plans (LCAPs) (attached)

**Section:** V. Action Items  
**Item:** G. Approval of CalOPS Local Control and Accountability Plans (LCAPs) (attached)  
**Purpose:** Vote

**Submitted by:**

**Related Material:**

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Central\_Coast\_20240530.pdf

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Northern\_California\_20240530 (1).pdf

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Southern\_California\_20240530 (1).pdf

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Central\_Valley\_20240530.pdf

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_North\_Bay\_20240530 (1).pdf

2024\_Local\_Control\_and\_Accountability\_Plan\_California\_Connections\_Academy\_Monterey\_Bay\_20240530.pdf

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Coast	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Plan Summary [2024-25]

### General Information

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

California Connections Academy Central Coast serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura, and San Luis Obispo. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Coast is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Central Coast program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

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

California Connections Academy Central Coast's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency. It is also important to note that on the 2023 Dashboard English Learner Progress, College and Career, and Graduation Rate indicators show no performance color due to student numbers throughout all student groups.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Central Coast finds itself listed on the lowest performance level for Academic Performance, encompassing English Language Arts and Mathematics. An in-depth analysis of our school's 2023 Dashboard data shows the lowest level of

performance for English Language Arts was in the Socioeconomically Disadvantage student group with 99.9 points below standard with an increase of 57.7 points from the previous year. In Mathematics, the lowest level of performance was with the Hispanic student group, resulting in 177.9 points below standard, with an increase of 20.5 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Central Coast remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Central Coast.

## Reflections: Technical Assistance

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

NA

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

NA

### ***Support for Identified Schools***

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

## ***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 0%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of .25%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$14,964.00	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$173,300.36	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$209,974.49	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$12,484.46	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$10,339.59	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$35,266.51	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$1,934.36	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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### An explanation of why the LEA has developed this goal.

<p>In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month 7 chronic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.	\$202,649.26	Yes

Action #	Title	Description	Total Funds	Contributing
		The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.		
<b>2.2</b>	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$185,499.52	No
<b>2.3</b>	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$123,035.61	Yes
<b>2.4</b>	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$8,496.05	Yes
<b>2.5</b>	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$16,240.46	No

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$2,623.23	No
<b>2.7</b>	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$1,769.18	Yes
<b>2.8</b>	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$6,268.59	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	Increase summer school course pass rates			The desired outcome for the summer school course pass rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Maintain graduation rates	The 2022-2023 no performance color.			The desired outcome for the 2025-2026 grad rate is 68%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 30%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 31.5%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$35,041.30	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$721.46	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$349.04	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$35,455.92	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$12,234.19	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	\$39,332.51	No
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$1,799.36	No

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$1,817.73	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$160,921	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.355%	0.000%	\$0.00	10.355%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b> Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:                      Collecting demographic data, survey responses, and other relevant information through the student information system.                      Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.                      Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	<p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b></p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students, industries, and communities in today's rapidly changing economy.	<p>rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
3.3	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p>	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>

### Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Foster and Homeless Academic Achievement</p> <p><b>Need:</b> Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.
2.7	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p>

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

NA

**Additional Concentration Grant Funding**

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

NA

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,554,071	\$160,921	10.355%	0.000%	10.355%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$987,263.86	\$111,586.56		\$32,746.76	\$1,131,597.18	\$889,246.71	\$242,350.47

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$294.00	\$14,670.00	\$13,203.00			\$1,761.00	\$14,964.00
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2024-2025	\$170,844.93	\$2,455.43	\$143,923.29	\$27,583.81		\$1,793.26	\$173,300.36
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$209,974.49	\$0.00	\$176,873.92	\$33,100.57			\$209,974.49
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2024-2025	\$10.50	\$12,473.96	\$11,943.11			\$541.35	\$12,484.46
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$10,339.59	\$0.00	\$8,132.76			\$2,206.83	\$10,339.59
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$35,266.51	\$0.00	\$35,266.51				\$35,266.51
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$1,679.36	\$255.00	\$1,934.36				\$1,934.36
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$8,057.35	\$194,591.91	\$180,103.53			\$22,545.73	\$202,649.26

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	\$174,501.07	\$10,998.45	\$163,432.47	\$22,067.05			\$185,499.52
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$123,035.61	\$0.00	\$106,485.33	\$16,550.28			\$123,035.61
2	2.4	Caretaker Engagement Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$8,496.05	\$0.00	\$8,496.05				\$8,496.05
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	\$14,359.13	\$1,881.33	\$14,359.13	\$1,251.33		\$630.00	\$16,240.46
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	\$2,623.23	\$0.00	\$2,623.23				\$2,623.23
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$1,769.18	\$0.00	\$1,769.18				\$1,769.18
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	\$3,268.59	\$3,000.00	\$3,000.00			\$3,268.59	\$6,268.59
3	3.1	College Preparation	All	No				2024-2025	\$35,041.30	\$0.00	\$35,041.30				\$35,041.30
3	3.2	Career Preparation (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$13.13	\$708.33	\$721.46				\$721.46
3	3.3	AVID Program Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$200.40	\$148.64	\$349.04				\$349.04
3	3.4	Credit Recovery and Summer Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$34,408.50	\$1,047.42	\$35,455.92				\$35,455.92
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	\$12,234.19	\$0.00	\$6,717.43	\$5,516.76			\$12,234.19
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	\$39,332.51	\$0.00	\$33,815.75	\$5,516.76			\$39,332.51

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$1,679.36	\$120.00	\$1,799.36				\$1,799.36
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$1,817.73	\$0.00	\$1,817.73				\$1,817.73

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,554,071	\$160,921	10.355%	0.000%	10.355%	\$724,657.46	0.000%	46.630 %	<b>Total:</b>	\$724,657.46
								<b>LEA-wide Total:</b>	\$677,554.65
								<b>Limited Total:</b>	\$47,102.81
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	\$13,203.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	\$143,923.29	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	\$176,873.92	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	\$11,943.11	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$8,132.76	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$35,266.51	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,934.36	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$180,103.53	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,485.33	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,496.05	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$1,769.18	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$721.46	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$349.04	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,455.92	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$771,711.04	\$1,069,885.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional Development for Academic Achievement	No	\$14,755.01	\$11,253.36
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$88,147.75	\$155,876.24
1	1.3	Teacher Collaboration for Academic Achievement	No	\$109,788.98	\$188,357.95
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$1,383.29	\$12,502.83
1	1.5	English Learner Student Achievement	Yes	\$3,775.17	\$9,387.21
1	1.6	LTEL Support	Yes	\$1,285.62	\$2,641.44
1	1.7	Foster and Homeless Academic Achievement	Yes	\$698.36	\$1,710.77
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$230,954.54	\$196,278.36
2	2.2	Track and Record Daily Student Participation	No	\$164,304.63	\$226,045.62

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$62,063.48	\$110,062.08
2	2.4	Learning Coach Engagement Support	Yes	\$6,165.54	\$9,128.70
2	2.5	Social Emotional / Mental Health Supports	No	\$7,493.19	\$17,861.09
2	2.6	Increasing Diversity and Inclusion	No	\$61.26	\$8,529.90
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$737.13	\$1,531.00
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$18,648.00	\$7,119.04
3	3.1	College Preparation	No	\$16,792.08	\$31,212.58
3	3.2	Career Preparation (CTE)	Yes	\$2,453.85	\$1,628.46
3	3.3	AVID Program Implementation	Yes	\$212.87	\$285.32
3	3.4	Credit Recovery and Summer Intervention	Yes	\$16,031.63	\$31,027.12
3	3.5	Transition Plans	No	\$5,194.40	\$10,759.43
3	3.6	Graduation Rate Progress Monitoring	No	\$19,989.47	\$35,239.09
3	3.7	Dual Enrollment Options	No	\$774.79	\$1,448.27

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
149,850	\$298,512.39	\$342,467.48	(\$43,955.09)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.5	English Learner Student Achievement	Yes	\$3,775.17	\$7,746.40		
1	1.6	LTEL Support	Yes	\$1,285.62	\$2,641.44		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$698.36	\$1,710.77		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$212,304.50	\$191,620.17		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$54,860.58	\$95,162.99		
2	2.4	Learning Coach Engagement Support	Yes	\$6,165.28	\$9,126.41		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$737.13	\$1,531.00		
3	3.2	Career Preparation (CTE)	Yes	\$2,441.25	\$1,615.86		
3	3.3	AVID Program Implementation	Yes	\$212.87	\$285.32		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$16,031.63	\$31,027.12		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,560,622	149,850		9.602%	\$342,467.48	0.000%	21.944%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

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

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

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

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

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

**Type of Goal**

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

**State Priorities addressed by this goal.**

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

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

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

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

**Action #**

- Enter the action number.

**Title**

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

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

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

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

## LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

### LCFF Carryover — Percentage

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

**LCFF Carryover — Dollar**

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

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

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

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Northern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Ripon Unified School District and enrolls students in eight counties: San Joaquin, Alameda, Amador, Calaveras, Contra Costa, Sacramento, and Stanislaus. In 2012, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Northern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Northern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year  
 A diverse and spread out population that has difficulty participating in State Testing.  
 A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate  
 A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed  
 A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Northern California's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process. While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data. Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, our English Learner Progress has shown a commendable increase of 3.8%, reaching 44.1%, signaling substantial progress toward English language proficiency. This growth speaks volumes about the efficacy of our English Language Development (ELD) plan and the unwavering commitment of our teachers, including those directly supporting our English Learner population and content area instructors, in equipping students with the requisite tools and support for advancement in this critical area. However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Northern California finds itself listed on the lowest performance level for both Academic Engagement, encompassing Chronic Absenteeism and Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics. A deeper examination of the Academic Engagement state indicators reveals that our Students with Disabilities and Socioeconomically Disadvantaged groups are situated within both of these categories under the lowest performance level. For our Students with Disabilities student group, the proportion of chronically absent students increased by 9% from the previous year to 17.3%, while our Socioeconomically Disadvantaged student group experienced a 4% increase from the previous year to 19.6%. Acknowledging the paramount importance of engagement with all our students while prioritizing groups with the greatest needs, we are implementing several strategies to address Chronic Absenteeism at California Connections Academy. These include overhauling attendance tracking starting in Fall 2024, fostering ongoing communication among students, teachers, and parents, and implementing more efficient means to identify students in need of targeted intervention surrounding school engagement and attendance.

Furthermore, an in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, particularly for our two lowest performing groups, Students with Disabilities and Socioeconomically Disadvantaged students, reveals concerning low growth and decline. The Graduation Rate for our Students with Disabilities population increased by 1% to 66.7%, while the Socioeconomically Disadvantaged population experienced a 12.3% decrease to 65.1%. Though any decrease in Graduation Rate for any student group is worrisome, it is noteworthy that California Connections Academy's all-student and student group Graduation Rate stands at 73.2%, surpassing the state threshold of 68%. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other in the areas of African American, English Learner, Hispanic, Two or more races, and, Students with Disabilities. The lowest performance level for English Language Arts translates to an overall 168.6 points below standard, with a decline of 37.8 points from the previous year. In Mathematics, our performance resulted in 216.6 points below standard, with a decline of 13 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Northern California.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 California Dashboard, California Connections Academy Northern California qualifies for level two technical assistance regarding Priority 4: Pupil Achievement in English Language Arts and Mathematics, Priority 5: Chronic Absenteeism and Graduation Rate, and Priority 8: Student Outcomes in the College and Career indicator. This designation is the result of our Socioeconomically Disadvantaged, Students with Disabilities, and our Hispanic Student Groups all receiving the lowest indicator level in both state priorities.

For Pupil Achievement, our scores for all students were 91.2 points below standard, declining by 13.1 points in English Language Arts and 152.4 points below standard, declining by 4.3 points in Mathematics. Regarding Chronic Absenteeism, the Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic student populations performed 'very low' at a 13.2 Chronically Absent rate, which is a 3.5% increase from the previous year. Graduation Rate was also at the lowest level for these student groups with an average of 65.9 %. Lastly, regarding College and Career Indicators, this same student population scored 'very low'.

This data prompted us to reflect deeply on the services we provide not only to our SED, SWD, and Hispanic student population but to all students. We initiated technical assistance in January 2024 with the San Joaquin County Office of Education (SJC OE) to guide us through this process. Our meetings since then have involved thoughtful reflection, discussion, and the development of a plan to improve Pupil Achievement and provide services that promote academic success for all students, with a strong focus on our student population outlined above.

Our focus has been on Pupil Achievement in English Language Arts and Mathematics, aiming to implement processes that drive positive change for our students to excel in these areas. Analyzing our student scores and state testing data from the 2023 Dashboard, we found that while our distance from the standard for all student groups was notably low, especially in math, it was the LOSS score penalty that predominantly kept us low. Lack of participation in state testing from our families was the primary reason for our low scores in most cases. As a fully online Charter School, we diligently educate our families on the importance of state testing but encounter obstacles such as travel, work schedules, and student health concerns.

Academic data shows that our students are academically or near academically proficient in comparable diagnostics like iReady for K-8 and MAP for high school. Participation in these internal diagnostics is high, over 95%, due to their virtual nature. Our survey of parents, students, and staff regarding state testing revealed that travel, work commitments, and student anxiety and health concerns were the top reasons for disengagement. Teachers and staff also cited inadequate curriculum and lack of CAASPP practice tests as factors contributing to low participation.

As a result, we devised the following actions in collaboration with our technical assistance team:

- Parent/Student Testing Information Nights
- Small Testing Sites
- More Testing Locations (Closer to More Families)
- Saturday Testing Sites
- Implementation of New Curriculum in all Content Areas and Grade Bands for the 24/25 School Year
- Implementation and Monitoring of IXL and Smarter Balanced CAASPP Testing Prep by all grade level teams and administration.

We anticipate these efforts will result in a 5% increase in academic scores for all student populations, with emphasis on our SED, DWS and Hispanic populations, which currently exhibits the largest deficit. Specifically, our most deficient student populations will increase their distance from the standard and move closer to the state benchmark.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy Northern California

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

#### Needs Assessment:

Our 2023 graduation rate is 73.2%, above the ESSA-defined threshold of 68%. However, our graduation rate percentage dropped 9%, from 82.2% to 73.2%, which put California Connections Academy Northern California in the 'schools falling under the 5% of lowest schools' category for the 2023 school year. Therefore, California Connections Academy Northern California falls under CSI (Comprehensive Support and Improvement) as a low-performing school according to the California Dashboard requirements. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 73.2%, which is still above 68% threshold set forth by the State. However, there was a 9% decrease in graduation rate from the 2022 graduation rate of 82.2%. The lowest group in 2022 was the Students with Disabilities group at 65.6%, and the highest was the Two or More Races group at 80.7%. In 2023, the lowest group was the Socioeconomically Disadvantaged student group at 65.1%, and the highest was the White student group at 82.7%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups. Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 69.5% of 9th graders remained on track at the conclusion of the

first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50% pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

- A graduation rate decline of 9% to 73.2% for all student groups and below the 68% threshold for some of our student groups needs to be addressed
- Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.
- A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

- Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to

alert teachers and administrators to students who are on the pathway to dropping out.” Based on the school’s numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers’ responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school’s students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, “this joint initiative of the California Community Colleges Chancellor’s Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness.” We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

#### Identification of Resource Inequities:

The mission of California Connections Academy Northern California seeks to provide “a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.” In this case, students not achieving the basic requirement for a high school diploma are not “meeting the highest performance standards.” Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment,

some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

### State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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### An explanation of why the LEA has developed this goal.

<p>As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					diagnostics (through month 5) in Reading will be 70.8%	
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.07%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$208,498.40	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$2,414,651.55	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$2,925,644.60	No Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$173,950.08	No Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$144,064.97	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$491,380.01	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation.	\$26,952.05	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	Maintain a high rate of biweekly contacts			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7 chronic absenteeism rate will be less than 14.34%.	
2.3	"Maintain a low suspension rate "	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	\$2,823,579.60	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$2,584,626.58	No
2.3	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$1,714,296.18	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$118,378.28	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$226,283.75	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$36,550.39	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$24,650.53	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$87,342.40	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%			The desired outcome for the summer school course pass rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 73.2%			The desired outcome for the 2025-2026 grad rate is 76.8%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 33%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$488,242.13	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$10,052.28	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$4,863.22	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$494,019.13	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$170,463.07	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	\$548,033.02	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$25,071.05	No

Action #	Title	Description	Total Funds	Contributing
<b>3.8</b>	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$25,327.01	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$2,172,855	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.903%	0.000%	\$0.00	10.903%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p><b>Intervention Implementation:</b> Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p><b>Response to Intervention (RTI) Tiers:</b> Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b> Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

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			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p>

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			<p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

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			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

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			essential for their success in and beyond high school.
2.1	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p><b>Access to Technology:</b> Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p><b>Internet Connectivity:</b></p>

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			<p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p>

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			<p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p>

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			<p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>

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	<p>approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p>

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			<p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p>

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			<p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p>

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			<p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p>

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			<p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
<p><b>3.3</b></p>	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>

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	<p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p>

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			<p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p>

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		<p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p><b>Graduation Rates:</b> Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b> Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p><b>Academic Performance:</b> Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p>

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			<p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

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			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

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			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

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<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

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			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

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			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Foster and Homeless Academic Achievement</p> <p><b>Need:</b> Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p>

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			<p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p>

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			<p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care, is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p>

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			<p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$19,929,196	\$2,172,855	10.903%	0.000%	10.903%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,753,802.38	\$1,554,772.74		\$458,345.16	\$15,766,920.28	\$12,390,170.62	\$3,376,749.66

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	\$4,096.40	\$204,402.00	\$183,961.80			\$24,536.60	\$208,498.40
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	\$2,380,439.29	\$34,212.26	\$2,005,331.21	\$384,334.38		\$24,985.96	\$2,414,651.55
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	\$2,925,644.60	\$0.00	\$2,464,443.34	\$461,201.26			\$2,925,644.60
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	\$146.30	\$173,803.78	\$166,407.27			\$7,542.81	\$173,950.08
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$144,064.97	\$0.00	\$113,316.49			\$30,748.48	\$144,064.97
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$491,380.01	\$0.00	\$491,380.01				\$491,380.01
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2024-2025	\$23,399.05	\$3,553.00	\$26,952.05				\$26,952.05

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					Group(s)										
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Low Youth Income	Yes	LEA-wide	Foster Youth Low Income		2024-2025	\$112,265.68	\$2,711,313.92	\$2,509,442.49			\$314,137.11	\$2,823,579.60
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	\$2,431,381.51	\$153,245.07	\$2,275,085.27	\$307,467.51		\$2,073.80	\$2,584,626.58
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$1,714,296.18	\$0.00	\$1,483,695.55	\$230,600.63			\$1,714,296.18
2	2.4	Caretaker Engagement Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$118,378.28	\$0.00	\$118,378.28				\$118,378.28
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	\$200,070.55	\$26,213.20	\$200,070.55	\$17,435.20		\$8,778.00	\$226,283.75
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	\$36,550.39	\$0.00	\$36,550.39				\$36,550.39
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$24,650.53	\$0.00	\$24,650.53				\$24,650.53
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	\$45,542.40	\$41,800.00	\$41,800.00			\$45,542.40	\$87,342.40
3	3.1	College Preparation	All	No				2024-2025	\$488,242.13	\$0.00	\$488,242.13				\$488,242.13
3	3.2	Career Preparation (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$182.88	\$9,869.40	\$10,052.28				\$10,052.28
3	3.3	AVID Program Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$2,792.24	\$2,070.98	\$4,863.22				\$4,863.22
3	3.4	Credit Recovery and Summer Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$479,425.08	\$14,594.05	\$494,019.13				\$494,019.13

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	\$170,463.07	\$0.00	\$93,596.19	\$76,866.88			\$170,463.07
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	\$548,033.02	\$0.00	\$471,166.14	\$76,866.88			\$548,033.02
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$23,399.05	\$1,672.00	\$25,071.05				\$25,071.05
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$25,327.01	\$0.00	\$25,327.01				\$25,327.01

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$19,929,196	\$2,172,855	10.903%	0.000%	10.903%	\$10,096,893.65	0.000%	50.664 %	<b>Total:</b>	\$10,096,893.65
								<b>LEA-wide Total:</b>	\$9,440,594.57
								<b>Limited Total:</b>	\$656,299.08
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$183,961.80	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$2,005,331.21	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$2,464,443.34	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$166,407.27	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$113,316.49	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$491,380.01	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	\$26,952.05	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		\$2,509,442.49	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,483,695.55	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$118,378.28	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$24,650.53	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,052.28	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,863.22	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		\$494,019.13	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$13,729,186.99	\$14,907,076.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional Development for Academic Achievement	No	\$238,575.11	\$156,796.76
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$1,762,955.09	\$2,171,875.59
1	1.3	Teacher Collaboration for Academic Achievement	No	\$2,185,087.57	\$2,624,454.15
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$27,665.76	\$174,206.10
1	1.5	English Learner Student Achievement	Yes	\$75,503.32	\$130,795.09
1	1.6	LTEL Support	Yes	\$25,712.41	\$36,804.06
1	1.7	Foster and Homeless Academic Achievement	Yes	\$13,967.15	\$23,836.68
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$3,478,825.80	\$2,734,811.78
2	2.2	Track and Record Daily Student Participation	No	\$3,007,676.41	\$3,149,568.97

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$1,241,269.53	\$1,533,531.58
2	2.4	Learning Coach Engagement Support	Yes	\$123,310.80	\$127,193.24
2	2.5	Social Emotional / Mental Health Supports	No	\$217,842.49	\$248,864.48
2	2.6	Increasing Diversity and Inclusion	No	\$51,225.19	\$118,849.89
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$14,742.63	\$21,331.96
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$43,350.00	\$99,191.90
3	3.1	College Preparation	No	\$335,841.79	\$434,895.35
3	3.2	Career Preparation (CTE)	Yes	\$41,844.00	\$22,689.90
3	3.3	AVID Program Implementation	Yes	\$4,257.30	\$3,975.49
3	3.4	Credit Recovery and Summer Intervention	Yes	\$320,361.59	\$432,311.27
3	3.5	Transition Plans	No	\$103,887.95	\$149,914.68
3	3.6	Graduation Rate Progress Monitoring	No	\$399,789.36	\$490,998.02
3	3.7	Dual Enrollment Options	No	\$15,495.74	\$20,179.18

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,009,114	\$4,900,365.39	\$4,771,713.69	\$128,651.70	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.5	English Learner Student Achievement	Yes	\$75,503.32	\$107,933.18		
1	1.6	LTEL Support	Yes	\$25,712.41	\$36,804.06		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$13,967.15	\$23,836.68		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$3,183,711.96	\$2,669,907.73		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$1,097,211.52	\$1,325,937.67		
2	2.4	Learning Coach Engagement Support	Yes	\$123,305.51	\$127,161.31		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$14,742.63	\$21,331.96		
3	3.2	Career Preparation (CTE)	Yes	\$41,592.00	\$22,514.34		
3	3.3	AVID Program Implementation	Yes	\$4,257.30	\$3,975.49		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$320,361.59	\$432,311.27		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
19,774,752	2,009,114	0	10.160%	\$4,771,713.69	0.000%	24.130%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
  
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Southern California serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Capistrano Unified School District and enrolls students in five counties: Orange, Los Angeles, Riverside, San Bernardino, and San Diego. In 2004, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Southern California is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Southern California program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school, these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Southern California's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, our English Learner Progress has shown a commendable increase of 4.2%, reaching 47.1%, signaling substantial progress toward English language proficiency. This growth speaks volumes about the efficacy of our English Language Development (ELD) plan and the unwavering commitment of our teachers, including those directly supporting our English Learner population and content area instructors, in equipping students with the requisite tools and support for advancement in this critical area.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Southern California finds itself listed on the lowest performance level for both Academic Engagement, encompassing Chronic Absenteeism and Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics.

A deeper examination of the Academic Engagement state indicators reveals that our Hispanic and Socioeconomically Disadvantaged groups are situated within both of these categories under the lowest performance level. For our Hispanic student group, the proportion of chronically absent students increased by 4.3% from the previous year to 12.9%, while our Socioeconomically Disadvantaged student group experienced a 5.3% increase from the previous year to 16%. Acknowledging the paramount importance of engagement with all our students while prioritizing groups with the greatest needs, we are implementing several strategies to address Chronic Absenteeism at California Connections Academy. These include overhauling attendance tracking starting in Fall 2024, fostering ongoing communication among students, teachers, and parents, and implementing more efficient means to identify students in need of targeted intervention surrounding school engagement and attendance.

Furthermore, an in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, particularly for our two lowest performing groups, Hispanic and Socioeconomically Disadvantaged students, reveals concerning declines. The Graduation Rate for our Hispanic population decreased by 7.8% to 79.2%, while the Socioeconomically Disadvantaged population experienced a 12.7% decrease to 73.7%. Though any decrease in Graduation Rate for any student group is worrisome, it is noteworthy that California Connections Academy's all-student and student group Graduation Rate stands at 78.4%, surpassing the state threshold of 68%. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other, including African American, English Learner, Hispanic, Two or more races, Socioeconomically Disadvantaged, Students with Disabilities, and White. The lowest performance level for English Language Arts translates to an overall 80.6 points below standard, with a decline of 34.6 points from the previous year. In Mathematics, our performance resulted in 146.1 points below standard, with a decline of 25.3 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Southern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Southern California.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy Southern California

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

#### Needs Assessment:

Our 2023 graduation rate is 78.4%, above the ESSA-defined threshold of 68%. However, our graduation rate percentage dropped 7.9%, from 86.3% to 78.4%, which put California Connections Academy Southern California in the 'schools falling under the 5% of lowest schools' category for the 2023 school year. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention.

The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 78.4%, which is still above the 68% threshold set forth by the State. However, there was a 9% decrease in graduation rate from the 2022 graduation rate of 86.3%. The lowest group in 2022 was the Students with Disabilities group at 65.6%, and the highest was the Two or More Races group at 80.7%. In 2023, the lowest group was the Students with Disabilities student group at 68%, and the highest was the White student group at 81.3%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups.

Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 70.5% of 9th graders remained on track at the conclusion of the first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being

identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50% pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

-A graduation rate decline of 7.9% to 78.4% for all student groups with the lowest student group meeting the 68% threshold.

-Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.

-A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

[\(http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/\)](http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/)

-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, "this joint initiative of the California Community Colleges Chancellor's Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness." We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy Southern California seeks to provide "a more personalized approach to learning to maximize these students' potential and meet the highest performance standards." In this case, students not achieving the basic requirement for a high school diploma are not "meeting the highest performance standards." Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system

monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

### ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms.
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms.
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Engagement Target reviews.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 8.96%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 9.4%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$589,581.60	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$6,828,033.82	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine the best strategies and methods and implement best practices to re-teach and accelerate all students in all subject areas, as needed.	\$8,272,995.02	No Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$491,887.53	No Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$407,379.89	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$1,389,500.40	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$76,213.69	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024 through month 8, the average biweekly contact rate was 97.3%			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month 7 chronic absenteeism rate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school-issued Chromebook at no cost to the family. Additionally, a prorated internet reimbursement may be	\$7,984,380.58	Yes

Action #	Title	Description	Total Funds	Contributing
	Connectivity, and a Rigorous Curriculum	requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage well with our program. Unduplicated students will be prioritized.		
<b>2.2</b>	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions at a mutually agreed-upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$7,308,680.90	
<b>2.3</b>	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty engaging fully with our program, school staff will follow a well-outlined escalation process. This process consists of tiers of interventions set up to assist students in finding ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$4,847,603.07	Yes
<b>2.4</b>	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$334,744.32	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$639,874.15	No
2.6	Increasing Diversity and Inclusion	Our school is committed to increasing diversity and inclusion for our entire school community. We will participate in professional development and evaluate curriculum and instructional practices, all with the focus of ensuring we incorporate diverse and inclusive practices.	\$103,355.40	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in the identification, placement, and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$69,705.56	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in person or virtually to enrich the school experience.	\$246,982.56	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass			The desired outcome for the summer school	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		rate was 83%			course pass rate for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 78.4%			The desired outcome for the 2025-2026 grad rate is 82.3%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 37%.			The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP, and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$1,380,627.27	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$28,425.33	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at-risk student populations.	\$13,751.98	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program known as Project Success, and students will be identified as eligible candidates via transcript evaluations, which occur upon enrollment and at the end of each semester. Continued in-house summer school program, allowing high school students to make up credits.	\$1,396,963.19	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$482,027.14	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	\$1,549,701.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$70,894.69	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$71,618.47	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,252,558	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.124%	0.000%	\$0.00	11.124%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and Alignment with Goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p><b>Intervention Implementation:</b> Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p><b>Response to Intervention (RTI) Tiers:</b> Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>who move from higher to lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>interventions on student outcomes beyond immediate academic achievement is crucial to student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b></p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff, regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.</p>
<p><b>1.4</b></p>	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.</p>	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p> <p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive.</p>	<p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
2.3	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help</p>	<p>Metrics to monitor the effectiveness of tiered re-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>	<p>us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other</p>

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			<p>assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and</p>

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	<p>life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p>	<p>participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b> LEA-wide</p>	<p>contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>3.3</b></p>	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p><b>Credit Attainment:</b> Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p><b>Graduation Rates:</b> Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b> Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup; it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p><b>Measure:</b> By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>
<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Foster and Homeless Academic Achievement</p> <p><b>Need:</b></p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p><b>Academic Performance:</b> Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p><b>Attendance Rates:</b> Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>reach and effectiveness of these initiatives.</p> <p><b>Academic Progress:</b> Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p><b>Feedback and Surveys:</b> Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p><b>Retention Rates:</b> Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$56,207,008	6,252,558	11.124%	0.000%	11.124%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$38,897,781.56	\$4,967,352.63		\$719,793.37	\$44,584,927.56	\$35,036,319.70	\$9,548,607.86

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	\$11,583.60	\$577,998.00	\$520,198.20			\$69,383.40	\$589,581.60
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	\$6,731,290.07	\$96,743.75	\$5,670,577.74	\$1,086,802.02		\$70,654.06	\$6,828,033.82
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	\$8,272,995.02	\$0.00	\$6,968,832.60	\$1,304,162.42			\$8,272,995.02
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	\$413.70	\$491,473.83	\$470,144.64			\$21,742.89	\$491,887.53
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$407,379.89	\$0.00	\$320,430.84			\$86,949.05	\$407,379.89
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$1,389,500.40	\$0.00	\$1,389,500.40				\$1,389,500.40
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2024-2025	\$66,166.69	\$10,047.00	\$76,213.69				\$76,213.69

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					Group(s)										
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Low Youth Income	Yes	LEA-wide	Foster Youth Low Income		2024-2025	\$317,459.41	\$7,666,921.17	\$7,096,079.00	\$570,842.17		\$317,459.41	\$7,984,380.58
2	2.2	Track and Record Daily Student Participation	Foster Low Youth Income			Foster Youth Low Income		2024-2025	\$6,875,341.96	\$433,338.94	\$6,439,239.29	\$869,441.61			\$7,308,680.90
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$4,847,603.07	\$0.00	\$4,195,521.86	\$652,081.21			\$4,847,603.07
2	2.4	Caretaker Engagement Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$334,744.32	\$0.00	\$334,744.32				\$334,744.32
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	\$565,749.75	\$74,124.40	\$565,749.75	\$49,302.40		\$24,822.00	\$639,874.15
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	\$103,355.40	\$0.00	\$103,355.40				\$103,355.40
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$69,705.56	\$0.00	\$69,705.56				\$69,705.56
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	\$128,782.56	\$118,200.00	\$118,200.00			\$128,782.56	\$246,982.56
3	3.1	College Preparation	All	No				2024-2025	\$1,380,627.27	\$0.00	\$1,380,627.27				\$1,380,627.27
3	3.2	Career Preparation (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$517.13	\$27,908.20	\$28,425.33				\$28,425.33
3	3.3	AVID Program Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$7,895.76	\$5,856.22	\$13,751.98				\$13,751.98
3	3.4	Credit Recovery and Summer Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$1,355,694.84	\$41,268.35	\$1,396,963.19				\$1,396,963.19

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	\$482,027.14	\$0.00	\$264,666.74	\$217,360.40			\$482,027.14
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	\$1,549,701.00	\$0.00	\$1,332,340.60	\$217,360.40			\$1,549,701.00
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$66,166.69	\$4,728.00	\$70,894.69				\$70,894.69
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$71,618.47	\$0.00	\$71,618.47				\$71,618.47

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$56,207,008	6,252,558	11.124%	0.000%	11.124%	\$28,551,089.35	0.000%	50.796 %	<b>Total:</b>	\$28,551,089.35
								<b>LEA-wide Total:</b>	\$26,695,238.86
								<b>Limited Total:</b>	\$1,855,850.49
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$520,198.20	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$5,670,577.74	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$6,968,832.60	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$470,144.64	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$320,430.84	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$1,389,500.40	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	\$76,213.69	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		\$7,096,079.00	
2	2.2	Track and Record Daily Student Participation			Foster Youth Low Income		\$6,439,239.29	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$4,195,521.86	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$334,744.32	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$69,705.56	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$28,425.33	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,751.98	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,396,963.19	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$41,111,874.07	\$42,153,502.32

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional Development for Academic Achievement	No	\$675,667.35	\$443,382.23
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$5,377,013.03	\$6,141,523.80
1	1.3	Teacher Collaboration for Academic Achievement	No	\$6,654,677.68	\$7,421,303.35
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$84,380.57	\$492,611.51
1	1.5	English Learner Student Achievement	Yes	\$230,285.14	\$369,855.97
1	1.6	LTEL Support	Yes	\$78,422.84	\$104,072.71
1	1.7	Foster and Homeless Academic Achievement	Yes	\$42,599.82	\$67,404.19
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$9,842,070.94	\$7,733,367.28
2	2.2	Track and Record Daily Student Participation	No	\$8,913,397.86	\$8,906,197.43

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$3,785,872.05	\$4,336,445.77
2	2.4	Learning Coach Engagement Support	Yes	\$376,097.91	\$359,670.85
2	2.5	Social Emotional / Mental Health Supports	No	\$553,979.79	\$703,726.84
2	2.6	Increasing Diversity and Inclusion	No	\$553,736.83	\$336,077.92
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$44,965.01	\$60,321.49
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$172,150.00	\$280,490.00
3	3.1	College Preparation	No	\$1,024,317.44	\$1,229,775.84
3	3.2	Career Preparation (CTE)	Yes	\$128,916.85	\$64,161.39
3	3.3	AVID Program Implementation	Yes	\$12,984.77	\$11,241.71
3	3.4	Credit Recovery and Summer Intervention	Yes	\$976,860.39	\$1,222,468.70
3	3.5	Transition Plans	No	\$316,858.24	\$423,921.42
3	3.6	Graduation Rate Progress Monitoring	No	\$1,219,357.53	\$1,388,420.23
3	3.7	Dual Enrollment Options	No	\$47,262.03	\$57,061.69

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$5,845,802	\$14,248,226.80	\$13,493,219.08	\$755,007.72	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.5	English Learner Student Achievement	Yes	\$230,285.14	\$305,208.17		
1	1.6	LTEL Support	Yes	\$78,422.84	\$104,072.71		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$42,599.82	\$67,404.19		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$9,011,383.66	\$7,549,834.77		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$3,346,495.13	\$3,749,421.83		
2	2.4	Learning Coach Engagement Support	Yes	\$376,081.79	\$359,580.56		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$44,965.01	\$60,321.49		
3	3.2	Career Preparation (CTE)	Yes	\$128,148.25	\$63,664.95		
3	3.3	AVID Program Implementation	Yes	\$12,984.77	\$11,241.71		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$976,860.39	\$1,222,468.70		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
55,801,850	\$5,845,802	0	10.476%	\$13,493,219.08	0.000%	24.181%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Central Valley serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Alpaugh Unified School District, and enrolls students in five counties: Tulare, Kings, Kern, Fresno and Inyo. In 2006 the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Central Valley is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Central Valley program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Central Valley's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate, Chronic Absenteeism, and Graduation Rate. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency.

Additionally, the Chronic Absenteeism indicator has shown only a slight decline of 3.3% making our Chronically Absent rate 13.8%. Furthermore, The overall Graduation Rate has maintained by only declining a slight 0.9% keeping the Grad Rate indicator above the 68% State threshold at 77.3%. This maintenance speaks volumes about the unwavering commitment of our teachers and all staff toward student engagement, participation, and attendance. Thus encouraging our all school efforts of building community and the importance of regular contacts and interventions.

However, the 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Central Valley finds itself listed on the lowest (very low) performance level for English Language Arts and the low level for Mathematics under the Academic Performance indicators. An in-depth analysis of these Academic Performance metrics finds English Language Arts and Mathematics subgroups mirror each other, by including Students with Disabilities and White student populations. Mathematics also includes the Two or More Races subgroup. The lowest performance level for English Language Arts translates to an overall 152.4 points below standard, with a decline of 12 points from the previous year. In Mathematics, our performance resulted in 190.2 points below standard, with a decline of 1.9 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Central Valley remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Central Valley.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Based on the 2023 California Dashboard, California Connections Academy Central Valley qualifies for level two technical assistance regarding Priority 4: Pupil Achievement in English Language Arts and Mathematics, as well as Priority 8: Student Outcomes in the College and Career indicator. This designation is due to our white student population receiving the lowest indicator level in both state priorities.

For Pupil Achievement, our white student population of 90 eligible students scored 80.3 points below standard, declining by 19.1 points in English Language Arts and 129.9 points below standard, declining by 13.3 points in Mathematics. Regarding Student Outcomes, our white student population of 31 eligible students received the lowest metric on the college career indicator, with only 3.2% prepared. This data prompted us to reflect deeply on the services we provide not only to our white student population but to all students. We initiated technical assistance in January 2024 with the Tulare County Office of Education (TCOE) to guide us through this process. Our meetings since then have involved thoughtful reflection, discussion, and the development of a plan to improve our Pupil Achievement and provide services that promote academic success for all students, including our white student population.

Our focus has been on Pupil Achievement in English Language Arts and Mathematics, aiming to implement processes that drive positive change for our students to excel in these areas. Analyzing our student scores and state testing data from the 2023 Dashboard, we found that while our distance from the standard for all student groups was notably low, especially in math, it was the LOSS score penalty that predominantly kept us low. Lack of participation in state testing from our families was the primary reason for our low scores in most cases. As a fully online Charter School, we diligently educate our families on the importance of state testing but encounter obstacles such as travel, work schedules, and student health concerns.

Academic data shows that our students are academically or near academically proficient in comparable diagnostics like iReady for K-8 and MAP for high school. Participation in these internal diagnostics is high, over 95%, due to their virtual nature. Our survey of parents, students, and staff regarding state testing revealed that travel, work commitments, and student anxiety and health concerns were the top reasons for disengagement. Teachers and staff also cited inadequate curriculum and lack of CAASPP practice tests as factors contributing to low participation.

As a result, we devised the following actions in collaboration with our technical assistance team:

- Parent/Student Testing Information Nights
- Small Testing Sites
- More Testing Locations (Closer to More Families)
- Saturday Testing Sites
- Implementation of New Curriculum in all Content Areas and Grade Bands for the 24/25 School Year
- Implementation and Monitoring of IXL and Smarter Balanced CAASPP Testing Prep by all grade level teams and administration.

We anticipate these efforts will result in a 5% increase in academic scores for all student populations, including our white population, which currently exhibits the largest deficit. Specifically, our white student population will increase their distance from the standard and move closer to the state benchmark.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

### State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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### An explanation of why the LEA has developed this goal.

<p>As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.64%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$96,767.20	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$1,120,675.61	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$1,357,835.06	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$80,732.81	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$66,862.69	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$228,056.75	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$12,508.85	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month 7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to	\$1,310,465.17	Yes

Action #	Title	Description	Total Funds	Contributing
	Connectivity, and a Rigorous Curriculum	the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.		
<b>2.2</b>	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$1,199,563.53	No
<b>2.3</b>	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$795,630.28	Yes
<b>2.4</b>	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$54,941.12	Yes
<b>2.5</b>	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is	\$105,021.64	No

Action #	Title	Description	Total Funds	Contributing
		needed, the school will consult and consider hiring additional experts in these fields.		
<b>2.6</b>	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$16,963.58	No
<b>2.7</b>	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$11,440.68	Yes
<b>2.8</b>	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$40,536.90	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school			The desired outcome for the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%			summer school course pass rate for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 77.3%			The desired outcome for the 2025-2026 grad rate is 81.1%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 25%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 26.2%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$226,600.41	Yes
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$4,665.41	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$2,257.09	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$229,281.61	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$79,114.44	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	\$254,350.25	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.7</b>	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$11,635.85	No
<b>3.8</b>	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$11,754.64	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$2,000,131	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
21.823%	0.000%	\$0.00	21.823%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

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	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

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			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically</p> <p><b>Scope:</b> LEA-wide</p>	<p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

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			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

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			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b> Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

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	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

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			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

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			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p>

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			<p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

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			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

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			essential for their success in and beyond high school.
2.1	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p>

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			<p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities:                      Collecting demographic data, survey responses, and other relevant information through the student information system.                      Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations.                      Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p>

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			<p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p>

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	<p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p>

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			<p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>

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	LEA-wide	promoting academic success and overall well-being.	<p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p>

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			<p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.1</b></p>	<p><b>Action:</b> College Preparation</p> <p><b>Need:</b></p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p>

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	<p>need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b> LEA-wide</p>	<p>every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>

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<p><b>3.3</b></p>	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p><b>Credit Attainment:</b> Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p> <p><b>Graduation Rates:</b> Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b> Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>
<p><b>3.6</b></p>	<p><b>Action:</b> Graduation Rate Progress Monitoring</p> <p><b>Need:</b> Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p>	<p>Effectiveness in monitoring graduation rates can be measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>
<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p> <p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p> <p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
1.7	<b>Action:</b> Foster and Homeless Academic Achievement	Our school can effectively address the academic achievement needs of foster and homeless	Monitoring the effectiveness of actions

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b>                      Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b>                      Limited to Unduplicated Student Group(s)</p>	<p>students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p><b>Academic Performance:</b>                      Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p><b>Attendance Rates:</b>                      Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p><b>Graduation Rates:</b> Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p><b>Access to Resources:</b> Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p><b>Academic Progress:</b> Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p><b>Feedback and Surveys:</b> Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p><b>Retention Rates:</b> Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			engagement with the provided support.  Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$9,165,444	\$2,000,131	21.823%	0.000%	21.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$6,384,306.17	\$721,593.09		\$211,762.31	\$7,317,661.57	\$5,750,461.98	\$1,567,199.59

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$1,901.20	\$94,866.00	\$85,379.40			\$11,387.80	\$96,767.20
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2024-2025	\$1,104,797.19	\$15,878.42	\$930,703.96	\$178,375.29		\$11,596.36	\$1,120,675.61
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$1,357,835.06	\$0.00	\$1,143,784.71	\$214,050.35			\$1,357,835.06
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2024-2025	\$67.90	\$80,664.91	\$77,232.08			\$3,500.73	\$80,732.81
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$66,862.69	\$0.00	\$52,591.86			\$14,270.83	\$66,862.69
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$228,056.75	\$0.00	\$228,056.75				\$228,056.75
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$10,859.85	\$1,649.00	\$12,508.85				\$12,508.85
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$52,104.17	\$1,258,361.00	\$1,164,669.48			\$145,795.69	\$1,310,465.17

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	\$1,128,440.22	\$71,123.31	\$1,056,863.30	\$142,700.23			\$1,199,563.53
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$795,630.28	\$0.00	\$688,605.11	\$107,025.17			\$795,630.28
2	2.4	Caretaker Engagement Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$54,941.12	\$0.00	\$54,941.12				\$54,941.12
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	\$92,855.71	\$12,165.93	\$92,855.71	\$8,091.93		\$4,074.00	\$105,021.64
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	\$16,963.58	\$0.00	\$16,963.58				\$16,963.58
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$11,440.68	\$0.00	\$11,440.68				\$11,440.68
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	\$21,136.90	\$19,400.00	\$19,400.00			\$21,136.90	\$40,536.90
3	3.1	College Preparation	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$226,600.41	\$0.00	\$226,600.41				\$226,600.41
3	3.2	Career Preparation (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$84.88	\$4,580.53	\$4,665.41				\$4,665.41
3	3.3	AVID Program Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$1,295.92	\$961.17	\$2,257.09				\$2,257.09
3	3.4	Credit Recovery and Summer Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$222,508.29	\$6,773.32	\$229,281.61				\$229,281.61
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	\$79,114.44	\$0.00	\$43,439.38	\$35,675.06			\$79,114.44
3	3.6	Graduation Rate Progress Monitoring	English Foster Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$254,350.25	\$0.00	\$218,675.19	\$35,675.06			\$254,350.25

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income			Low Income									
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$10,859.85	\$776.00	\$11,635.85				\$11,635.85
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$11,754.64	\$0.00	\$11,754.64				\$11,754.64

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$9,165,444	\$2,000,131	21.823%	0.000%	21.823%	\$5,131,393.71	0.000%	55.986 %	<b>Total:</b>	\$5,131,393.71
								<b>LEA-wide Total:</b>	\$4,826,795.57
								<b>Limited Total:</b>	\$304,598.14
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	\$85,379.40	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	\$930,703.96	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	\$1,143,784.71	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	\$77,232.08	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$52,591.86	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$228,056.75	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$12,508.85	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$1,164,669.48	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$688,605.11	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,941.12	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$11,440.68	
3	3.1	College Preparation	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$226,600.41	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,665.41	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,257.09	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$229,281.61	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$218,675.19	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,791,158.28	\$6,918,595.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional Development for Academic Achievement	No	\$85,981.06	\$72,771.70
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$793,329.79	\$1,007,999.68
1	1.3	Teacher Collaboration for Academic Achievement	No	\$979,243.81	\$1,218,048.10
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$12,449.59	\$80,851.63
1	1.5	English Learner Student Achievement	Yes	\$33,976.50	\$60,703.94
1	1.6	LTEL Support	Yes	\$11,570.58	\$17,081.31
1	1.7	Foster and Homeless Academic Achievement	Yes	\$6,285.22	\$11,062.96
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$1,278,200.86	\$1,269,266.71
2	2.2	Track and Record Daily Student Participation	No	\$1,247,195.59	\$1,461,761.68

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$558,571.28	\$711,734.75
2	2.4	Learning Coach Engagement Support	Yes	\$55,489.86	\$59,032.27
2	2.5	Social Emotional / Mental Health Supports	No	\$133,593.84	\$115,501.70
2	2.6	Increasing Diversity and Inclusion	No	\$25,551.34	\$55,160.00
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$6,634.18	\$9,900.48
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$21,950.00	\$46,036.43
3	3.1	College Preparation	Yes	\$151,128.80	\$201,841.38
3	3.2	Career Preparation (CTE)	Yes	\$10,398.65	\$10,530.72
3	3.3	AVID Program Implementation	Yes	\$1,915.79	\$1,845.09
3	3.4	Credit Recovery and Summer Intervention	Yes	\$144,063.66	\$200,642.07
3	3.5	Transition Plans	No	\$46,749.58	\$69,577.63
3	3.6	Graduation Rate Progress Monitoring	Yes	\$179,905.21	\$227,879.46
3	3.7	Dual Enrollment Options	No	\$6,973.09	\$9,365.46

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$1,791,366	\$2,057,282.71	\$2,392,566.77	(\$335,284.06)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol	lapse						
1	1.5	English Learner Student Achievement	Yes	\$33,976.50	\$50,093.39		
1	1.6	LTEL Support	Yes	\$11,570.58	\$17,081.31		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$6,285.22	\$11,062.96		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$1,171,818.46	\$1,239,143.78		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$493,745.18	\$615,387.34		
2	2.4	Learning Coach Engagement Support	Yes	\$55,487.48	\$59,017.45		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$6,634.18	\$9,900.48		
3	3.1	College Preparation	Yes	\$96,359.53	\$140,481.84		
3	3.2	Career Preparation (CTE)	Yes	\$10,285.25	\$10,449.24		
3	3.3	AVID Program Implementation	Yes	\$1,915.79	\$1,845.09		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$144,063.66	\$200,642.07		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.6	Graduation Rate Progress Monitoring	Yes	\$25,140.88	\$37,461.82		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$9,134,731	\$1,791,366	0	19.610%	\$2,392,566.77	0.000%	26.192%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-467-1667

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy North Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Middletown Unified School District, and enrolls students in seven counties: Lake, Colusa, Glenn, Mendocino, Napa, Sonoma and Yolo. In 2014, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy North Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy North Bay program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy North Bay's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate and maintenance of Chronic Absenteeism. We proudly boast a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. Additionally, our Chronic Absenteeism has shown only a slight increase of 3.7%, reaching 15%, which is still above the state's rate of 24.3%. Despite this, we remain committed to educating our families, especially our unduplicated population, on the importance of attendance and engagement.

The 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy North Bay finds itself listed on the lowest performance level for Academic Engagement in regards to Graduation Rate, and Academic Performance, encompassing English Language Arts and Mathematics.

An in-depth analysis of our school's Graduation Rate on the 2023 Dashboard, reveals concerning declines overall. The Graduation Rate decreased by 13.3% to 64.5%, for all student groups. The number of students counted is 31. We remain vigilant in our efforts to improve our Graduation Rate through early intervention measures to prevent students from falling off track, our in-house credit recovery program, continued emphasis on student-homeroom teacher connections through regular contacts, and in-house summer school initiatives.

Moreover, California Connections Academy finds itself in the lowest performance level for Academic Performance in both English Language Arts and Mathematics. Our student groups in both of these areas mirror each other in one area, Socioeconomically Disadvantaged, and include White in the lowest Math performance level. The lowest performance level for English Language Arts translates to an overall 84.3 points below standard, with a decline of 57.6 points from the previous year. In Mathematics, our performance resulted in 159.2 points below standard, with a decline of 45.5 points from the previous year. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy North Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy North Bay.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

California Connections Academy North Bay

## **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

### Needs Assessment:

Our 2023 graduation rate is 64.5%, below the ESSA-defined threshold of 68%. Our graduation rate percentage dropped 13.3%, from 77.8% to 64.5%, which put California Connections Academy North Bay the state threshold for the 2023 school year. As an organization, we are dedicated to improving and maintaining our graduation rate. Several groups were consulted to complete the following plan, including but not limited to school-wide leadership, high school-specific leadership, counseling leadership, student services leadership, and community and parents through our School Advisory Committee and English Learner Advisory Committee. These groups were consulted at regular intervals throughout the school year in order for all voices to be heard in the decision-making process. During these meetings, stakeholders were involved in all elements of the CSI plan by providing insight, input, and decision-making. The School Advisory Committee and English Learner Advisory Committee input reinforced the continuation of the in-house summer school program and credit recovery opportunities. High school-specific leadership input reinforced the work done to increase student-to-teacher contact rates and early intervention. The annual planning cycle starts each year in the spring (April/May) for the school year to come. The following is a sample of the data analyzed.

As reported by the California Dashboard, in 2023, the all-student graduation rate was 64.5%, which is still below 68% threshold set forth by the State. There was a 13.3% significant decrease in graduation rate from the 2022 graduation rate of 77.8%. The lowest group in 2022 was the Socioeconomically Disadvantaged group at 77.3%, and the highest was the White group at 92.3%. In 2023, the highest group was the Socioeconomically Disadvantaged student group at 66.7%, and the lowest was the Hispanic student group at 63.6%. As an organization, we are dedicated to continuing our efforts to increase the graduation rate and make significant annual progress with all student groups. Currently, the school tracks the change in the percent of students on track for graduation. In 2022-2023, 9th graders dropped to 72.5% on track for graduation after the conclusion of the first semester. In 2023-2024, 69.5% of 9th graders remained on track at the conclusion of the first semester, a decrease compared to the prior year. This percentage of 9th grade students falling off cohort so early is directly contributing to our low graduation rate and must continue to be addressed.

As an educational organization focused on continuous improvement, interventions to address the graduation rate have begun prior to being identified as CSI. These interventions include the continued focus on a homeroom model at the high school level, the conceptualization and implementation of the credit recovery program known as Project Success, and the continued development of the CHAMPS (Community Helps Achieve My Personal Success) program. The results of these programs are encouraging. As a result of the homeroom model, students have received an increase in successful contacts from staff. An increase in successful contacts relates to increased active engagement with our school program. Throughout the 2022-2023 school year, high school students received biweekly successful contacts (i.e. phone calls, small group lessons) at a rate of 98% as the year progressed. This has increased to 99.5% in the first semester of the 2023-2024 school year. Being fully aware of the realities of graduation rate, the high school staff has continued the refinement of an internal credit recovery program called Project Success. During the 2022-2023 school year, historically at-risk high school students passed an average of 94.5% of their classes in the Project Success program. During the first semester of the 2023-2024 school year, the average pass rate increased to 96.5%. Furthermore, the introduction of the CHAMPS program in 2021 has continued to be promising. In the first half of the 2023-2024 school year, the CHAMPS students had a pass rate of 85%. These successes provide justification and motivation to continue and expand these programs.

As a result of the school's continued focus on struggles with graduation rate and the potential for learning loss due to the pandemic, our school continues its own in-house summer school program that began in the summer of 2020. This was the first in its history. Prior to the summer of 2020, credit-deficient high school students were sent to a third-party program with a success rate of an average of around 50%

pass rate. Our in-house summer school has shown increased success from a 77% pass rate and an 85% summer graduation rate in 2020 to an 83% pass rate in the summer of 2023 and a 95% graduation rate for those in the last year of high school. These numbers show the benefit of our in-house summer school program in improving our overall graduation rate.

#### Root Cause Analysis:

-A graduation rate decline of 9% to 73.2% for all student groups and below the 68% threshold for some of our student groups needs to be addressed

-Students are falling off cohort early in high school, including the 9th-grade year, contributing to the decline in 4-year cohort graduation success.

-A high mobility rate is contributing to a large number of students enrolling who are deficient in credits.

#### Evidence-Based Interventions:

To make the best plan to meet our students' diverse needs, we utilized an evidenced-based decision-making process with stakeholders. In this case "The Practical Decision Maker" (Harvey, Bearley, Corkrum, 1997) was consulted. In order to choose our evidence-based interventions, we required the solution criteria to be a strategy that can contribute to achieving a 68% graduation rate or higher for all student groups. The possible solutions, i.e. the possible evidence-based interventions, were all the interventions listed below. As we identified our solution choices, we decided to use all interventions, considering that the needs of the students varied greatly. As a result of this needs assessment, root cause analysis, and decision-making process, the following evidence-based interventions will be implemented and continued:

-Early Warning and Response System: The Everyone Graduates Center at the Johns Hopkins University's School of Education (<http://new.every1graduates.org/>), describes tools and models to help schools increase graduation rates, among these is the Early Warning and Response System. "Early warning systems use readily available data to alert teachers and administrators to students who are on the pathway to dropping out." Based on the school's numbers of students falling off cohort as early as the 9th grade, the school will formally implement such a system. Implementation of this system involves:

1. Assembling longitudinal data for individual students on a) graduation status and b) potential predictors of dropout, such as student attendance, behavior, grades, and test scores;
2. Identifying the threshold level of each predictor that gives students a high probability of dropping out; and
3. Checking that the predictors identify a high percentage of the students in that district who dropout of school.

(<http://new.every1graduates.org/tools-and-models/early-warning-and-response-systems/>)

-Homeroom Model: Based on the encouraging results of the increase in engagement metrics, the school will continue the implementation and refinement of the homeroom model. The homeroom model in the virtual setting looks very similar to a traditional brick-and-mortar setting. Students are assigned in small groups to specific teachers, who may or may not teach them an academic subject. It is all teachers' responsibility to track and assist all their students, except that this burden is increased for the students in their homeroom with the overall outcome of deeper and more authentic relationships with the students and their families.

-High School Credit Recovery Program (Project Success): Another layer of the homeroom model is the high school credit recovery program known as Project Success. Within this program, credit-deficient students are clustered within a specific homeroom. Homeroom teachers are strategically selected from the four core subject areas and electives in order to accelerate the credit recovery of the school's students most at risk of not graduating on time.

- CHAMPS program: Community Helps Achieve My Personal Success (CHAMPS) is a program implemented in 2021 to identify students as soon as their second semester of their 8th-grade year who are either credit deficient by one more credits, taking additional courses, have

shown a propensity to struggle academically, or are struggling with school engagement.

-College and Career Access Pathway (CCAP): According to

<http://cacareerpathways.clasp.org>, “this joint initiative of the California Community Colleges Chancellor’s Office and the California Department of Education allows high school students to dual enroll in up to 15 community college units per term; students may enroll in no more than four courses per term. Program goals are to develop seamless pathways from high school to community college for career technical education (CTE) or general education transfer, improve high school graduation rates, or help high school students achieve college and career readiness.” We have partnered with Saddleback Community College for this program. In the 2021-2022 school year, its first full year of program implementation, we had 38 students enrolled. These students were provided up to two courses during this time and achieved a 78% pass rate. In the 2022-2023 school year, 79 students were enrolled with an 88% pass rate. For the first semester of the 2023-2024 school year, we have added an option for a third class and had an enrollment of 71 students. At the end of the first semester, these students had an 88% pass rate. We are encouraged by the success and continued growth of this program, as it has proven beneficial to our various student groups. This program has proven to be a success and we look forward to the growth of the program.

-In-House Summer School: Building off the success of the program implemented in 2020, we continue to refine our summer school program. In the summer of 2023, we saw a Summer School pass rate of 83% and a 95% grad rate. We will continue to work better to identify the students in need of summer school. We will also work to refine course offerings. Summer school will focus on both higher-grade students needing credits and lower-grade students needing foundational skills.

Identification of Resource Inequities:

The mission of California Connections Academy North Bay seeks to provide “a more personalized approach to learning to maximize these students’ potential and meet the highest performance standards.” In this case, students not achieving the basic requirement for a high school diploma are not “meeting the highest performance standards.” Resource inequities may, therefore, be another contributor to this reality. To begin this process of identifying resource inequities, we assessed the fairness of our efforts. As stated in the Needs Assessment, some student groups do not exceed the 68% graduation rate threshold set by the State. Improvement is still needed. Students of all groups are still missing the target for graduation, which is why improvement in this area is so essential, but this fact also implies that there is fairness in the implementation of our program so that one student group is not succeeding at the expense of other groups. In an online school, all students receive the same access to all courses, the same materials, and the same level of teacher support and are held to the same standards of success. We plan to not only continue this fair implementation of our program but also continue to push for improvement of student graduation outcomes. Therefore, all students in need of support to get back on track for graduation will be included in all our efforts. This includes the Project Success credit recovery program, CHAMPS program, and the early warning and response system monitoring and support. The only metric used to identify eligibility into these support programs will be the level of credit deficiency. We believe that all students at risk of not graduating on time need additional school resources over and above what each student in our program normally receives to “catch up” to their ‘on track’ peers, and we will allocate additional resources. As a result, we plan to lower student-to-teacher ratios for those at greatest risk of not graduating through the combined efforts of the homeroom model and the Project Success credit recovery program. Also, material and human resources will be allocated to the continuation of the college and career access pathway, the early warning and response system, CHAMPS, and in-house summer school.

## **Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The CSI plan will be monitored following the stages of implementation described by Fixsen, “exploration, installation, initial implementation, and full implementation; the stages are dynamic within organizations such as schools and clinics, moving back and forth among stages as personnel and circumstances change.” (<https://nirn.fpg.unc.edu/>) The plan will be monitored at all times, with formal quarterly reports on the following data points:

- The percentage of all students who are on track to graduate, with the goal of all those in the current 4-year cohort to be above 68%.
- The percentage of undergraduates remaining on cohort to increase.
- Continue with the CCAP Program that was implemented in the Fall of the 2021-2022 school year.
- In-house summer school program refinement.
- Continued refinement and development of the CHAMPS program.

We will progress monitor these data points at least quarterly. School leadership, staff, and the community will be included in these progress monitoring sessions. All feedback will be considered for further programmatic refinements. These efforts will help the school determine the effectiveness of the selected evidence-based interventions, and this feedback and data will be utilized in future evidence-based decision-making.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 12.5%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 13.1%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	\$19,952.00	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$231,067.13	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$279,965.99	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$16,645.94	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$13,786.12	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$47,022.01	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$2,579.14	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month 7	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to	\$270,199.01	Yes

Action #	Title	Description	Total Funds	Contributing
	Connectivity, and a Rigorous Curriculum	the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.		
<b>2.2</b>	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$247,627.89	No
<b>2.3</b>	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$164,047.49	Yes
<b>2.4</b>	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$11,328.07	Yes
<b>2.5</b>	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is	\$21,653.95	No

Action #	Title	Description	Total Funds	Contributing
		needed, the school will consult and consider hiring additional experts in these fields.		
<b>2.6</b>	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$3,497.64	No
<b>2.7</b>	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$2,358.90	Yes
<b>2.8</b>	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$8,358.12	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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### An explanation of why the LEA has developed this goal.

<p>As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%"			The desired outcome for the summer school course pass rate for the summer of 2026 is 87%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Increase graduation rates	The 2022-2023 grad rate was 64.5%			The desired outcome for the 2025-2026 grad rate is 68%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 26%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$46,721.74	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$961.94	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$465.38	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$47,274.56	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$16,312.25	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.	\$52,443.35	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$2,399.14	No

Action #	Title	Description	Total Funds	Contributing
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program	\$2,423.64	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$227,843	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.055%	0.000%	\$0.00	12.055%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing targeted interventions, and using data to</p>	<p>implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and compliance and accountability. It ensures that all</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic performance over time,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p><b>Intervention Implementation:</b> Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p><b>Response to Intervention (RTI) Tiers:</b> Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b> Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and mastery of learning</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are essential for their success in and beyond high school.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>2.1</b></p>	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p> <p>Internet Connectivity:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools.</p> <p>Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system.</p> <p>Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system.</p> <p>Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p> <p>Generating reports on curriculum alignment,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p> <p>Surveys and Feedback: Administering surveys or</p>

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			<p>feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p> <p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
<p><b>3.3</b></p>	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By</p>	<p>The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's</p>	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p><b>Graduation Rates:</b> Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p><b>Course Completion Rates:</b> Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p><b>Academic Performance:</b> Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being</p>

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Foster and Homeless Academic Achievement</p> <p><b>Need:</b> Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores, and course completion rates, is crucial.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high school will allow us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community. Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.</p>

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,890,101	\$227,843	12.055%	0.000%	12.055%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,316,646.99	\$148,782.08		\$43,662.33	\$1,509,091.40	\$1,185,662.26	\$323,429.14

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide			2024-2025	\$392.00	\$19,560.00	\$17,604.00			\$2,348.00	\$19,952.00
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide			2024-2025	\$227,793.23	\$3,273.90	\$191,897.72	\$36,778.41		\$2,391.00	\$231,067.13
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide			2024-2025	\$279,965.99	\$0.00	\$235,831.90	\$44,134.09			\$279,965.99
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide			2024-2025	\$14.00	\$16,631.94	\$15,924.14			\$721.80	\$16,645.94
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$13,786.12	\$0.00	\$10,843.68			\$2,942.44	\$13,786.12
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$47,022.01	\$0.00	\$47,022.01				\$47,022.01
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$2,239.14	\$340.00	\$2,579.14				\$2,579.14
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$10,743.13	\$259,455.88	\$240,138.04			\$30,060.97	\$270,199.01

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	\$232,668.09	\$14,959.80	\$218,205.16	\$29,422.73			\$247,627.89
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$164,047.49	\$0.00	\$141,980.44	\$22,067.05			\$164,047.49
2	2.4	Caretaker Engagement Support	English Learners	Yes	LEA-wide	English Learners		2024-2025	\$11,328.07	\$0.00	\$11,328.07				\$11,328.07
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	\$19,145.51	\$2,508.44	\$19,145.51	\$1,668.44		\$840.00	\$21,653.95
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	\$3,497.64	\$0.00	\$3,497.64				\$3,497.64
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$2,358.90	\$0.00	\$2,358.90				\$2,358.90
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	\$4,358.12	\$4,000.00	\$4,000.00			\$4,358.12	\$8,358.12
3	3.1	College Preparation	All	No				2024-2025	\$46,721.74	\$0.00	\$46,721.74				\$46,721.74
3	3.2	Career Preparation (CTE)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$17.50	\$944.44	\$961.94				\$961.94
3	3.3	AVID Program Implementation	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$267.20	\$198.18	\$465.38				\$465.38
3	3.4	Credit Recovery and Summer Intervention	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$45,878.00	\$1,396.56	\$47,274.56				\$47,274.56
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	\$16,312.25	\$0.00	\$8,956.57	\$7,355.68			\$16,312.25
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	\$52,443.35	\$0.00	\$45,087.67	\$7,355.68			\$52,443.35
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$2,239.14	\$160.00	\$2,399.14				\$2,399.14

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$2,423.64	\$0.00	\$2,423.64				\$2,423.64

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,890,101	\$227,843	12.055%	0.000%	12.055%	\$966,209.92	0.000%	51.119 %	<b>Total:</b>	\$966,209.92
								<b>LEA-wide Total:</b>	\$903,406.19
								<b>Limited Total:</b>	\$62,803.73
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			\$17,604.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			\$191,897.72	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			\$235,831.90	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			\$15,924.14	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,843.68	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$47,022.01	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$2,579.14	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$240,138.04	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,980.44	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners		\$11,328.07	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$2,358.90	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$961.94	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$465.38	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,274.56	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$1,781,322.39	\$1,426,514.46

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
startcollapse					
1	1.1	Professional Development for Academic Achievement	No	\$19,081.18	\$15,004.47
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$264,443.26	\$207,834.98
1	1.3	Teacher Collaboration for Academic Achievement	No	\$324,601.93	\$251,143.94
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$4,149.86	\$16,670.44
1	1.5	English Learner Student Achievement	Yes	\$11,325.50	\$12,516.28
1	1.6	LTEL Support	Yes	\$3,856.86	\$3,521.92
1	1.7	Foster and Homeless Academic Achievement	Yes	\$2,095.07	\$2,281.02
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$306,541.62	\$261,704.48
2	2.2	Track and Record Daily Student Participation	No	\$369,080.87	\$301,394.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$186,190.43	\$146,749.43
2	2.4	Learning Coach Engagement Support	No	\$18,496.62	\$12,171.60
2	2.5	Social Emotional / Mental Health Supports	No	\$73,242.77	\$23,814.78
2	2.6	Increasing Diversity and Inclusion	No	\$183.78	\$11,373.20
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$2,211.39	\$2,041.34
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$16,500.00	\$9,492.05
3	3.1	College Preparation	No	\$50,376.26	\$41,616.78
3	3.2	Career Preparation (CTE)	Yes	\$2,453.55	\$2,171.28
3	3.3	AVID Program Implementation	Yes	\$638.60	\$380.43
3	3.4	Credit Recovery and Summer Intervention	Yes	\$47,976.89	\$41,369.50
3	3.5	Transition Plans	No	\$15,583.19	\$14,345.90
3	3.6	Graduation Rate Progress Monitoring	No	\$59,968.40	\$46,985.46
3	3.7	Dual Enrollment Options	No	\$2,324.36	\$1,931.02

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
207,525	\$517,003.93	\$444,454.77	\$72,549.16	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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1	1.5	English Learner Student Achievement	Yes	\$11,325.50	\$10,328.53		
1	1.6	LTEL Support	Yes	\$3,856.86	\$3,521.92		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$2,095.07	\$2,281.02		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$281,902.14	\$255,493.56		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	\$164,581.73	\$126,883.99		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$2,211.39	\$2,041.34		
3	3.2	Career Preparation (CTE)	Yes	\$2,415.75	\$2,154.48		
3	3.3	AVID Program Implementation	Yes	\$638.60	\$380.43		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$47,976.89	\$41,369.50		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,805,096	207,525	0	11.497%	\$444,454.77	0.000%	24.622%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
  
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>● Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>● Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>● Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Connections Academy Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claiforniaops.org 949-461-1667

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

California Connections Academy Monterey Bay serves students in grades TK-12 through an online program under California's independent study laws, operating as a non-classroom based public charter school. The school operates under a charter authorized by Scotts Valley Unified School District, and enrolls students in five counties: Monterey, San Benito, San Mateo, Santa Cruz, and Santa Clara. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Connections Academy Monterey Bay is tailor-made for a diverse array of students who benefit from a quality alternative to the traditional brick and mortar classroom. These include students whose families seek more direct involvement in their education; students who are homebound due to illness or disability; exceptional students who are far ahead of or far behind their peers in school; young people pursuing artistic or athletic careers that require a flexible school schedule; students in group homes or institutions; and students at risk of academic failure who may particularly benefit from intensive, personalized instruction. The school is governed and operated by an independent Board of Directors, CalOPS, that is made up of a mix of educators, parents, and community representatives. California Connections Academy's goal is to set a new standard for virtual education excellence in California. To reach this goal, students at the school are provided with a top-quality and diverse curriculum that combines the best in print and technology and which is designed to meet all state standards. Students have opportunities to engage in community based field trips and other in-person learning and social activities to supplement the online program.

Some considerations that are unique to the California Connections Academy Monterey Bay program and which have an effect on the performance metrics described in this LCAP include:

A public charter school of choice, which parents choose for a wide variety of reasons

The school serves all grade levels, TK-12, which is different from most traditional public schools

A high mobility rate which results in a large population of new students each year

A diverse and spread out population that has difficulty participating in State Testing.

A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate

A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.

When considering student outcomes for the school these factors are important to take into consideration, in particular, the high mobility rate for students, as well as the time it takes for students to adapt to a completely online learning environment. Due to the unique virtual charter school program offered, the school experiences a lot of student turnover both during the year, as well as from year to year. Many students and families choose a virtual charter school program to serve a unique need for a particular period of time, e.g., medical reasons, sports, a family move, bullying, etc. Their intent is to solve a family issue and enroll in a virtual school for a limited time. Families report that it takes a while to adapt to working in an independent study and virtual school environment, so students who do choose to stay in the program for more than one year are more academically successful in their second and subsequent years. The school makes ongoing significant efforts to provide training and support to increase retention and student success in the program, as reflected in some of the goals and actions in this LCAP.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California Connections Academy Monterey Bay's 2023 Dashboard performance reflects a concerted alignment with our school's LCAP goals and actions. We have rigorously analyzed and engaged stakeholders in discussions about the performance data to maintain a steadfast focus on student and school achievement and advancement throughout the LCAP development process.

While it is crucial to address all areas of the accountability system to ensure equitable outcomes for all student groups, we are particularly attentive to both our successes highlighted on the dashboard and the specific areas and groups demonstrating the greatest need based on the data.

Our strengths on the 2023 Dashboard are prominently reflected in our school's Suspension Rate, Chronic Absenteeism, Graduation Rate, and English Learner Progress. California Connections Academy proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.5%. This accomplishment underscores our dedication to fostering open communication with our students, cultivating robust teacher-student relationships, and promoting academic consistency. Additional Dashboard data shows our Chronic Absenteeism maintained with a slight 0.1% decline which equated to a 7.5% Chronically Absent rate, and our Graduation Rate, while declining by a 16.5% margin, remains above the state threshold of 68% at a 72.4% Grad Rate. All of which speak to our growing strengths as a school and community.

The 2023 Dashboard also sheds light on areas of focus and growth that necessitate our attention to ensure the success of all students and student groups at our school. These areas serve as guiding points for our ongoing efforts to enhance our educational offerings and support systems, ultimately striving for continuous improvement and student achievement.

Notably, California Connections Academy Monterey Bay finds itself listed on the lowest (very low) performance level for Mathematics and the low performance level for English Language Arts under Academic Performance. A deeper examination of the Academic Performance state indicators reveals that our Students with Disabilities and White student groups fall under both the Math and English Language Arts very low indicators. The lowest performance level for English Language Arts also includes Socioeconomically Disadvantaged students. This translates to an overall 40.4 points below standard, with a decline of 27.2 points from the previous year. In Mathematics, our performance resulted in 97.7 points below standard, with a decline of 22.7 points from the previous year and also includes our Hispanic student population. Upon deeper examination of the data, we found that our participation rate in State Testing for all student groups is a key contributor to our points below standard and, consequently, our lowest performance level on the dashboard. As an online school, we encounter persistent challenges in ensuring our students participate in various testing locations. Consulting with key stakeholders, including parents, students, and staff, revealed that travel, time off work, and health or anxiety were the primary reasons behind this challenge. We are actively pursuing ways to help our families understand the importance of testing and participation by hosting parent and student meetings, offering smaller and more convenient testing locations, providing Saturday testing options, enhancing our curriculum, and offering practice testing to familiarize students with the testing process. Additionally, we have begun focusing on early testing grades at the elementary level, aiming to instill the importance of testing as a regular part of the academic year at California Connections Academy.

In conclusion, California Connections Academy Monterey Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2023 Dashboard while building upon our strengths to ensure the success of all our students. Through collaborative efforts, targeted interventions, and ongoing support, we are dedicated to fostering a culture of continuous improvement and student achievement at California Connections Academy Monterey Bay.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

## ***Monitoring and Evaluating Effectiveness***

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The educational partner engagement processes outlined by California Connections Academy are thorough and comprehensive, demonstrating a strong commitment to inclusivity and collaboration in the development of the LCAP.

The use of surveys as a means to gather feedback from parents, students, and other stakeholders is a valuable practice, allowing for targeted input on areas of need and school improvement. Open-ended questions enable stakeholders to provide detailed feedback, which can be instrumental in shaping the direction of the LCAP.

The various meetings, such as the School Advisory Committee, Caretaker and Administration Collaboration Meetings, and English Learner Advisory Committee Meetings, provide forums for stakeholders to engage in discussions about school programs, policies, and the LCAP. These meetings ensure that diverse perspectives are considered and that stakeholders have opportunities to convey their thoughts, celebrations, and concerns directly to the school administration.

Additionally, the involvement of the Charter School Board, authorizing district, and WASC accreditation process further enhances accountability and ensures alignment with broader educational goals and standards.

The Executive Leadership Team Meetings play a crucial role in refining LCAP goals and priorities based on stakeholder input, with representation from various departments within the school. This ensures that the actions and expenditures required to implement the LCAP are carefully considered and agreed upon.

Furthermore, the inclusion of all staff in back-to-school and end-of-year meetings provides additional opportunities for input into school improvement efforts, fostering a culture of continuous feedback and collaboration among staff members.

Overall, the multi-faceted approach to stakeholder engagement outlined by California Connections Academy Southern California reflects a commitment to transparency, accountability, and continuous improvement in serving the needs of students, families, and the school community.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All students will learn and achieve in a safe, secure, effective, and rigorous learning environment.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

As an educational organization, student success is our highest priority. The actions associated with this goal are designed to help every student reach their highest academic potential. All metrics associated with the goal are selected to measure as many elements of academic achievement as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 67.5%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Reading will be 70.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math will be 60%	
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 11.90%			The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE	\$67,836.80	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	\$785,628.25	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	\$951,884.36	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	\$56,596.20	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	\$46,872.81	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	\$159,874.83	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	\$8,769.09	Yes



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

### State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

### An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%			The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%			The desired outcome for 2026-2027 month 7 chronic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%			The desired outcome for 2026-2027 suspension rate is 0%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.	\$918,676.62	Yes

Action #	Title	Description	Total Funds	Contributing
		The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.		
<b>2.2</b>	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	\$840,931.14	No
<b>2.3</b>	Framework of Tiered Re-engagement Strategies for Students	When students find difficulty with engaging fully with our program, school staff will follow a well outlined escalation process. This process consists of tiers of interventions set up to assist students to find ways to engage fully with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.	\$557,761.44	Yes
<b>2.4</b>	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	\$38,515.42	Yes
<b>2.5</b>	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	\$73,623.43	No

Action #	Title	Description	Total Funds	Contributing
<b>2.6</b>	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	\$11,891.99	No
<b>2.7</b>	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	\$8,020.27	Yes
<b>2.8</b>	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	\$22,837.89	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

### State Priorities addressed by this goal.

<ul style="list-style-type: none"> <li>Priority 1: Basic (Conditions of Learning)</li> <li>Priority 2: State Standards (Conditions of Learning)</li> <li>Priority 3: Parental Involvement (Engagement)</li> <li>Priority 4: Pupil Achievement (Pupil Outcomes)</li> <li>Priority 5: Pupil Engagement (Engagement)</li> <li>Priority 6: School Climate (Engagement)</li> <li>Priority 7: Course Access (Conditions of Learning)</li> <li>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</li> </ul>
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### An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%			The desired outcome after quarter 3 of 2026-2027 is an average Project Success course pass rate of 97.9%	
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school			The desired outcome for the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%			summer school course pass rate for the summer of 2026 is 87%	
3.3	Increase graduation rates	The 2022-2023 grad rate was 72.4%			The desired outcome for the 2025-2026 grad rate is 76%	
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 41%			The desired outcome of students completing a-g requirements for the 2024-25 school year is 43%	

## Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	\$158,853.90	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	\$3,270.60	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	\$1,582.29	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	\$160,733.49	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	\$55,461.67	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System known as the Rainbow List. The Rainbow List color codes high school	\$178,307.39	Yes

Action #	Title	Description	Total Funds	Contributing
		students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.		
<b>3.7</b>	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	\$8,157.09	No
<b>3.8</b>	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	\$8,240.37	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$545,217	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.420%	0.000%	\$0.00	8.420%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development for Academic Achievement</p> <p><b>Need:</b> Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as educators while also ensuring that they are prepared to meet the diverse needs of all our</p>	<p>Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,</p>	<p>Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics.</p> <p>Student Achievement Data: One of the primary goals of professional development is to improve</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>student groups with special attention to our unduplicated student population.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Maximizing Resources, and alignment with goals and Initiatives.</p>	<p>student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates.</p> <p>Teacher Evaluation Data: Evaluating changes in teacher performance through observation data, self-assessments, and peer evaluations will allow for improvements in instructional strategies, classroom management, and student engagement.</p> <p>Participant Feedback: Gathering feedback from teachers who participate in professional development sessions will provide valuable insights into the perceived effectiveness of the training. Surveys, focus groups, or interviews to collect feedback on the relevance, quality, and impact of the professional development activities will help in guiding future growth.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Implementation Data: Grade bands will review how teachers are implementing new strategies or practices learned during professional development sessions. This will be measured through live class sessions observations, artifacts of student work, and Professional Learning Community implementation and goals.</p> <p>Retention and Recruitment: We will assess the impact of professional development on teacher retention and recruitment rates. Higher levels of job satisfaction, professional growth, and support are often associated with increased retention and attraction of talented educators.</p> <p>Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>teachers. Indicators such as increased participation in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area.</p> <p>Long-Term Impact: We will evaluate the long-term impact of professional development initiatives by tracking outcomes beyond immediate changes in student achievement or teacher practice. This can include measures such as college and career readiness, lifelong learning skills, and student success after graduation.</p>
<p><b>1.2</b></p>	<p><b>Action:</b> Diagnostic Assessments and MTSS Academic Interventions</p> <p><b>Need:</b> Diagnostic assessments and MTSS academic interventions are critical components of a comprehensive approach to supporting student learning and academic success across all grade levels and student groups. By identifying learning needs early, providing</p>	<p>Implementing diagnostic assessments and MTSS academic interventions on an LEA-wide basis addresses the diverse needs of students, promotes equity and access to support services, and fosters collaboration and coherence in educational practices throughout our school. Providing these diagnostics and supports addresses several needs, including equity and access for all students in our online environment, early intervention, data-driven decision making, professional collaboration and development, and</p>	<p>Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics.</p> <p>Student Progress and Growth: Measure changes in student academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.</p>	<p>performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning.</p> <p>Intervention Implementation: Monitor the fidelity of intervention implementation, including the frequency, duration, and intensity of interventions provided to students. Ensure that interventions are delivered as intended and that students receive the support they need to make progress academically.</p> <p>Response to Intervention (RTI) Tiers: Track the movement of students across RTI tiers to assess the effectiveness of interventions in meeting student needs. Measure the percentage of students who move from higher to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>lower tiers as a result of intervention success.</p> <p>Attendance and Engagement: Evaluate changes in student attendance and engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation.</p> <p>Teacher Feedback: Gather feedback from teachers and other stakeholders involved in implementing MTSS interventions. We will use surveys, and focus groups to collect feedback on the effectiveness of interventions, perceived barriers to implementation, and areas for improvement.</p> <p>Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>student success. Measuring indicators such as graduation rates, college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups.</p> <p>Equity and Access: Evaluate the extent to which MTSS interventions address disparities in academic outcomes among student subgroups. Monitor changes in achievement gaps, disproportionality in disciplinary actions, and access to advanced coursework to ensure that interventions promote equity and access for all students.</p>
<p><b>1.3</b></p>	<p><b>Action:</b> Teacher Collaboration for Academic Achievement</p> <p><b>Need:</b> Teacher collaboration is essential for promoting academic achievement, fostering professional growth, and creating a supportive and collaborative learning community within our LEA. By prioritizing collaboration, we can</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity</p>	<p>Teacher collaboration addresses several critical needs within our school that are addressed through various measures.</p> <p>Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>leverage the collective expertise and efforts of our teachers and staff to support student success and continuous improvement at our school for all student groups.</p> <p><b>Scope:</b> LEA-wide</p>	<p>and inclusion while creating a culture of continuous improvement.</p>	<p>professional development and growth. By sharing expertise, exchanging ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies.</p> <p>Supporting Diverse Student Needs: Collaboration allows school staff to pool their resources and knowledge to better support the diverse needs of students. By working together, teachers can develop differentiated instruction strategies, share insights on best practices for inclusion and accommodations, and collectively problem-solve to address the needs of all learners.</p> <p>Enhancing Instructional Quality: Collaborative planning and reflection improve instructional quality across the board. Regular teacher collaboration, will align</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>curriculum, share effective teaching strategies, and develop common assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students.</p> <p>Fostering a Positive School Culture: Collaborative environments promote a positive school culture characterized by trust, mutual respect, and shared responsibility for student success. By work together as a cohesive team, our teachers and staff create a supportive and inclusive atmosphere where everyone feels valued and empowered to contribute to the collective mission of our school.</p> <p>Maximizing Resources and Efficiency: Ensuring teacher collaboration through grade-level meetings, professional learning communities, focus groups, and beyond on a regular basis allows</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>for the efficient use of resources. By sharing materials, expertise, and best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students.</p> <p>Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and barriers to student achievement more effectively. They can identify common issues, share insights on root causes, and work together to implement strategic solutions that have a broader impact on student success.</p> <p>Promoting Equity and Inclusion: Regular and strategic collaboration helps promote equity and inclusion by ensuring that all teachers and staff have access to the same level of support and resources. By providing collaboration opportunities for all staff,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	<p><b>Action:</b> Synchronous and Asynchronous Instructional Tools</p> <p><b>Need:</b> Providing both synchronous and asynchronous instructional tools ensures our teachers, staff, and all students have the necessary means to promote flexibility, accommodate diverse learning needs, enhance student engagement, ensure continuity of learning, and enhance collaboration and communication in our fully online school environment.</p> <p><b>Scope:</b> LEA-wide</p>	Synchronous and asynchronous instructional tools allow our teachers and staff to provide tailored instruction to meet all of our student's individual needs where they are during the school year. These tools address a multitude of learning modalities and diverse learning needs, ensure equity and access, promote collaboration and communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	<p>Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics. Collecting the following metrics over time will allow our school to effectively support student learning and achievement.</p> <p>Student Engagement: Student engagement levels with synchronous and asynchronous instructional tools will be evaluated by participation rates, frequency of logins, attendance, and student/teacher contacts.</p> <p>Learning Outcomes: Assessing changes in student learning outcomes, such as performance on assessments, grades, and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>mastery of learning objectives as decided on by our grad bands, professional learning communities, and School Enhancement Targets.</p> <p>Teacher and Student Feedback: Feedback from teachers and all students about their experiences with synchronous and asynchronous instructional tools is key in determining continued success and growth. Using formal and informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement.</p> <p>Resource Utilization: Regular evaluation and monitoring of our instructional tools, including technology infrastructure, professional development, and support services will provide resource utilization to ensure efficient use of resources and identify opportunities for optimization.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement among diverse student populations, including students with disabilities, English language learners, and students from underserved communities, to ensure that all students have equitable access to instructional materials and support.</p> <p>Long-Term Impact: Evaluation of the long-term impact of synchronous and asynchronous instructional tools on student outcomes, such as retention rates, graduation rates, and post-secondary success. As a completely online public school, we will continue to measure our student's ability to demonstrate proficiency in 21st-century skills, such as digital literacy, collaboration, and critical thinking, that are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	<p><b>Action:</b> Access to Technology, Internet Connectivity, and a Rigorous Curriculum</p> <p><b>Need:</b> The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing teacher collaboration addresses the diverse needs of educators and students within our school while maximizing the impact of collaborative efforts on student achievement and overall educational outcomes. Several needs that are addressed include consistency and alignment in instructional practice, data-informed decision making, resource sharing and efficiency, professional growth and development, and equity and inclusion while creating a culture of continuous improvement.</p>	<p>Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure:</p> <p>Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity.</p> <p>Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions.</p> <p>Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions.</p> <p>Student Engagement and Learning Outcomes:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system.</p> <p>Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials.</p> <p>Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.</p>
<p><b>2.3</b></p>	<p><b>Action:</b> Framework of Tiered Re-engagement Strategies for Students</p> <p><b>Need:</b> Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately</p>	<p>The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.</p>	<p>Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include:</p> <p>Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement.</p> <p><b>Scope:</b> LEA-wide</p>		<p>implementation of re-engagement strategies.</p> <p>Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels.</p> <p>Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work.</p> <p>Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes.</p> <p>Student Surveys or Feedback: Gathering</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement.</p> <p>Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.</p>
<p><b>2.4</b></p>	<p><b>Action:</b> Caretaker Engagement Support</p> <p><b>Need:</b> The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students.</p> <p><b>Scope:</b></p>	<p>This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for</p>	<p>Measuring the effectiveness of caretaker engagement support can be done through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	<p>Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective.</p> <p>Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement.</p> <p>Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators.</p> <p>Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Career Preparation (CTE)</p> <p><b>Need:</b> The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands.</p> <p><b>Scope:</b></p>	<p>Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of</p>	<p>Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:</p> <p>Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses.</p> <p>Graduation and Persistence Rates: Monitoring the graduation</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students, industries, and communities in today's rapidly changing economy.	<p>rates and persistence rates of students enrolled in CTE programs to assess program completion and retention.</p> <p>Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce.</p> <p>Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.</p>
3.3	<p><b>Action:</b> AVID Program Implementation</p> <p><b>Need:</b> The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally</p>	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By	<p>A metric to monitor the effectiveness of the AVID program is:</p> <p>College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond.</p> <p><b>Scope:</b> LEA-wide</p>	<p>integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.</p>	<p>year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience.</p> <p>Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success.</p> <p>GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes.</p> <p>College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>This metric reflects the program's success in helping students gain admission to higher education institutions.</p> <p>Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Credit Recovery and Summer Intervention</p> <p><b>Need:</b> The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of</p>	<p>Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:</p> <p>Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.</p>	<p>success in helping students make up missed or failed credits.</p> <p>Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation.</p> <p>Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence.</p> <p>Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes.</p> <p>Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success.</p> <p>Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.</p>
3.6	<b>Action:</b> Graduation Rate Progress Monitoring	Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and	Effectiveness in monitoring graduation rates can be

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b>                      Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school.</p> <p><b>Scope:</b>                      LEA-wide</p>	<p>administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.</p>	<p>measured through several key indicators:</p> <p>Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention.</p> <p>Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes.</p> <p>Closing Achievement Gaps: Evaluating whether graduation rates are</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups.</p> <p>Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.</p> <p>Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.</p>

## Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.5</b></p>	<p><b>Action:</b> English Learner Student Achievement</p> <p><b>Need:</b> By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By providing targeted support and resources to EL students, we are helping to ensure that all students have the opportunity to succeed academically and reach their full potential, regardless of their language background.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Prioritizing EL student achievement within the unduplicated student group is important for addressing the specific needs of this subgroup, it's also essential for our school to continue working towards the success of all students, regardless of their demographic background or classification. By implementing targeted strategies and interventions for EL students within the unduplicated student group, we can move closer to achieving our broader goals of equity, inclusion, and academic excellence for all students.</p>	<p>By monitoring the following metrics over time, we can assess the effectiveness of prioritizing EL student achievement within the unduplicated student group and make data-informed decisions to improve outcomes for EL students.</p> <p>English Language Proficiency: Measure changes in EL students' English language proficiency levels over time using assessments such as the English Language Proficiency Assessment (ELPAC) or other standardized tests. Tracking this progress toward achieving English language proficiency benchmarks will gauge the effectiveness of language instruction and support services.</p> <p>Academic Achievement: Assessing changes in EL students' academic</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>performance in core subjects such as math, reading, and science and using standardized test scores, grades, and other indicators of academic achievement to monitor progress will be crucial to improving and maintaining goals and outcomes.</p> <p>Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school.</p> <p>Attendance and Dropout Rates: Evaluating EL students' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes.</p> <p>Parent and Family Engagement: Measure the level of parent and family engagement among EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>students within the unduplicated student group by monitoring the participation in parent-teacher conferences, ELAC meetings, surveys, and other school activities will allow us to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Social and Emotional Well-Being: Actively monitor our EL students' social and emotional well-being to ensure that they feel supported and included in the school community. Monitor their level of school connectedness, sense of belonging, and participation through live class, ELD student/teacher groups, and one-on-one and small group contacts and communication to identify areas where additional support may be needed to promote positive outcomes for our EL students.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> LTEL Support</p> <p><b>Need:</b> Providing LTEL support is essential for promoting equity, closing achievement gaps, and ensuring that all students have the opportunity to succeed academically. By providing targeted assistance and intervention for LTELs, our teachers and staff help build a more inclusive and supportive learning environment where all students can reach their full potential.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The actions designed to address the needs of Long-Term English Learners (LTELs) within our school are tailored to provide targeted support and intervention to this specific student population. By implementing these actions, we hope to effectively address the unique needs of LTELs and provide them with the support and resources they need to succeed academically and linguistically. These actions are designed to be responsive, evidence-based, and culturally relevant, ensuring that LTELs receive equitable access to high-quality education and opportunities for language development and academic achievement.</p>	<p>Monitoring the effectiveness of actions designed to support Long-Term English Learners (LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English Language Proficiency Assessment (ELPAC).</p> <p>Academic Achievement: Continual assessment of changes in LTELs' academic performance in core subjects such as math, reading, and science. Use standardized test scores, grades, and other indicators of academic achievement to monitor progress and identify areas where additional support may be needed to improve outcomes.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Parent and Family Engagement:                      Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in ELAC and all school meetings, parent-teacher conferences, and one on one or small group contacts to assess the effectiveness of efforts to engage families in supporting their child's education and academic success.</p> <p>Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic achievement and graduation outcomes. Implementation of strategies to improve attendance and retention among LTELs, such as Progress Monitoring Meetings, to ensure that they stay engaged in school and on track to graduate.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Post-Secondary Enrollment and Success: Tracking of our LTELs' post-secondary enrollment rates and success in higher education or career pathways after graduation. Monitor college enrollment rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.</p>
<p><b>1.7</b></p>	<p><b>Action:</b> Foster and Homeless Academic Achievement</p> <p><b>Need:</b> Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as well as demonstrate our commitment to equity, inclusion, and excellence in education. Providing targeted support and resources for these students helps level the playing field and ensures that all students have the opportunity to succeed academically, regardless of their living situation or personal circumstances.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Our school can effectively address the academic achievement needs of foster and homeless students and provide them with the support and resources they need to succeed academically and thrive in school despite the challenges they may face. Our actions related to this goal are designed to be responsive, trauma-informed, and culturally sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.</p>	<p>Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include:</p> <p>Academic Performance: Monitoring the changes in foster and homeless students' academic performance, including grades, diagnostic and standardized test scores,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>and course completion rates, is crucial. Comparing these academic outcomes over time and across student subgroups will help us to identify trends and patterns and assess the effectiveness of support interventions.</p> <p>Attendance Rates: Tracking foster and homeless students' attendance rates to ensure they are consistently present and engaged in our online school is imperative to their success. Monitoring these changes in attendance patterns and identifying factors that may impact attendance, such as transportation barriers, health issues, or family instability, will allow us as a school to provide better support to our individual students and families.</p> <p>Graduation Rates: Tracking graduation rates among foster and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>homeless students to ensure they are on track to successfully complete high school will allow us to compare graduation rates over time and across student subgroups to identify disparities and target interventions to improve outcomes.</p> <p>Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our school and staff, and academic success.</p> <p>Social and Emotional Well-Being: By Assessing our foster and homeless students social and emotional well-being, we hope to ensure they feel supported and connected in our school community.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>Monitoring areas such as school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to identify areas where additional support may be needed.</p> <p>Parent and Family Engagement: Measuring the level of parent and family engagement among foster and homeless students and their families allows us to monitor participation in school events, parent-teacher conferences, drop-in support sessions, and family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education.</p> <p>Retention and Stability: Monitoring retention and stability rates among foster and homeless students to ensure they are able to remain enrolled in our</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>online public school and benefit from consistent educational experiences will allow us to better serve this unduplicated subgroup population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.</p>
<p><b>2.7</b></p>	<p><b>Action:</b> Foster and Homeless Youth Engagement Support</p> <p><b>Need:</b> Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.</p>	<p>Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods:</p> <p>Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives.</p> <p>Academic Progress: Monitoring academic progress, such as improvements in grades,</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			<p>completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.</p> <p>Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives.</p> <p>Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.</p> <p>Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			promoting educational success and attainment.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$6,475,375	545,217	8.420%	0.000%	8.420%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,470,016.34	\$505,859.08		\$148,451.92	\$5,124,327.34	\$4,031,251.67	\$1,093,075.67

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$1,332.80	\$66,504.00	\$59,853.60			\$7,983.20	\$67,836.80
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2024-2025	\$774,496.99	\$11,131.26	\$652,452.26	\$125,046.59		\$8,129.40	\$785,628.25
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2024-2025	\$951,884.36	\$0.00	\$801,828.45	\$150,055.91			\$951,884.36
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2024-2025	\$47.60	\$56,548.60	\$54,142.08			\$2,454.12	\$56,596.20
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$46,872.81	\$0.00	\$36,868.52			\$10,004.29	\$46,872.81
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$159,874.83	\$0.00	\$159,874.83				\$159,874.83
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$7,613.09	\$1,156.00	\$8,769.09				\$8,769.09
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	\$36,526.63	\$882,149.99	\$816,469.33			\$102,207.29	\$918,676.62

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Track and Record Daily Student Participation	All		No				2024-2025	\$791,071.50	\$49,859.64	\$740,893.86	\$100,037.28			\$840,931.14
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-2025	\$557,761.44	\$0.00	\$482,733.48	\$75,027.96			\$557,761.44
2	2.4	Caretaker Engagement Support	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$38,515.42	\$0.00	\$38,515.42				\$38,515.42
2	2.5	Social Emotional / Mental Health Supports	All		No			All Schools	2024-2025	\$65,094.73	\$8,528.70	\$65,094.73	\$5,672.70		\$2,856.00	\$73,623.43
2	2.6	Increasing Diversity and Inclusion	All		No			All Schools	2024-2025	\$11,891.99	\$0.00	\$11,891.99				\$11,891.99
2	2.7	Foster and Homeless Youth Engagement Support	Foster	Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	\$8,020.27	\$0.00	\$8,020.27				\$8,020.27
2	2.8	In-Person and Virtual Engagement and Enrichment	All		No			All Schools	2024-2025	\$14,817.62	\$8,020.27	\$8,020.27			\$14,817.62	\$22,837.89
3	3.1	College Preparation	All		No			All Schools	2024-2025	\$158,853.90	\$0.00	\$158,853.90				\$158,853.90
3	3.2	Career Preparation (CTE)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$59.50	\$3,211.10	\$3,270.60				\$3,270.60
3	3.3	AVID Program Implementation	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$908.48	\$673.81	\$1,582.29				\$1,582.29
3	3.4	Credit Recovery and Summer Intervention	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$155,985.19	\$4,748.30	\$160,733.49				\$160,733.49
3	3.5	Transition Plans	Students with Disabilities		No			All Schools	2024-2025	\$55,461.67	\$0.00	\$30,452.35	\$25,009.32			\$55,461.67
3	3.6	Graduation Rate Progress Monitoring	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$178,307.39	\$0.00	\$153,298.07	\$25,009.32			\$178,307.39

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.7	Dual Enrollment Options	All	No				2024-2025	\$7,613.09	\$544.00	\$8,157.09				\$8,157.09
3	3.8	Early Intervention Program Development	All	No				2024-2025	\$8,240.37	\$0.00	\$8,240.37				\$8,240.37

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$6,475,375	545,217	8.420%	0.000%	8.420%	\$3,438,411.78	0.000%	53.100 %	<b>Total:</b>	\$3,438,411.78
								<b>LEA-wide Total:</b>	\$3,224,879.07
								<b>Limited Total:</b>	\$213,532.71
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	\$59,853.60	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	\$652,452.26	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	\$801,828.45	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	\$54,142.08	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$36,868.52	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$159,874.83	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$8,769.09	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	\$816,469.33	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$482,733.48	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$38,515.42	
2	2.5	Social Emotional / Mental Health Supports				All Schools	\$65,094.73	
2	2.6	Increasing Diversity and Inclusion				All Schools	\$11,891.99	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$8,020.27	
2	2.8	In-Person and Virtual Engagement and Enrichment				All Schools	\$8,020.27	
3	3.1	College Preparation				All Schools	\$158,853.90	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,270.60	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,582.29	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,733.49	
3	3.5	Transition Plans				All Schools	\$30,452.35	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$153,298.07	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$4,029,083.74	\$4,850,149.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
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1	1.1	Professional Development for Academic Achievement	No	\$63,256.03	\$51,015.21
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No	\$528,886.52	\$706,638.95
1	1.3	Teacher Collaboration for Academic Achievement	No	\$653,951.87	\$853,889.39
1	1.4	Synchronous and Asynchronous Instructional Tools	No	\$8,299.73	\$56,679.50
1	1.5	English Learner Student Achievement	Yes	\$22,651.00	\$42,555.34
1	1.6	LTEL Support	Yes	\$7,713.72	\$11,974.53
1	1.7	Foster and Homeless Academic Achievement	Yes	\$4,190.15	\$7,755.47
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	\$951,193.24	\$889,795.22
2	2.2	Track and Record Daily Student Participation	No	\$861,449.72	\$1,024,740.14

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	No	\$372,380.86	\$498,948.07
2	2.4	Learning Coach Engagement Support	Yes	\$36,993.24	\$41,383.45
2	2.5	Social Emotional / Mental Health Supports	No	\$121,782.79	\$80,970.26
2	2.6	Increasing Diversity and Inclusion	No	\$367.56	\$38,668.86
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$4,422.79	\$6,940.54
2	2.8	In-Person and Virtual Engagement and Enrichment	No	\$17,708.00	\$32,272.96
3	3.1	College Preparation	No	\$100,752.54	\$141,497.05
3	3.2	Career Preparation (CTE)	Yes	\$19,985.10	\$7,382.36
3	3.3	AVID Program Implementation	Yes	\$1,277.19	\$1,293.46
3	3.4	Credit Recovery and Summer Intervention	Yes	\$96,069.78	\$140,656.30
3	3.5	Transition Plans	No	\$31,166.38	\$48,776.07
3	3.6	Graduation Rate Progress Monitoring	Yes	\$119,936.80	\$159,750.55
3	3.7	Dual Enrollment Options	No	\$4,648.73	\$6,565.47

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
497,223	\$1,078,178.24	\$1,147,375.62	(\$69,197.38)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
startcol lapse							
1	1.5	English Learner Student Achievement	Yes	\$22,651.00	\$35,117.01		
1	1.6	LTEL Support	Yes	\$7,713.72	\$11,974.53		
1	1.7	Foster and Homeless Academic Achievement	Yes	\$4,190.15	\$7,755.47		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	\$868,191.88	\$868,678.11		
2	2.4	Learning Coach Engagement Support	Yes	\$36,991.65	\$41,373.06		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	\$4,422.79	\$6,940.54		
3	3.2	Career Preparation (CTE)	Yes	\$19,909.50	\$7,325.24		
3	3.3	AVID Program Implementation	Yes	\$1,277.19	\$1,293.46		
3	3.4	Credit Recovery and Summer Intervention	Yes	\$96,069.78	\$140,656.30		
3	3.6	Graduation Rate Progress Monitoring	Yes	\$16,760.58	\$26,261.90		

To Add a Row: Click **“Add Row.”**

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press **“Save Data”** and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
6,377,921	497,223	0	7.796%	\$1,147,375.62	0.000%	17.990%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

#### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

**Explain why the LEA has chosen to prioritize this goal.**

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding****Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
  - (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
  - An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

#### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

#### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

#### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.                             <ul style="list-style-type: none"> <li>○ Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).</li> <li>○ Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.</li> <li>○ Indicate the school year to which the baseline data applies.</li> <li>○ The baseline data must remain unchanged throughout the three-year LCAP.                                     <ul style="list-style-type: none"> <li>▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain</li> </ul> </li> </ul> </li> </ul>

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accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the **“Measuring and Reporting Results”** part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

**A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.**

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

**Description**

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

## LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

### LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

## Coversheet

### Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2024-2025 School Year (attached)

**Section:** V. Action Items  
**Item:** H. Approval of Master Contract and Authorization of the Director of Student Services to Negotiate, Amend, Finalize, and Execute Contracts for the 2024-2025 School Year (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2024-25 Master Contract-CalOPS (2).pdf

*NONPUBLIC, NONSECTARIAN  
SCHOOL/AGENCY SERVICES*

*MASTER CONTRACT*

*2024-2025*

# MASTER CONTRACT

GENERAL AGREEMENT FOR NONSECTARIAN,  
NONPUBLIC SCHOOL AND AGENCY SERVICES

## CALIFORNIA ONLINE PUBLIC SCHOOLS:

California Connections Academy Central Coast,  
California Connections Academy Central Valley,  
California Connections Academy Monterey Bay,

California Connections Academy North Bay,  
California Connections Academy Northern California,  
California Connections Academy Southern California

LEA \_\_\_\_\_

Contract Year 2024-2025

\_\_\_\_\_ Nonpublic School

X Nonpublic Agency

### Type of Contract:

X Master Contract for fiscal year with Individual Service Agreements (ISA) to be approved throughout the term of this contract.

\_\_\_\_\_ Individual Master Contract for a specific student incorporating the Individual Service Agreement (ISA) into the terms of this Individual Master Contract specific to a single student.

\_\_\_\_\_ Interim Contract: an extension of the previous fiscal years approved contracts and rates. The sole purpose of this Interim Contract is to provide for ongoing funding at the prior year's rates for 90 days at the sole discretion of the LEA. Expiration Date: \_\_\_\_\_

*When this section is included as part of any Master Contract, the changes specified above shall amend Section 4 – Term of Master Contract.*

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**2024-2025**

**CONTRACT NUMBER:**

**LOCAL EDUCATION AGENCY: California Online Public Schools dba California Connections Academy**  
**NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:**

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**NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES**  
**MASTER CONTRACT**

**AUTHORIZATION FOR MASTER CONTRACT AND GENERAL PROVISIONS**

**1. MASTER CONTRACT**

This Master Contract (or “Contract”) is entered into on [REDACTED], between **California Online Public Schools which includes California Connections Academy Central Coast, California Connections Academy Central Valley, California Connections Academy Monterey Bay, California Connections Academy North Bay, California Connections Academy Northern California, and California Connections Academy Southern California**, hereinafter referred to as the local educational agency (“LEA”), a member of the **El Dorado** SELPA and [REDACTED]

(nonpublic, nonsectarian school or agency), hereinafter referred to as NPS/A or “CONTRACTOR” for the purpose of providing special education and/or related services to students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 *et seq.* and Title 5 of the California Code of Regulations section 3000 *et seq.*, AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this agreement does not commit the LEA to pay for special education and/or related services provided to any student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Service Agreement (hereinafter referred to as “ISA”). Unless otherwise agreed in writing, these forms shall acknowledge CONTRACTOR’s obligation to provide all relevant services specified in the student’s Individualized Education Program (hereinafter referred to as “IEP”). The ISA shall be executed within ninety (90) days of a student’s enrollment. LEA and CONTRACTOR shall enter into an ISA for each student served by CONTRACTOR. As available and appropriate, the LEA shall make available access to any electronic IEP system and/or electronic database for the development of the ISA and invoices.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as “OAH”) order, a lawfully executed settlement agreement between LEA and parent or authorized by LEA for a transfer student pursuant to California Education Code section 56325, LEA is not responsible for the costs associated with NPS placement or NPS/A services until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student’s parent.

**2. CERTIFICATION AND LICENSES**

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as “CDE”) as a NPS/A. All NPS/A services shall be provided consistent with the area of certification and licensure specified by CDE Certification and as defined in California Education Code, section 56366 *et seq* and within the professional scope of practice of each provider’s license, certification, and/or credential. A current copy of CONTRACTOR’s NPS/A certification or a waiver of such certification issued by the CDE pursuant to Education Code section 56366.2 must be provided to LEA on or before the date this Agreement is executed by CONTRACTOR. This Master Contract shall be null and void if such certification or waiver

is expired, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract. Total student enrollment shall be limited to capacity as stated on CDE certification and in Section 24 of the Master Contract.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified and all staff persons providing services to pupils shall be certified and/or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of this State, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE in writing of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

### **3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS**

During the term of this Master Contract, unless otherwise agreed, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies and regulations. CONTRACTOR shall also comply with all applicable LEA policies and procedures unless, taking into consideration all of the surrounding facts and circumstances, a policy or policies or a portion of a policy does not reasonably apply to CONTRACTOR. CONTRACTOR hereby acknowledges and agrees that it accepts all risks and responsibilities for its failure to comply with LEA policies and shall indemnify LEA under the provisions of Section 16 of this Agreement for all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of CONTRACTOR's failure to comply with applicable LEA policies (e.g., those policies relating to; the provision of special education and/or related services, facilities for individuals with exceptional needs, student enrollment and transfer, student inactive status, corporal punishment, student discipline, and positive behavior interventions).

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract; and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

### **4. TERM OF MASTER CONTRACT**

The term of this Master Contract shall be from July 1, 2023 to June 30, 2024 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be re-negotiated prior to June 30, 2024. In the event the contract negotiations are not agreed to by June 30<sup>th</sup>, the most recently executed Master Contract will remain in effect for 90 days. (Title 5 California Code of Regulations section 3062(d)) No Master Contract will be offered unless and until all of the contracting requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA.

The provisions of this Master Contract apply to CONTRACTOR and any of its employees or independent contractors. Notice of any change in CONTRACTOR's ownership or authorized representative shall be

provided in writing to LEA within thirty (30) calendar days of change of ownership or change of authorized representative.

## **5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION**

This Master Contract includes each ISA and they are incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of current teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to District, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety-day period, all payments shall cease until such time as the new Master Contract for the current school year is signed and returned to LEA by CONTRACTOR. (California Education Code section 56366(c)(1) and (2)). In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students at the discretion of the LEA.

## **6. INDIVIDUAL SERVICE AGREEMENT ("ISA")**

This Agreement shall include an ISA developed for each student to whom CONTRACTOR is to provide special education and/or related services. An ISA shall only be issued for students enrolled with the approval of the LEA pursuant to Education Code section 56366 (a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR, shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized students.

Any and all changes to a student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the student's IEP or by written agreement between the parent and LEA. At any time during the term of this Master Contract, a student's parent, CONTRACTOR, or LEA may request a review of a student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA. (California Education Code sections 56366(a) (5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided. CONTRACTOR shall provide any and all subsequent compensatory service hours awarded to student as a result of lack of provision of services while student was served by the NPS/A.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees

otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code. CONTRACTOR shall adhere to all LEA requirements concerning changes in placement.

Disagreements between LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c) (2).

**7. DEFINITIONS**

The following definitions shall apply for purposes of this contract:

- a. The term “CONTRACTOR” means a nonpublic, nonsectarian school/agency certified by the California Department of Education and its officers, agents, and employees.
- b. The term “authorized LEA representative” means a LEA administrator designated to be responsible for NPS/A. It is understood, a representative of the Special Education Local Plan Area (SELPA) of which the LEA is a member is an authorized LEA representative in collaboration with the LEA. The LEA maintains sole responsibility for this Contract, unless otherwise specified in this Contract.
- c. The term “credential” means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).
- d. The term “qualified” means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and related services and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and those requirements set forth in Title 5 of the California Code of Regulations Sections 3064 and 3065, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code.

Nothing in this definition shall be construed as restricting the activities in services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations. (Title 5 of the California Code of Regulations Section 3001 (r)).

- e. The term “license” means a valid non-expired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services or refer to themselves using a specified professional title including but not limited to mental health and board and care services at a residential placement. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate that are equivalent to a license shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(l).
- f. “Parent” means:
  - i. a biological or adoptive parent; unless the biological or adoptive parent does not have legal authority to make educational decisions for the child,

- ii. a guardian generally authorized to act as the child’s parent or authorized to make educational decisions for the child,
- iii. an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child’s welfare,
- iv. a surrogate parent,
- v. a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child’s behalf has been specifically limited by court order in accordance with Code of Federal Regulations 300.30(b)(1) or (2).

Parent does not include the state or any political subdivision of government or the NPS/A under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

- g. The term “days” means calendar days unless otherwise specified.
- h. The phrase “billable day” means a school day in which instructional minutes meet or exceed those in comparable LEA programs.
- i. The phrase “billable day of attendance” means a school day as defined in California Education Code Section 46307, in which a student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.
- j. It is understood that the term “Master Contract” also means “Contract” and is referred to as such in this document.

## ADMINISTRATION OF CONTRACT

### 8. NOTICES

All notices provided for by this Contract shall be in writing. Notices shall be mailed or delivered by hand and shall be effective as of the date of receipt by addressee.

All notices mailed to LEA shall be addressed to the person and address as indicated on the signature page of this Master Contract. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

### 9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, “records” shall include, but not be limited to student records as defined by California Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); incident reports; notification of injuries; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker’s compensation insurance policies; state NPS/A certifications by-laws; lists of current board of directors/trustees, if incorporated; statement of income and expenses; general

journals; cash receipts and disbursement books; general ledgers and supporting documents; documents evidencing financial expenditures; federal/state payroll quarterly reports; evidence of electronic payments; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, date/time of access for each individual requesting or receiving information from the student's record, and a description of the record(s) provided. Such log needs to record access to the student's records by: (a) the student's parent; (b) an individual to whom written consent has been executed by the student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant the following access to student records, (a) the student's parent; (b) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record, and comply with parents' requests for copies of student records, as required by state and federal laws and regulations. CONTRACTOR agrees, in the event of school or agency closure, to forward student records within ten (10) business days to LEA. These shall include, but not limited to, current transcripts, IEP/IFSPs, BER's, incident reports, notification of injuries and all other relevant reports. LEA and/or SELPA shall have access to and receive copies of any and all records upon request within five (5) business days.

#### **10. SEVERABILITY CLAUSE**

If any provision of this agreement is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire agreement shall be severable and remain in effect.

#### **11. SUCCESSORS IN INTEREST**

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA of any change of ownership or corporate control.

#### **12. VENUE AND GOVERNING LAW**

The laws of the State of California shall govern the terms and conditions of this contract with venue in the County where the LEA is located.

#### **13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES**

This Master Contract may be modified or amended by the LEA to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide the LEA and/or CONTRACTOR thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based.

#### **14. TERMINATION**

This Master Contract or ISA may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the contract unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. To terminate the contract either party shall give no less than twenty (20) days prior written notice (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to LEA any and all documents CONTRACTOR is required to

maintain under this Master Contract. ISAs are void upon termination of this Master Contract, as provided in Section 5 or 6. CONTRACTOR or LEA may terminate an ISA for cause. To terminate the ISA, either party shall give twenty (20) days prior written notice.

## 15. INSURANCE

CONTRACTOR shall, at CONTRACTOR'S sole cost and expense, maintain in full force and effect, during the term of this Contract, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR's fulfillment of any of its obligations under this Agreement or either party's use of the work or any component or part thereof:

### PART I - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AND AGENCIES

- A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with limits as follows:

- \$2,000,000 per occurrence
- \$ 500,000 fire damage
- \$ 5,000 medical expenses
- \$1,000,000 personal & adv. Injury
- \$3,000,000 general aggregate
- \$2,000,000 products/completed operations aggregate

The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the CONTRACTOR from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability Insurance** for all owned, non-owned or hired automobiles with a \$1 million combined single limit.

If no owned automobiles, then only hired and non-owned is required.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as approved service locations by the LEA, CONTRACTOR must comply with State of California auto insurance requirements.

- D. **Errors & Omissions (E & O)/Malpractice (Professional Liability) coverage**, including Sexual Molestation and Abuse coverage, unless that coverage is afforded elsewhere in the Commercial General Liability policy by endorsement or separate policy, with the following limits:

- \$1,000,000 per occurrence
- \$2,000,000 general aggregate

- E. CONTRACTOR, upon execution of this Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance evidencing such coverage. The certificate

of insurance shall include a ten (10) day non-renewal notice provision. The Commercial General Liability and Automobile Liability policy shall name the LEA and the Board of Education additional insured's premiums on all insurance policies and shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

- F. Any deductibles or self-insured retentions above \$100,000 must be declared to and approved by the LEA. At its option, LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees, or (b) procure a bond guaranteeing payment of losses and related investigation.
- G. For any claims related to the services performed in connection with this Master Contract, the CONTRACTOR's insurance coverage shall be the primary insurance with respect to the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it.
- H. All Certificates of Insurance must reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

**PART II - INSURANCE REQUIREMENTS FOR NONPUBLIC SCHOOLS AFFILIATED WITH A RESIDENTIAL TREATMENT FACILITY (“RTC”)**

When CONTRACTOR is a NPS affiliated with a **residential treatment center (NPS/RTC)**, the following insurance policies are required:

- A. **Commercial General Liability** including both bodily injury and property damage, with limits as follows:

\$3,000,000 per occurrence  
 \$6,000,000 in General Aggregate.

The policy shall be endorsed to name the LEA and the Board of Education as *named* additional insured and shall provide specifically that any insurance carried by the LEA which may be applicable to any claims or loss shall be deemed excess and the RTC's insurance primary despite any conflicting provisions in the RTC's policy. Coverage shall be maintained with no Self-Insured Retention above \$100,000 without the prior written approval of the LEA.

- B. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect the RTC from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- C. **Commercial Auto Liability** coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the RTC does not operate a student bus service. If the RTC provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- D. **Fidelity Bond or Crime Coverage** shall be maintained by the RTC to cover all employees who process or otherwise have responsibility for RTC funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$250,000 per occurrence, with no self-insured retention.

- E. **Professional Liability/Errors & Omissions/Malpractice** coverage with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.
- F. **Sexual Molestation and Abuse Coverage**, unless that coverage is afforded elsewhere in the Commercial General Liability or Professional liability policy by endorsement, with minimum limits of \$3,000,000 per occurrence and \$6,000,000 general aggregate.

If LEA or CONTRACTOR determines that a change in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

## 16. **INDEMNIFICATION AND HOLD HARMLESS**

To the fullest extent allowed by law, CONTRACTOR shall indemnify and hold LEA and its Board Members, administrators, employees, agents, attorneys, volunteers, and subcontractors (“LEA Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance, to the extent that such loss, expense, damage or liability was proximately caused by negligence, intentional act, or willful act or omission of CONTRACTOR, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding LEA and LEA Indemnities). The duty and obligation to defend shall arise immediately upon tender of a claim or lawsuit to the CONTRACTOR. The LEA and the Member District(s) shall have the right in their sole discretion to select counsel of its choice to provide the defense at the sole cost of the CONTRACTOR or the applicable insurance carrier.

To the fullest extent allowed by law, LEA shall indemnify and hold CONTRACTOR and its Board Members, administrators, employees, agents, attorneys, and subcontractors (“CONTRACTOR Indemnities”) harmless against all liability, loss, damage and expense (including reasonable attorneys’ fees) resulting from or arising out of this Master Contract or its performance thereof, to the extent that such loss, expense, damage or liability was proximately caused by the negligent, intentional act or willful act or omission of LEA, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it (excluding CONTRACTOR and/or any CONTRACTOR Indemnities).

LEA represents that it is self-insured in compliance with the laws of the State of California, that the self-insurance covers district employees acting within the course and scope of their respective duties and that its self-insurance covers the LEA’s indemnification obligations under this Master Contract.

## 17. **INDEPENDENT CONTRACTOR**

Nothing herein contained will be construed to imply a joint venture, partnership or principal-agent relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Contract as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Contract shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that holding.

## 18. **SUBCONTRACTING**

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts, to the fullest extent reasonably possible. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including, but not limited to, transportation) for any student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. The endorsements are to be on forms as required by the LEA. All endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA/SELPA and the LEA Board of Education as additional insured.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance must reference the LEA contract number, name of the school or agency submitting the certificate, indication if NPS or NPA, and the location of the school or agency submitting the certificate. In addition, all subcontractors must meet the requirements as contained in Section 45 Clearance Requirements and Section 46 Staff Qualifications of this Master Contract.

## **19. CONFLICTS OF INTEREST**

CONTRACTOR shall provide to LEA upon request a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. CONTRACTOR and any member of its Board of Directors (or Trustees) shall disclose any relationship with LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042 and Government Code Section 1090 including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

The LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the student is performed or a report is prepared in the normal course of the services provided to the student by CONTRACTOR. To avoid conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may not fund services through the evaluator whose IEE the LEA agrees to fund. When no other appropriate assessor is available, LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

When CONTRACTOR is a NPA, CONTRACTOR acknowledges that its authorized representative has read and understands Education Code section 56366.3 which provides, in relevant part, that no special education and/or related services provided by CONTRACTOR shall be paid for by LEA if provided by an individual who is or was an employee of LEA within the three hundred and sixty-five (365) days prior to executing this contract. This provision does not apply to any person who is able to provide designated instruction and services during the extended school year because he or she is otherwise employed for up to ten months of the school year by LEA.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free “scholarship” basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

## **20. NON-DISCRIMINATION**

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of gender, nationality, national origin, ancestry, race, color, ethnicity, ethnic group affiliation, religion, age, marital status, pregnancy or parental status, sex, sexual orientation, gender, gender identity or expression, physical or mental disability, genetic information or any other classification protected by federal or state law or the perception of one or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics.

## **EDUCATIONAL PROGRAM**

### **21. FREE AND APPROPRIATE PUBLIC EDUCATION (FAPE)**

The LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as “ITP”) of each student served by CONTRACTOR. CONTRACTOR shall provide special education and/or related services (including transition services) to each student within the NPS/A consistent with the student’s IEP and as specified in the ISA. If CONTRACTOR is a NPS, CONTRACTOR shall not accept a student if it cannot provide or ensure the provision of the services outlined in the student’s IEP. If student services are provided by a third party (i.e. Related Services Provider), CONTRACTOR shall notify LEA if provision of services cease.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities, as specified in the student’s IEP and ISA. CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the student’s IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the student’s enrollment under the terms of this Master Contract). LEA shall provide low incidence equipment for eligible students with low incidence disabilities when specified in the student’s IEP and ISA. Such equipment remains the property of the SELPA/LEA and shall be returned to the SELPA/LEA when the IEP team determines the equipment is no longer needed or when the student is no longer enrolled in the NPS. CONTRACTOR shall ensure that facilities are adequate to provide LEA students with an environment which meets all pertinent health and safety regulations. CONTRACTOR may charge a student’s parent(s) for services and/or activities not necessary for the student to receive a free appropriate public education after: (a) written notification to the student’s parent(s) of the cost and voluntary nature of the services and/or activities; and (b) receipt by the LEA of the written notification and a written acknowledgment signed by the student’s parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA requirements concerning parent acknowledgment of financial responsibility.

Voluntary services and/or activities not necessary for the student to receive a free appropriate public education shall not interfere with the student’s receipt of special education and/or related services as specified in the student’s IEP and ISA unless the LEA, CONTRACTOR, and PARENT agree otherwise in writing.

### **22. GENERAL PROGRAM OF INSTRUCTION**

All NPS/A services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 *et seq...*

When CONTRACTOR is a NPS, CONTRACTOR’s general program of instruction shall: (a) utilize evidence-based practices and be consistent with LEA’s standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational, assistive technology and transition services; (c) be consistent with CDE’s standards regarding the particular

course of study and curriculum; (d) provide the services as specified in the student’s IEP and ISA. Students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (“CCSS”) for curriculum and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by an LEA, that contracts with the NPS; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling.

When CONTRACTOR serves students in grades 9 through 12 inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA’s diploma requirements. CONTRACTOR shall not award a high school diploma to students who have not successfully completed all of the LEA’s graduation requirements.

When CONTRACTOR is a NPA and/or related services provider, CONTRACTOR’s general program of instruction and/or services shall utilize evidence-based practices and be consistent with LEA and CDE guidelines and certification, and provided as specified in the student’s IEP and ISA. The NPA providing Behavior Intervention services shall develop a written plan that specifies the nature of their NPA service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a Licensed Children’s Institution (LCI), all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to authorize emergency services as requested. LCI CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to LEA a written description of the services and location provided prior to the effective date of this Master Contract. CONTRACTORS providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a NPA, CONTRACTOR shall not provide transportation nor subcontract for transportation services for students unless the LEA and CONTRACTOR agree otherwise in writing.

### **23. INSTRUCTIONAL MINUTES**

When CONTRACTOR is a NPS, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to students at like grade level attending LEA schools and shall be specified in the student’s ISA developed in accordance with the student’s IEP.

For students in grades kindergarten through 12 inclusive, unless otherwise specified in the student’s IEP and ISA, the number of instructional minutes, excluding breakfast, recess, lunch and passing time shall be at the same level that Ed. Code prescribes for the LEA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to students attending LEA schools in like grade level unless otherwise specified in the student’s IEP.

When CONTRACTOR is a NPA and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the student’s ISA developed in accordance with the student’s IEP.

### **24. CLASS SIZE**

When CONTRACTOR is a NPS, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students, unless CONTRACTOR and LEA agree otherwise in writing. Upon prior written approval by an authorized LEA representative, class size may be temporarily increased by a ratio of 1 teacher to fourteen (14) students when necessary during the regular or extended school year to provide services to students with disabilities.

In the event a NPS is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the CDE Certification of that school, the NPS shall develop a plan to ensure appropriate coverage of students by first utilizing existing certificated staff. The NPS and the LEA may agree to one 30 school day period per contract year where class size may be increased to ensure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a NPA.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

## 25. CALENDARS

When CONTRACTOR is a NPS, CONTRACTOR shall submit to the LEA/SELPA a school calendar with the total number of billable days not to exceed 180 days, plus extended school year billable days equivalent to the number of days determined by the LEA's extended school year calendar. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the student's IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services as determined by the IEP team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPS service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, President's Day, Memorial Day and Independence Day. With the approval of LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by the LEA.

When CONTRACTOR is a NPA, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on

weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any NPA service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

## **26. DATA REPORTING**

CONTRACTOR shall agree to provide to the LEA all data related to student information and billing information with LEA. CONTRACTOR shall agree to provide data related to all sections of this contract, including student discipline as noted below, and requested by and in the format required by the LEA. It is understood that all NPS/A shall utilize the LEA approved electronic IEP system for all IEP development, service tracking documentation, and progress reporting, unless otherwise agreed to by the LEA. Additional progress reporting may be required by the LEA. The LEA shall provide the CONTRACTOR with appropriate software, user training and proper internet permissions to allow adequate access.

Using forms developed by the CDE or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Code sections 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code sections 48900 and 48915.

The LEA shall provide the CONTRACTOR with approved forms and/or format for such data including, but not limited to, invoicing, attendance reports and progress reports. The LEA may approve use of CONTRACTOR'S provided forms at their discretion.

## **27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT**

CONTRACTOR and LEA shall follow all LEA policies and procedures that support Least Restrictive Environment ("LRE") options and/or dual enrollment options if available and appropriate, for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

CONTRACTOR and LEA shall ensure that LRE placement options are addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services, goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommended activities to support the transition.

## **28. STATEWIDE ACHIEVEMENT TESTING**

When CONTRACTOR is a NPS, per implementation of Senate Bill 484, CONTRACTOR shall administer all statewide assessments within the California Assessment of Student Performance and Progress ("CAASPP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, , the English Language Proficiency Assessments for California ("ELPAC"), the Alternative English Language Proficiency Assessments for California ("Alternative ELPAC"), and as appropriate to the student, and mandated by LEA pursuant to LEA and state and federal guidelines.

CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR'S qualified staff.

CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA.

## 29. MANDATED ATTENDANCE AT LEA MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, data collection, and standardized testing and IEPs. LEA shall provide CONTRACTOR with reasonable notice of mandated meetings. Attendance at such meetings does not constitute a billable service hour(s).

## 30. POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS

CONTRACTOR shall comply with the requirements of Education Code section 49005, *et seq.*, 56521.1 and 56521.2. LEA students who exhibit behaviors that interfere with their learning or the learning of others must receive timely and appropriate assessments and positive supports and interventions in accordance with the federal law and its implementing regulations. If the IEP team determines that a student's behavior impedes his or her learning or the learning of others, the IEP team is required to consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations. This could mean that instead of developing a Behavior Intervention Plan ("BIP"), the IEP team may conclude it is sufficient to address the student's behavioral problems through the development of behavioral goals and behavioral interventions to support those goals.

CONTRACTOR shall maintain a written policy pursuant to California Education Code section 56521.1 regarding emergency interventions and behavioral emergency reports. CONTRACTOR shall ensure that all of its staff members are trained in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of the training and provide written verification of the training annually and upon request.

Pursuant to Education Code section 56521.1, emergency interventions shall not be used as a substitute for a BIP, and shall not be employed longer than necessary to contain the behavior. Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. If a situation requires prolonged use of emergency intervention, staff must seek assistance from the school site administrator or a law enforcement agency.

CONTRACTOR shall complete a behavior emergency report when an emergency occurs that is defined as a serious, dangerous behavior that staff has determined to present a clear and present danger to others. It requires a non-violent physical intervention to protect the safety of student, self, or others and a physical intervention has been used; or a physical intervention has not been used, but an injury or serious property damage has occurred. Personal Safety Techniques may or may not have been used. Emergencies **require** a behavior emergency report form be completed and submitted to the LEA within twenty-four (24) hours for administrative action. CONTRACTOR shall notify Parent within twenty-four (24) hours via telephone. If the student's IEP does not contain a BIP, an IEP team shall schedule a meeting to review the behavior emergency report, determine if there is a necessity for a functional behavioral assessment, and to determine an interim plan. If the student already has a BIP, the IEP team shall review and modify the BIP if a new serious behavior has been exhibited or existing behavioral interventions have proven to be ineffective. CONTRACTOR shall schedule with LEA an IEP meeting within two (2) days.

Pursuant to Education Code section 56521.2, CONTRACTOR shall not authorize, order, consent to, or pay for the following interventions, or any other interventions similar to or like the following:

- 1.any intervention that is designed to, or likely to, cause physical pain, including, but not limited to, electric-shock;
- 2.an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the face of the individual;
- 3.an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities;
- 4.an intervention that is designed to subject, used to subject, or likely to subject, the individual to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma;
- 5.restrictive interventions that employ a device, material, or objects that simultaneously immobilize all four extremities, including the procedure known as prone containment, except that prone containment or similar techniques may be used by trained personnel as a limited emergency intervention;
- 6.locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
- 7.an intervention that precludes adequate supervision of the individual;
- 8.an intervention that deprives the individual of one or more of his or her senses.

CONTRACTOR shall comply with Education Code section 49005.8. Specifically, Contractor shall not do any of the following:

1. Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
3. Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.
5. Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. This observation shall not be through indirect means, including through a security camera or a closed-circuit television.

CONTRACTOR shall afford pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

If prone restraint techniques are used by CONTRACTOR, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

In the case of a child whose behavior impedes the child's learning or that of others, the IEP team shall consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior, consistent with Section 1414(d)(3)(B)(i) and (d)(4) of Title 20 of the United States Code and associated federal regulations.

All restraint practices must be reviewed and revised when they have an adverse effect on a student and are used repeatedly for an individual child, either on multiple occasions within the same classroom or multiple

uses by the same individual. CONTRACTOR shall notify the student's parent/guardian when any type of physical or mechanical restraint or seclusion has been used. Upon the use of any type of physical or mechanical restraint or seclusions of an LEA student, CONTRACTOR shall complete a BER per the reporting and notification requirements listed above.

### **31. STUDENT DISCIPLINE**

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. Using forms developed by the California Department of Education or as otherwise mutually agreed upon by CONTRACTOR and LEA, CONTRACTOR shall provide LEA, on a monthly basis, a written report of all incidents in which a statutory offense is committed by any LEA student, regardless if it results in a disciplinary action of suspension or expulsion. This includes all statutory offenses as described in Education Codes 48900 and 48915. CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915.

When CONTRACTOR seeks to remove a student from his/her current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA. Written discipline reports shall include, but not be limited to: the student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10<sup>th</sup>) day of suspension.

### **32. IEP TEAM MEETINGS**

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the NPS; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366 (a) (2) (B) (i) and (ii) and pursuant to California Education Code section 56345 (b) (4).)

If the LEA student is to be transferred from a NPS setting into a regular class setting in a public school for any part of the school day, the IEP team shall document a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each student shall be allowed to provide confidential input to any representative of his or her IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and LEA shall participate in all IEP team meetings regarding students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, the parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to parent, CONTRACTOR and LEA. CONTRACTOR shall provide to LEA assessments and written assessment reports by service providers upon request and/or pursuant to LEA policy and procedures. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

It is understood that the CONTRACTOR shall utilize the approved electronic IEP system of the LEA for all IEP planning and progress reporting at the LEA's discretion. The LEA or SELPA may provide training for any CONTRACTOR to ensure access to the approved system. The CONTRACTOR shall maintain confidentiality of all IEP data on the approved system and shall protect the password requirements of the system. When a student dis-enrolls from the NPS/NPA, the NPS/NPA and LEA shall discontinue use of the approved system for that student.

Changes in any student's educational program, including instruction, services, or instructional setting provided under this Master Contract, may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of consideration of a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or an Interim Alternative Educational Setting is deemed lawful and appropriate by LEA or OAH consistent with Section 1415 (k)(1)(7) of Title 20 of the United States Code.

### **33. SURROGATE PARENTS AND FOSTER YOUTH**

CONTRACTOR shall comply with LEA surrogate parent assignments. Surrogate parents shall serve as the child's parent and have all the rights relative to the student's education that a parent has under the Individuals with Disabilities Education Act pursuant to *20 USC 1414-1482 and 34 CFR 300.1-300.756*. A pupil in foster care shall be defined pursuant to California Education Code section 42238.01(b). The LEA shall annually notify the CONTRACTOR who the LEA has designated as the educational liaison for foster children. When a pupil in foster care is enrolled in a NPS by the LEA any time after the completion of the pupil's second year of high school, the CONTRACTOR shall schedule the pupil in courses leading towards graduation based on the diploma requirements of the LEA unless provided notice otherwise in writing pursuant to Section 51225.1.

### **34. DUE PROCESS PROCEEDINGS**

CONTRACTOR shall fully participate in special education due process proceedings including mediations and hearings, as requested by LEA. Participation further includes the willingness to make CONTRACTOR's staff available for witness preparation and testimony as is necessary to facilitate a due process hearing. CONTRACTOR shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office of Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/Individual and Family Service Plan ("IFSP").

### **35. COMPLAINT PROCEDURES**

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of students with appropriate information (including complaint forms) for the following: (1) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 *et seq.*; (2) Nondiscrimination policy pursuant to Title 5 of the California Code of Regulations section 4960 (a); (3) Sexual Harassment Policy, California Education Code 231.5 (a) (b) (c); (4) Title IX Student Grievance Procedure, Title IX 106.8 (a) (d) and 106.9 (a); and (5) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act ("HIPAA"). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to LEA students and provide LEA with all documentation related to the complaints and/or its investigation of complaints, including any and all reports generated as a result of an investigation.

### **36. STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS**

Unless LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s) quarterly.

The CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre/post tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior intervention plans. The LEA may request such data at any time within five (5) years of the date of service. The CONTRACTOR shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other evaluations of the student ten (10) days prior to the student's annual or triennial review IEP team meeting for the purpose of reporting the student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

The CONTRACTOR is responsible for all evaluation costs regarding the updating of goals and objectives, progress reporting and development of present levels of performance. All assessments resulting from an assessment plan shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment and/or evaluation costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For NPA services, supervision provided by a qualified individual as specified in Title 5 Regulation, subsection 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the student's parent(s) or LEA for the provision of progress reports, report cards, evaluations conducted in order to obtain present levels of performance, interviews, and/or meetings. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

### **37. TRANSCRIPTS**

When CONTRACTOR is a NPS, CONTRACTOR shall prepare transcripts at the close of each semester, or upon student transfer, for students in grades nine (9) through twelve (12) inclusive, and submit them on LEA approved forms to the student's school of residence for evaluation of progress toward completion of diploma requirements as specified in LEA Procedures. CONTRACTOR shall submit to the LEA names of students and their schools of residence for whom transcripts have been submitted as specified by the LEA.

### **38. STUDENT CHANGE OF RESIDENCE**

Within five (5) school days from the date CONTRACTOR becomes aware of a student's change of residence, CONTRACTOR shall notify LEA, in writing, of the student's change of residence. Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents.

If CONTRACTOR had knowledge or should reasonably have had knowledge of the student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, LEA shall not be responsible for the costs of services delivered following the student's change of residence.

### **39. WITHDRAWAL OF STUDENT FROM PROGRAM**

CONTRACTOR shall immediately report electronically and in writing to the LEA within five (5) business days when an LEA student is withdrawn without prior notice from school and/or services, including student's change of residence to a residence outside of LEA service boundaries, and parent/guardian withdrawal of student against professional advice from a NPS/RTC.

#### **40. PARENT ACCESS**

CONTRACTOR shall provide for reasonable parental access to students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR operating programs associated with a NPS/RTC shall cooperate with a parent's reasonable request for LEA student therapeutic visits in their home or at the NPS/RTC. CONTRACTOR shall require that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA at least thirty (30) days in advance. When requested, CONTRACTOR shall facilitate all parent travel and accommodations and for providing travel information to the parent as appropriate. Payment by LEA for approved travel-related expenses shall be made directly through the LEA consistent with LEA Procedures.

CONTRACTOR providing services in the student's home as specified in the IEP shall ensure that at least one parent of the child, or an adult caregiver with written and signed authorization to make decisions in an emergency, is present. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergencies. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider.

All problems and/or concerns reported to parents, both verbal and written, shall also be provided, in writing, to the LEA.

#### **41. LICENSED CHILDREN'S INSTITUTION ("LCI") CONTRACTORS AND RESIDENTIAL TREATMENT CENTER ("RTC") CONTRACTORS**

If CONTRACTOR is a LCI, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code 56366 (a) (2) (C), 56366.9 (c) (1), Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its NPS as a condition of being placed in its residential facility.

If CONTRACTOR is a NPS/RTC, CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq.. CONTRACTOR shall comply with all monitoring requirements set forth in Section 43 below.

If CONTRACTOR is a NPS that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to LEA, on a quarterly basis, a list of all students, including those identified as eligible for special education. For those identified as special education students, the list shall include: 1) special education eligibility at the time of enrollment and; 2) the educational placement and services specified in each student's IEP at the time of enrollment. A copy of the current IEP shall be provided to the LEA.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between LEA and parent, LEA is not responsible for the costs associated with NPS placement until the date on which an IEP team meeting is convened, the IEP team determines that a NPS placement is appropriate, and the IEP is signed by the student's parent or another adult with educational decision-making rights.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

#### **42. STATE MEAL MANDATE**

When CONTRACTOR is an NPS, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49005 et seq.; 49501.5, the universal meal mandate enacted by AB 130 (2021-2022); 49530 et seq; and 49550 et seq.

#### **43. MONITORING**

When CONTRACTOR is an NPS, the LEA or SELPA shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and the NPS, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA or SELPA shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA or SELPA shall conduct an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow LEA representatives access to its facilities for additional periodic monitoring of each student's instructional program. LEA shall have access to observe each student at work, observe the instructional setting, interview CONTRACTOR, and review each student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI and/or NPS/RTC, the CDE shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall participate in any LEA or CDE compliance review, if applicable, to be conducted as aligned with the CDE Onsite Review and monitoring cycle in accordance with California Education Code section 56366.1(j). This review will address programmatic aspects of the NPS, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall conduct any follow-up or corrective action procedures related to review findings.

CONTRACTOR understands that LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a NPS, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card as appropriate in accordance with California Education Code Section 33126.

## **PERSONNEL**

### **44. CLEARANCE REQUIREMENTS**

CONTRACTOR shall comply with the requirements of California Education Code sections 44237, 35021.1, 35021.2, and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers shall not come in contact with students until CDOJ and FBI clearance are ascertained. CONTRACTOR shall certify in writing to LEA that none of its employees, and volunteers, unless CONTRACTOR determines that the volunteers will have no direct contact with students, or subcontractors who may come into contact with students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, he or she has met the criteria to be eligible for employment pursuant to California Education Code section 44237 (i) or (j). Upon request, clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from CDOJ as required by California Penal Code section 11105.2. Contractor shall certify to LEA that they have successful background checks and enrolled in subsequent arrest notification service for all employees who may come into contact with students.

Notwithstanding the restrictions on sharing and destroying criminal background check information, CONTRACTOR, upon demand, shall make available to the LEA evidence of a successful criminal background check clearance and enrollment in subsequent arrest notification service, as provided, for each owner, operator, and employee of the NPS/A. CONTRACTOR is required to retain the evidence on-site, as specified, for all staff, including those licensed or credentialed by another state agency. Background clearances and proof of subsequent arrest notification service, as required by California Penal Code section 11105.2, for all staff shall be provided to the LEA upon request.

### **45. STAFF QUALIFICATIONS**

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold in the service rendered consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r), 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession, and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

CONTRACTOR shall ensure that all staff are appropriately credentialed to provide instruction and services to students with the disabling conditions placed in their program/school through documentation provided to the CDE (5 CCR 3064 (a)).

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a NPS, an appropriately qualified person shall serve as curricular and instructional leader, and be able to provide leadership, oversight and professional development. The administrator of the NPS holds or is in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities. (B) A pupil personnel services credential that authorizes school counseling or psychology. (C) A license as a

clinical social worker issued by the Board of Behavioral Sciences. (D) A license in psychology regulated by the Board of Psychology. (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation. (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator. (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences. (H) A license as an educational psychologist issued by the Board of Behavioral Sciences. (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. (California Education Code Section 56366.1 (a)(5)). CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to federal requirements and California Education Code sections 45340 *et seq.* and 45350 *et seq.* Specifically, all paraprofessionals, including but not limited to, instructional aides and teacher assistants, employed, contracted, and/or otherwise hired or subcontracted by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or its recognized equivalent) and at least one of the following qualifications: (a) completed at least two (2) years of study at an institution of higher education; or (b) obtained an associate's (or higher) degree; or (c) met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 *et seq.*).

#### **46. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS**

CONTRACTOR shall submit to LEA a staff list, and copies of all current licenses, credentials, certifications, permits and/or other documents which entitle the holder to provide special education and/or related services by individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. CONTRACTOR shall ensure that all licenses, credentials, permits or other documents are on file at the office of the County Superintendent of Schools. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, credentials, certifications, permits and/or other documents for all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall notify LEA and CDE in writing within forty-five (45) days when personnel changes occur which may affect the provision of special education and/or related services to LEA students. CONTRACTOR shall notify LEA within forty-five (45) days if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, challenged pursuant to an administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. The LEA shall not be obligated to pay for any services provided by a person whose such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the period which such person is providing services under this Master Contract. Failure to notify the LEA and CDE of any changes in credentialing/licensed staff may result in suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **47. STAFF ABSENCE**

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time.

The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a NPA and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and authorized LEA representative.

#### **48. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME**

It is understood that all employees, subcontractors, and volunteers of any certified NPS/A shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR.

For services provided on a public school campus, sign in/out procedures shall be followed by NPS/A providers working in a public school classroom along with all other procedures for being on campus consistent with school and district policy. Such policies and procedures shall be made available to the CONTRACTOR upon request. It is understood that the public school credentialed classroom teacher is responsible for the instructional program.

CONTRACTOR providing services outside of the student's school as specified in the IEP shall ensure that at least one parent of the child or an adult caregiver with written and signed authority to make decisions in an emergency is present during provision of services. The names of any adult caregiver other than the parent shall be provided to the LEA prior to the start of any home-based services, including written and signed authorization in emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the NPS/NPA service provider. All problems and/or concerns reported by CONTRACTOR to parents or guardians, in either verbal or written form, shall be reported to the LEA.

## **HEALTH AND SAFETY MANDATES**

#### **49. HEALTH AND SAFETY**

CONTRACTOR shall comply with all applicable federal, state, local, and LEA laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 *et. seq.* and 49406, regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with a student.

CONTRACTOR shall comply with OSHA Blood-Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

#### **50. FACILITIES AND FACILITIES MODIFICATIONS**

CONTRACTOR shall provide special education and/or related services to students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a NPS, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities as required complying with applicable federal, state, and local laws, regulations, and ordinances. Failure to notify the LEA and CDE of any changes in, major modification or relocation of facilities may result in the suspension or revocation of CDE certification and/or suspension or termination of this Master Contract by the LEA.

#### **51. ADMINISTRATION OF MEDICATION**

CONTRACTOR shall comply with the requirements of California Education Code section 49422 et seq. when CONTRACTOR serves a student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the student with the administration of such medication after the student's parent(s) provide to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each student to whom medication is administered. Such written log shall specify the student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for storing medications in a secure location and ensuring appropriate staff training in the administration of such medication consistent with physician's written orders. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

#### **52. INCIDENT/ACCIDENT REPORTING**

CONTRACTOR shall submit within 24 hours, electronically, any accident or incident report to the LEA. CONTRACTOR shall properly submit required accident or incident reports pursuant to the procedures specified in LEA Procedures.

#### **53. CHILD ABUSE REPORTING**

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. and Education Code 44691. To protect the privacy rights of all parties involved (i.e., reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

#### **54. SEXUAL HARASSMENT**

CONTRACTOR shall have a Sexual and Gender Identity harassment policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of

retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures pursuant to Government Code 12950.1.

## **55. REPORTING OF MISSING CHILDREN**

CONTRACTOR assures LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

## **FINANCIAL**

### **56. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES**

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the students enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedures, as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the student's IEP and ISA. All payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and governed by all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program, each related service, and services provided by instructional assistants, behavior intervention aides and bus aides. Original attendance forms (i.e., roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by LEA during the effective period of this contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents shall be properly submitted electronically and in addition, on an LEA form with signatures in the manner prescribed by LEA. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the IEP or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of NPS/NPA administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code Section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31<sup>st</sup> after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six (6) months after the close of the fiscal year unless approved by the LEA to resolve billing issues including re-billing issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than twelve (12) months from the close of the fiscal year. If the billing or re-billing error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

## **57. RIGHT TO WITHHOLD PAYMENT**

LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received prior to school closure or contract termination, all documents concerning one or more students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change of residence to another district, but fails to notify LEA within five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a student. It is understood that no payments shall be made for any invoices that are not received by six (6) months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a) the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date the violation occurred and until the violation is cured; or (f) the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the student.

If LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for LEA's withholding payment and the amount to

be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for LEA's withholding payment or submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to LEA specifying the reason it believes payment should not be withheld. LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason LEA believes payment should not be made. If LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: The LEA or CONTRACTOR may appeal to the County Superintendent of Schools so long as the County Superintendent of Schools is not participating in the Local Plan involved in the NPS/A contract, or a mutually agreed upon mediator. Both parties agree to pay for their own costs and expenses arising out of such mediation. Each party agrees to act in good faith in participating in any mediation process agreed to by the parties.

## **58. PAYMENT FROM OUTSIDE AGENCIES**

CONTRACTOR shall notify LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to students. Upon request, CONTRACTOR shall provide to LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually.

## **59. PAYMENT FOR ABSENCES**

### NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to LEA documentation of substitute coverage pursuant to the LEA Procedures. Substitute teachers shall remain with their assigned class during all instructional time. LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute. LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in student's IEP.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10<sup>th</sup>) cumulative day of a student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one (1) day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. LEA shall not be responsible for payment of related services for days on which a student's attendance does not qualify for Average Daily Attendance ("ADA") reimbursement under state law, nor shall student be eligible for make-up services.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in Section 7 of this agreement and as determined by LEA) substitute, unless LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and LEA. In the event services were not provided, reasons for why the services were not provided shall be included.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a student no later than the fifth (5<sup>th</sup>) consecutive service day of the student's absence. LEA shall not be responsible for the payment of services when a student is absent.

**60. LEA and/or NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY**

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by LEAs in accordance with Education Code sections 41422 and 46392:

- a. If CONTRACTOR remains open, if allowed, during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether a sending LEA is open or closed.
- b. NPS School Closure- In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing his/her regular attendance, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.
- c. LEA and NPS School Closure- In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEP in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTRACTOR due to CONTRACTOR'S school closure.

When the emergency school closure is lifted, CONTRACTOR shall notify the LEAs it serves of any lost instructional minutes. CONTRACTOR and LEAs shall work collaboratively to determine the need for

make-up days or service changes, and shall work together to amend IEP and ISA paperwork as appropriate.

## **61. INSPECTION AND AUDIT**

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide access to LEA to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and roll books of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, , dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state NPS/A certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by LEA. CONTRACTOR shall make available to LEA all budgetary information including operating budgets submitted by CONTRACTOR to LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of LEA or CONTRACTOR's offices (to be specified by LEA) at all reasonable times and without charge. All records shall be provided to LEA within five (5) working days of a written request from LEA. CONTRACTOR shall, at no cost to LEA, provide assistance for such examination or audit. LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to LEA upon request by LEA.

If an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in paragraph 23, above, and in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

**63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on \_\_\_\_\_ and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided herein.

**CONTRACTOR**

**LEA**

\_\_\_\_\_  
Nonpublic School/Agency

\_\_\_\_\_  
**California Online Public Schools**  
LEA Name

By: \_\_\_\_\_  
Signature Date

By: \_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Name and Title of Authorized Representative

\_\_\_\_\_  
**Phil Wenker, Director of Student Services**  
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Notices to LEA shall be addressed

to: Phil Wenker, Director of Student Services

<b>Name and Title</b>	<b>Name and Title</b> California Online Public Schools
<b>Nonpublic School/Agency/Related Service Provider</b>	<b>LEA</b>  33272 Valle Road
<b>Address</b>	<b>Address</b> San Juan Capistrano CA 92675
<b>City State Zip</b>	<b>City State Zip</b> (800) 906-5100 (949) 240-7895
<b>Phone Fax</b>	<b>Phone Fax</b> pwenker@californiaops.org
<b>Email</b>	<b>Email</b>

**Additional LEA Notification  
(Required if completed)**

\_\_\_\_\_  
**Name and Title**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**City State Zip**

\_\_\_\_\_  
**Phone Fax**

\_\_\_\_\_  
**Email**

**EXHIBIT A: 2023-2024 RATES**

4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: \_\_\_\_\_

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 – TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
  
- 2) Inclusive Education Program  
 (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student’s IEP.) DAILY RATE: \_\_\_\_\_
  
- 3) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	_____	_____
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____

Specialized Vision Services (725)		
Orientation and Mobility (730)		
Specialized Orthopedic Services (740)		
Reader Services (745)		
Transcription Services (755)		
Recreation Services, Including Therapeutic (760)		
College Awareness (820)		
Work Experience Education (850)		
Job Coaching (855)		
Mentoring (860)		
Travel Training (870)		
Other Transition Services (890)		
Other (900)		
Other (no code)		

**EXHIBIT B: 2024-2025 ISA**

**INDIVIDUAL SERVICES AGREEMENT (ISA) FOR NONPUBLIC, NONSECTARIAN SCHOOL SERVICES**  
(Education Code Sections 56365 et seq.)

This agreement is effective on July 1, 2023 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2024, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency \_\_\_\_\_ Nonpublic School \_\_\_\_\_

LEA Case Manager: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

Pupil Name \_\_\_\_\_ Sex:  M  F Grade: \_\_\_\_\_  
(Last) (First) (M.I.)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_

DOB \_\_\_\_\_ Residential Setting:  Home  Foster  LCI # \_\_\_\_\_  OTHER \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone ( ) \_\_\_\_\_ ( ) \_\_\_\_\_  
(Residence) (Business)

Address \_\_\_\_\_ City \_\_\_\_\_ State/Zip \_\_\_\_\_  
(If different from student)

**AGREEMENT TERMS:**

1. *Nonpublic School:* The average number of minutes in the instructional day will be: \_\_\_\_\_ during the regular school year  
 \_\_\_\_\_ during the extended school year
2. *Nonpublic School:* The number of school days in the calendar of the school year are: \_\_\_\_\_ during the regular school year  
 \_\_\_\_\_ during the extended school year
3. *Educational services as specified in the IEP shall be provided by the CONTRACTOR and paid at the rates specified below.*

A. **INCLUSIVE AND/OR BASIC EDUCATION PROGRAM RATE:** (Applies to nonpublic schools only): Daily Rate: \_\_\_\_\_

**Estimated Number of Days** \_\_\_\_\_ **x Daily Rate** \_\_\_\_\_ = **PROJECTED BASIC EDUCATION COSTS** \_\_\_\_\_

**B. RELATED SERVICES:**

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Intensive Individual Services (340)							
Language/Speech Therapy (415) a. Individual b. Group							
Adapted Physical Ed. (425)							
Health and Nursing: Specialized Physical Health Care (435)							
Health and Nursing Services: Other (436)							
Assistive Technology Services (445)							
Occupational Therapy (450)							
Physical Therapy (460)							
Individual Counseling (510)							
Counseling and guidance (515).							
Parent Counseling (520)							

SERVICE	Provider			# of Times per wk/mo/yr., Duration; or per IEP; or as needed	Cost per session	Maximum Number of Sessions	Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	OTHER Specify				
Social Work Services (525)							
Psychological Services (530)							
Behavior Intervention Services (535)							
Specialized Services for Low Incidence Disabilities (610)							
Specialized Deaf and Hard of Hearing Services (710)							
Interpreter Services (715)							
Audiological Services (720)							
Specialized Vision Services (725)							
Orientation and Mobility (730)							
Braille Transcription (735)							
Specialized Orthopedic Service (740)							
Reader Services (745)							
Note Taking Services (750)							
Transcription Services (755)							
Recreation Services (760)							
College Awareness Preparation (820)							
Vocational Assessment, Counseling, Guidance and Career Assessment (830)							
Career Awareness (840)							
Work Experience Education (850)							
Mentoring (860)							
Agency Linkages (865)							
Travel Training (870)							
Other Transition Services (890)							
Other (900)							
Other (no code)							
Transportation-Emergency b. Transportation-Parent							
Bus Passes							
Other							

ESTIMATED MAXIMUM RELATED SERVICES COSTS \_\_\_\_\_



# Coversheet

## Approval of CalOPS Employee Handbook 24-25 (attached)

**Section:** V. Action Items  
**Item:** I. Approval of CalOPS Employee Handbook 24-25 (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** CalOPS Employee Handbook 2024-2025 REVISED.pdf



**California Online  
Public Schools**

# **Employee Handbook 2024-2025**

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.**

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**APPENDIX A - HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM**  
**APPENDIX B - INTERNAL COMPLAINT FORM**

## INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with California Online Public Schools (hereinafter referred to as “CalOPS” or the “School”). It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. CalOPS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Superintendent.

Employees must sign the acknowledgment form at the beginning of this Handbook, tear it out, and return it to Human Resources. This will provide the School with a record that each employee has received this Handbook.

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

CalOPS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact Human Resources with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability

impairs. CalOPS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. CalOPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School’s right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

CalOPS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

## **Criminal Background Checks**

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to the Superintendent.

## **Tuberculosis Testing**

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## **Immigration Compliance**

CalOPS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, CalOPS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any

adverse action (e.g., threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

### **Professional Boundaries: Staff/Student Interaction Policy**

CalOPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

#### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;

2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.

- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

### **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

CalOPS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. CalOPS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

CalOPS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other persons with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Principal or Human Resources.

When CalOPS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Principal) Human Resources or a designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. CalOPS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### Prohibited Unlawful Sexual Harassment

CalOPS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal or Human Resources. See **Appendix A** for the “Harassment/Discrimination/Retaliation Complaint Form.” See **Appendix B** for the general “Internal Complaint Form.”

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another’s body, or poking another’s body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person’s sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee’s job more difficult because of the employee’s sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate CalOPS policy.

## **Whistleblower Policy**

CalOPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## **Drug and Alcohol Free Workplace**

CalOPS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other CalOPS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

## **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

## **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to Human Resources, Superintendent or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

## **Smoking**

The CalOPS facility is a no smoking facility.

# THE WORKPLACE

## Work Schedule

Business hours are normally 8:00 a.m. – 4:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

## Work from Home

### Communication Expectations:

Employees are required to respond to Chat messages within 20 minutes during their working hours. This response time is crucial to maintain the flow of communication and to address work-related inquiries, tasks, and collaboration efforts promptly. If a complete response cannot be provided within the 20-minute window, employees should send an acknowledgment of the message and indicate when the sender can expect a detailed response. Employees should accurately set their availability status on their Google Calendar to reflect their current working status (e.g., Available, In a Meeting, Out of Office). This helps in setting realistic expectations for response times.

### Workspace Setup:

Employees are expected to establish a dedicated workspace in their home that is quiet and free from distractions. This is essential for maintaining focus, privacy, and the confidentiality of company information. The workspace should be situated in a location where background noise is minimized during work hours and where interruptions by household members, pets, or external factors are limited. The workspace should be ergonomically set up to promote good posture and reduce the risk of strain or injury. This includes a proper chair, desk, and computer setup. Employees are responsible for ensuring their workspace meets CalOPS's health and safety standards. Employees must have a reliable internet connection and the necessary technology (e.g., computer, software, phone) to perform their job functions effectively. California Online Public Schools will provide support for technology setup and troubleshooting as needed.

Non-compliance with the Work from Home policy may prompt a review of the employee's remote work arrangement. Repeated non-compliance may result in disciplinary measures, including possible termination of employment.

## Hiring

All employees of California Online Public Schools hired after September 1, 2022 must reside within the state of California. The School Leader or designee may make an exception and give hiring consideration to a candidate if the candidate resides outside of California in either the Pacific or Mountain time zone. Other time zones may be considered in extraordinary

circumstances with exceptions being made and approved by the Superintendent or a designee. All candidates will be hired under the stated eligibility guidelines as set forth in this handbook.

## **Employee Relocation**

If a current employee requires relocation to a different state of residence at any time during the course of their employment with California Online Public Schools, they must first seek written approval from the Superintendent. Approval may be granted if the new state of residency is a state in either the Pacific or Mountain time zones. School needs will be taken into consideration upon relocation request, and relocation may only be permitted on a temporary basis (i.e. completing the school year or semester). Relocation expenses are the responsibility of the employee.

## **Meal and Rest Periods**

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and CalOPS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## **Lactation Accommodation**

CalOPS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

CalOPS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such a room/location shall not be a bathroom, and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations. Lactating employees will not be required to be in-person for mandatory school-wide events, however supervisor approval is required for the excused absence.

## **Attendance and Tardiness**

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone their supervisor as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, he or she is expected to keep their supervisor sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying their supervisor will be considered a voluntary resignation from employment.

## **Mandatory In-Person Events**

Mandatory in-person events refer to any school-wide meetings, conferences, training sessions, or other gatherings that require physical presence and are deemed necessary for the fulfillment of job duties and organizational objectives (i.e., Back to School, Mid-Year Festivals, State Testing and Graduation). CalOPS is committed to accommodating employees' needs to the extent feasible. Employees who have valid reasons for being unable to attend in-person events, such as health concerns or caregiving responsibilities, should communicate their concerns to their supervisor and Human Resources as soon as possible. Reasonable accommodations will be made whenever possible. For mandatory in-person events that require travel, employees should adhere to CalOPS's [travel policies and procedures](#). This includes booking accommodations, transportation, and other logistics in accordance with organizational guidelines.

## **Time Cards/Records**

By law, CalOPS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact their supervisor to make the correction and such correction must be initiated by both the employee and their supervisor.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

### **Use of Email, Voicemail and Internet Access**

CalOPS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.
4. The School has the ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

### **Personal Business**

CalOPS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

### **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;

- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

### **Personal Appearance/Standards of Dress**

CalOPS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 3) Skirts and dresses should be no higher than three (3) inches above the knee.
- 4) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.
- 5) Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 6) Appropriate shoes must be worn at all times.

### **Health and Safety Policy**

CalOPS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to Human Resources any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

### **Security Protocols**

CalOPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to Human Resources. Employee desk or office should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify Business Services when keys are missing or if security access codes or passes have been breached.

### **Occupational Safety**

CalOPS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. CalOPS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes. Accident/Incident report can be found in the employee resources shared folder.

## **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask Human Resources to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to Human Resources. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to Human Resources and to fill out a new W-4 form.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## **Overtime Pay**

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee’s job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. CalOPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the employee’s supervisor. CalOPS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee’s regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

## **Paydays**

Paydays are scheduled twice per month. If an employee observes any error in his or her check, it should be reported immediately to Human Resources.

## **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee’s earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, Human Resources will discuss the situation with the employee.

## **Medical Benefits**

### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

### When Coverage Starts

Employee eligibility will begin on the first day of employment. Coverage will start on the first day of the next month. An enrollment form must be submitted to the Human Resources team within the first 30 days of employment. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

### **COBRA Benefits**

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

CalOPS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. CalOPS will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- CalOPS stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

# PERSONNEL EVALUATION AND RECORD KEEPING

## Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their direct supervisor. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

## Mid-Year Evaluation

All new employees will undergo a mid-year evaluation. Employees hired after September 30th, will participate in a mid-year evaluation the following school year. Supervisors and employees will engage in a focused review, assessing performance and progress since the employee's start date. The mid-year evaluation will provide an opportunity to address any immediate concerns, recognize achievements, and set clear expectations for the remainder of the year.

## End of Year Evaluation

Each school year, all employees will take part in a self-evaluation as a part of the end of year evaluation. Employees hired after April 1st will not have an end of year evaluation. During the self-evaluation, employees should reflect on their achievements, challenges, strengths, and areas for improvement. Supervisors will assess performance, using the same rubric as the self-evaluation. A one-on-one meeting between each employee and their supervisor will be held to discuss the evaluations. This meeting is a platform for constructive feedback, recognition of achievements, and discussion of career development plans.

Constructive feedback will be provided, and any necessary adjustments to goals or responsibilities will be discussed. Development opportunities and support will be identified to ensure continued growth and success.

Employees with positive performance reviews will be considered for promotions and career advancement opportunities.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School. After the review, an employee will be required to sign the evaluation report to acknowledge that it has been presented to them, that they have discussed it with their supervisor, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisors within the first ninety (90) days of employment.

On a periodic basis, the supervisors will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. CalOPS's evaluation system will in no way alter the at-will employment relationship.

### **Personnel Files and Record Keeping Protocols**

At the time of employment, a personnel file is established for each employee. It is each employee's responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. CalOPS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

### **Internal Applications**

Job openings will be posted on CalOPS's careers page, and shared regularly through company-wide emails. Internal and external recruitment may occur simultaneously or separately. Job postings will include essential details such as job title, department, responsibilities, qualifications, and application deadline. As with external hiring, equal consideration for internal transfer or promotion is given to all who apply in accordance with the Equal Opportunity Policy.

To be eligible to apply for an internal position, an employee must be in good standing with the company, meeting performance expectations and having no active disciplinary actions against them. Employees should meet the minimum qualifications and requirements specified for the position as outlined in the job posting. Employees must have approval from their supervisor and admin before being eligible to apply for internal positions unless stated otherwise. Employees interested in applying for an internal job opportunity must submit their application through the application portal and follow the specified application instructions.

## **Career Ladder**

The purpose of Career Ladder is to provide leadership development opportunities for 10-month staff and recognition of 10-month staff that assume additional tasks and responsibilities in support of the school's mission of being the best online public charter school. Career Ladder compensation is for work done in addition to a staff member's regular role.

Career Ladder will consist of four tiers, each with increasing responsibilities as well as increasing pay.

**Coordinator** - 4% on top of base salary

**Lead** - 8% on top of base salary

**Specialist** - 12% on top of base salary - can supervise up to 5 employees

**Master Teacher** - 16% on top of base salary - can supervise up to 10 employees

### **Applying for Career Ladder**

All 10-month staff will have the opportunity to apply to a career ladder role each school year and employees with an overall "meets or exceeds the standards" on their evaluation will be considered. Employees will have to re-apply to the Career Ladder each school year and your Career Ladder role and responsibilities will be evaluated during the performance review cycle. Career Ladder positions are not guaranteed each school year.

Every two years, a Career Ladder audit will be conducted. During this audit, administrators and the Human Resources Department will collaborate to discuss allocation of Career Ladder points to ensure they are being used effectively.

# HOLIDAYS, VACATIONS AND LEAVES

## Holidays

CalOPS calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- New Year’s Day
- Martin Luther King Jr. Birthday
- President’s Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran’s Day
- Thanksgiving
- Friday after Thanksgiving
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School’s calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to their supervisor. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

## Vacation

CalOPS acknowledges the value of vacation time as a well-deserved opportunity for rest and renewal, we encourage scheduling vacations with mindful consideration for 'peak traffic periods' within the school year. This ensures that both our staff can enjoy their time off to the fullest extent possible and that our operations continue to run smoothly during busy periods.

All Regular full-time employees are entitled to vacation terms based upon date of hire, length of service and status with the School.

*Vacation Schedule – Regular Full-Time Employees (12-month) Years of Service Maximum # Number of Vacation Hours per Year.*

In the first school year, eligible staff receive vacation according to their month of hire:

July - September	80
October - December	60

January - March	40
April - June	24

After the first school year, vacation hours are allocated as follows:  
 Years of Service Maximum Number of Vacation Hours per Year

Start of 2nd school year	112
Start of 3rd school year	144
Start of 7th school year	160
Start of 10th school year	184
Start of 15th school year	200
Start of 20th school year	216
Start of 25th school year	232
Start of 30th school year	248

*Vacation Schedule – Regular Full-Time Employees (10-month) Years of Service Maximum # Number of Vacation Hours per Year.*

In the first school year, eligible staff receive vacation according to their month of hire:

July - December	16
May - April	8
May - June	0

After the first school year, vacation hours are allocated as follows:  
 Years of Service Maximum Number of Vacation Hours per Year

Start of 2nd school year	48
Start of 3rd school year	64
Start of 7th school year	80
Start of 10th school year	96
Start of 15th school year	112
Start of 20th school year	128
Start of 25th school year	144
Start of 30th school year	160

Employees who are rehired into a benefit eligible position within one (1) school year of their termination date will receive service credit for purposes of vacation days accrual placement based on their original hire date.

Unused, earned vacation days will be paid out at the end of each school year; they may not be carried over from year to year. All vacation days must be requested in advance and must be approved by your supervisor.

Part-time employees will receive a prorated allocation of vacation time equal to 50% of the above allocations.

Vacation time is reset for all school staff on July 1st of each year.

### **Unpaid Leave of Absence**

CalOPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

### **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Sick leave is front loaded for all employees at the beginning of each school year.

Employees cannot use paid sick leave until the thirtieth (30th) calendar day following the employee's start date. Sick leave must be taken by eligible employees in increments of two (2) hours. Accrued sick leave does carry over from year to year with a maximum cap of eighty (80) hours and the School does not pay employees in lieu of unused sick leave.

If an employee is absent longer than five (5) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

## **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- **Employee Eligibility Criteria**

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the School must only have at least five (5) employees).

- **Events That May Entitle an Employee To FMLA/CFRA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
    - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
    - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
  3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. “Designated person” refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
  4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
  5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
    1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
    2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.

3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
  4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
- Pay during FMLA/CFRA Leave
    1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
    2. A full-time employee on FMLA/CFRA leave because of a qualifying family member’s serious health condition is eligible to receive 100% of their regular earnings from CalOPS for a period of up to four (4) weeks, or twenty (20) work days. During any remaining FMLA/CFRA leave that is utilized for a qualifying family member’s serious health condition, the employee may receive partial wage replacement benefits from the state and may use any or all accrued paid leave to supplement partial wage replacement benefits, unless otherwise prohibited by law. Part-time employees are not eligible for compensation through CalOPS and may utilize wage replacement benefits and accrued paid leave.
    3. An employee on FMLA/CFRA leave for baby-bonding may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave. During approved baby-bonding leave, CalOPS will provide 100% of a full-time employee’s regular earnings for a period of eight (8) weeks. During any remaining FMLA/CFRA leave that is utilized for approved baby-bonding leave, the employee may receive partial wage replacement benefits from the state and may use any or all accrued paid leave to supplement the wage replacement benefits, unless otherwise prohibited by law. Part-time employees are not eligible for compensation through CalOPS and may utilize wage replacement benefits and accrued paid leave.

4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrued during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

CalOPS may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen [15] days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
  3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
  4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA/CFRA Leave
    1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
    2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
    4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
    5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
    6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and

that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- **Return to Work**

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. “Four months” means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17  $\frac{1}{3}$  weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17  $\frac{1}{3}$  weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17  $\frac{1}{3}$  weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.

2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

CalOPS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. CalOPS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
  2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
  3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
  4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
  5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
  6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
      - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
      - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A “comparable” position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee’s original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with CalOPS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School’s written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Industrial Injury Leave (Workers’ Compensation)**

CalOPS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker’s compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee’s Claim Form (DWC Form 1) and return it to Human Resources; and

- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. CalOPS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to Human Resources and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

CalOPS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, CalOPS will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90)

days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

CalOPS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Employees may utilize the Family Care Leave benefit during this time to extend their paid leave. Upon request, an employee may be required to provide documentation of the death of a covered family member.

### **Reproductive Loss Leave**

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

### **Jury Duty or Witness Leave**

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all nonexempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give their supervisor at least two (2) days notice.

### **School Appearance and Activities Leave**

As required by law, CalOPS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of CalOPS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

### **Victims of Abuse Leave**

CalOPS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide CalOPS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide CalOPS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the

employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, CalOPS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact Human Resources.

### **Returning From Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give Human Resources thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult Human Resources.

# DISCIPLINE AND TERMINATION OF EMPLOYMENT

## Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing firearms, weapons or explosives of any kind on School premises.
9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise).
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty.
26. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

### **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. CalOPS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

### **Termination of Employment**

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify their supervisor and Human resources regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

## INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Superintendent or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

### **Internal Complaints**

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or supervisor:

1. The complainant will bring the matter to the attention of Human Resources as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. Human Resources or a designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequences to employment.

### **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal, Human Resources or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Human Resources (or designee) shall abide by the following process:

1. Human Resources or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that Human Resources (or designee) finds that a complaint against an employee is valid, Human Resources (or designee) may take appropriate disciplinary action against the employee. As appropriate, Human Resources (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. Human Resources (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### **General Requirements**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Principal) or Human Resources or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

CalOPS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Human Resources or Board President.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*CalOPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?  
\_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

Date: \_\_\_\_\_

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

Date: \_\_\_\_\_

# Coversheet

## Approval of Declaration of Need 24-25 School Year (attached)

**Section:** V. Action Items  
**Item:** J. Approval of Declaration of Need 24-25 School Year (attached)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** cl500 Declaration of Need for 24-25 SY.pdf



The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

\_\_\_\_\_

*Name*

*Signature*

*Title*

\_\_\_\_\_

*Fax Number*

*Telephone Number*

*Date*

\_\_\_\_\_

*Mailing Address*

\_\_\_\_\_

*E-Mail Address*

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

**Type of Emergency Permit**

**Estimated Number Needed**

CLAD/English Learner Authorization (applicant already holds teaching credential)

\_\_\_\_\_

Bilingual Authorization (applicant already holds teaching credential)

\_\_\_\_\_

List target language(s) for bilingual authorization:

\_\_\_\_\_

Resource Specialist

\_\_\_\_\_

Teacher Librarian Services

\_\_\_\_\_

Emergency Transitional Kindergarten (ETK)

\_\_\_\_\_

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program? Yes      No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program? Yes                  No

If yes, how many interns do you expect to have this year? \_\_\_\_\_

If yes, list each college or university with which you participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_