California Online
Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Board Meeting

Published on May 3, 2024 at 1:01 PM PDT

Date and Time

Tuesday May 7, 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
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

Join Zoom Meeting

https://zoom.us/j/93762840563
Meeting ID: 937 6284 0563
Dial In: +1 (669) 444-9171 ext. 93762840563# US

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 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.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**3:30 PM**
	A. Call the Meeting to Order		Elaine Pavlich	
	B. Roll Call		Elaine Pavlich	
	C. 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 www.californiaops.org/governance.

III. Public Hearing

A.	CalOPS LCAP (and CSI) Plan Input (attached)	Discuss	Leslie Dombek

		Purpose	Presenter	Time
	1. Central Coast LCAP 2. Central Valley LCAP 3. Monterey Bay LCAP 4. North Bay LCAP with CSI 5. Northern California LCAP with CSI 6. Southern California LCAP with CSI			
IV.	**Oral Reports**			
A.	Superintendent's Report	FYI	Richard Savage	
	1. Graduation Plans and End of Year Activities Update 2. ELT Retreat Report 3. Curriculum and Training Update 4. Sponsoring District(s) Update			
B.	Principals' Report (attached)	FYI		
	1. Elementary School - Marcus White 2. Middle School - Heather Tamayo 3. High School - Amy Phillips			
C.	Charter Impact Financial Report for CalOPS	FYI	Matt Percin	
	1. CalOPS Consolidated Financial Report (attached)			
D.	Policy, Compliance, and State Accountability Report	FYI	Dan Hertzler	
E.	Student Achievement Update	FYI	Leslie Dombek	
	1. State Testing Update 2. Q3 School Enhancement Targets (SET) Update (attached)			
V.	**Discussion**			
A.	Potential Board Member Stipend	Discuss	Dan Hertzler	
B.	CalOPS Board Bylaws Review	Discuss	Dan Hertzler	

		Purpose	Presenter	Time
VI.	**Consent Items**			
A.	Approval of Minutes from the April 02, 2024 Board Meeting, Adjourned to April 03, 2024 (attached)	Vote		
B.	Ratification of Special Education Service Contracts (attached)	Vote	LaChelle Carter	
C.	Approval of Staffing Report (attached)	Vote	Stephen Ford	
D.	Approval of Expenditures over $20k (attached)	Vote	LaChelle Carter	
E.	Approval of Check Registry (attached)	Vote	Matt Percin	
F.	Approval of Revised 24-25 Academic Calendar (attached)	Vote	Dan Hertzler	
G.	Approval of Revised 24-25 Salary Schedule (attached)	Vote	Stephen Ford	
VII.	**Action Items**			
A.	Approval of Revised 23-24 CalOPS Board Meeting Schedule (attached)	Vote	Dan Hertzler	
B.	Approval of 24-25 CalOPS Board Meeting Schedule (attached)	Vote	Dan Hertzler	
C.	Approval or Fiscal Control Policy Revision (attached)	Vote	LaChelle Carter	
D.	Approval of Form 990 (attached)	Vote	LaChelle Carter	
VIII.	**Closed Session**			

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

IX.	**Closing Items**			
A.	Adjourn Meeting	Vote	Elaine Pavlich	

Adjournment and Confirmation of the Next Meeting - June 04, 2024 at 3:30 pm PT

Coversheet

CalOPS LCAP (and CSI) Plan Input (attached)

Section: III. Public Hearing
Item: A. CalOPS LCAP (and CSI) Plan Input (attached)
Purpose: Discuss
Submitted by:
Related Material:
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Coast_20240503.pdf
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_Monterey_Bay_20240503.pdf
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Valley_20240503.pdf
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_North_Bay_20240503.pdf
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_Northern_California_20240503 (1).pdf
DRAFT 5.1.24 2024_Local_Control_and_Accountability_Plan_California_Connections_Academy_Southern_California_20240503.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 Louis 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 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%	
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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$79,050.48	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.	$637,399.74	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.	$671,927.39	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.	$56,596.20	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.	$33,062.09	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$9,122.52	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	$6,333.28	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			The desired outcome for 2026-2027 month 7	

		rate after month 7 was 15.94%			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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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	$940,949.55	No

		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.		
2.2	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.	$700,136.02	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.	$446,616.71	
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.	$42,830.62	
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.	$66,713.93	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,	$42,687.00	No

		evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.		
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.	$5,452.78	
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.	$19,740.81	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 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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2024-25 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$122,861.20	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$14,701.06	
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	
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.	$119,407.68	
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.	$38,813.10	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.	$143,694.95	No

3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$5,721.28	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.	$8,145.24	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
$149,850.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.781%	0.000%	$0.00	20.781%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and alignment with goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically.	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		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. 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. 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 lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student

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
			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. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS 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

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
			effects of interventions across all student groups. 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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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. **Scope:** LEA-wide	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. 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

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
			latest educational research and methodologies. 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. 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.

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
			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. 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. Addressing Systemic Challenges: Collaboration

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
			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. 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.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our	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	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics.

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
	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. **Scope:** LEA-wide	communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Collecting the following metrics over time will allow our school to effectively support student learning and achievement. 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. 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. 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

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
			informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. 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. 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.

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
			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.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By	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	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-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	informed decisions to improve outcomes for EL students. 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. 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. Graduation Rates: Monitoring graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
1.6	**Action:** LTEL Support **Need:** 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. **Scope:**	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.	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: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		Language Proficiency Assessment (ELPAC). 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.
1.7	**Action:** 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
	Need: 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: 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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. Retention and Stability: Monitoring retention and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	721,088	149,850.00	20.781%	0.000%	20.781%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,649,993.46	$179,829.24		$383,723.22	$4,213,545.92	$2,978,365.34	$1,235,180.58

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$1,332.80	$77,717.68	$40,698.22			$38,352.26	$79,050.48
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$626,268.48	$11,131.26	$538,750.49			$98,649.25	$637,399.74
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$658,078.92	$13,848.47	$671,927.39				$671,927.39
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$47.60	$56,548.60				$56,596.20	$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	$33,062.09	$0.00	$26,392.55			$6,669.54	$33,062.09
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$9,122.52	$0.00	$9,122.52				$9,122.52

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	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$5,177.28	$1,156.00	$6,333.28				$6,333.28
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	No		Low Income	All Schools	2024-2025	$9,562.25	$931,387.30	$920,302.15	$11,085.15		$9,562.25	$940,949.55
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$649,272.70	$50,863.32	$627,045.41	$72,415.88		$674.73	$700,136.02
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$446,616.71	$0.00	$392,304.80	$54,311.91			$446,616.71
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$42,830.62	$0.00	$42,827.90			$2.72	$42,830.62
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$53,833.23	$12,880.70	$36,999.61	$5,808.36		$23,905.96	$66,713.93
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$42,687.00	$42,500.00			$187.00	$42,687.00
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$5,452.78	$0.00	$5,452.78				$5,452.78
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$19,740.81	$19,740.81				$19,740.81
3	3.1	College Preparation	All	No				2024-2025	$121,841.20	$1,020.00	$78,679.24			$44,181.96	$122,861.20
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$59.50	$14,641.56	$14,641.56			$59.50	$14,701.06
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income			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 Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$119,067.61	$340.07	$119,407.68				$119,407.68

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	$38,813.10	$0.00	$20,709.13	$18,103.97			$38,813.10
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	$143,694.95	$0.00	$20,709.13	$18,103.97		$104,881.85	$143,694.95
3	3.7	Dual Enrollment Options	All	No				2024-2025	$5,177.28	$544.00	$5,721.28				$5,721.28
3	3.8	Early Intervention Program Development	All	No				2024-2025	$8,145.24	$0.00	$8,145.24				$8,145.24

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
721,088	149,850.00	20.781%	0.000%	20.781%	$1,293,224.45	0.000%	179.343 %	**Total:**	$1,293,224.45
								LEA-wide Total:	$1,251,376.10
								Limited Total:	$41,848.35
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$40,698.22	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$538,750.49	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$671,927.39	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,392.55	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$9,122.52	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	$6,333.28	

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			Low Income	All Schools	$920,302.15	
2	2.3	Framework of Tiered Re-engagement Strategies for Students			English Learners Foster Youth Low Income	All Schools	$392,304.80	
2	2.4	Caretaker Engagement Support			English Learners Foster Youth Low Income	All Schools	$42,827.90	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$5,452.78	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$14,641.56	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income	All Schools	$1,582.29	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income	All Schools	$119,407.68	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$771,711.04	$749,749.98

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$101,572.85
1	1.3	Teacher Collaboration for Academic Achievement	No	$109,788.98	$122,011.25
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	$6,302.99
1	1.6	LTEL Support	Yes	$1,285.62	$1,761.65
1	1.7	Foster and Homeless Academic Achievement	Yes	$698.36	$1,316.55
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$230,954.54	$171,205.32
2	2.2	Track and Record Daily Student Participation	No	$164,304.63	$150,014.99

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	$71,963.38
2	2.4	Learning Coach Engagement Support	Yes	$6,165.54	$5,106.83
2	2.5	Social Emotional / Mental Health Supports	No	$7,493.19	$8,425.39
2	2.6	Increasing Diversity and Inclusion	No	$61.26	$5,468.75
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$737.13	$1,111.51
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$18,648.00	$3,822.18
3	3.1	College Preparation	No	$16,792.08	$22,018.14
3	3.2	Career Preparation (CTE)	Yes	$2,453.85	$1,627.08
3	3.3	AVID Program Implementation	Yes	$212.87	$30.19
3	3.4	Credit Recovery and Summer Intervention	Yes	$16,031.63	$20,883.93
3	3.5	Transition Plans	No	$5,194.40	$7,363.02
3	3.6	Graduation Rate Progress Monitoring	No	$19,989.47	$22,933.74
3	3.7	Dual Enrollment Options	No	$774.79	$1,054.05

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	$268,457.46	$30,054.93	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$3,775.17	$5,015.68		
1	1.6	LTEL Support	Yes	$1,285.62	$1,761.65		
1	1.7	Foster and Homeless Academic Achievement	Yes	$698.36	$1,316.55		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$212,304.50	$169,096.00		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$54,860.58	$62,522.94		
2	2.4	Learning Coach Engagement Support	Yes	$6,165.28	$5,104.53		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$737.13	$1,111.51		
3	3.2	Career Preparation (CTE)	Yes	$2,441.25	$1,614.48		
3	3.3	AVID Program Implementation	Yes	$212.87	$30.19		
3	3.4	Credit Recovery and Summer Intervention	Yes	$16,031.63	$20,883.93		

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%	$268,457.46	0.000%	17.202%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

  - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2023

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@claifomiaops.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 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 towardsTypical 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%	
1.2	The median percent progress towardsTypical 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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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	$79,050.48	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.	$637,399.74	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.	$780,551.21	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.	$56,596.20	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.	$33,062.09	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$9,122.52	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	$6,333.28	

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			The desired outcome for 2026-2027 month 7	

		rate after month 7 was 15.94%			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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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	$940,949.55	No

		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.		
2.2	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.	$700,136.02	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.	$446,616.71	No
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.	$42,830.62	
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.	$66,713.93	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,	$42,687.00	No

		evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.		
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.	$5,452.78	
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.	$19,740.81	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	In the summer of2023, the summer school			The desired outcome for the	

	rates	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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2024-25 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$122,861.20	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$14,701.06	
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	
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.	$119,407.68	
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.	$38,813.10	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.	$143,694.95	

3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$5,721.28	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.	$8,145.24	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
$497,223	$

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
17.261%	0.000%	$0.00	17.261%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and alignment with goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically.	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		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. 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. 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 lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student

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
			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. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS 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

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
			effects of interventions across all student groups. 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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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. **Scope:** LEA-wide	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. 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

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
			latest educational research and methodologies. 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. 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.

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
			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. 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. Addressing Systemic Challenges: Collaboration

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
			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. 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.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our	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	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics.

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
	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. **Scope:** LEA-wide	communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Collecting the following metrics over time will allow our school to effectively support student learning and achievement. 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. 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. 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

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
			informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. 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. 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.

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
			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.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By	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	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-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	informed decisions to improve outcomes for EL students. 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. 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. Graduation Rates: Monitoring graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
1.6	**Action:** LTEL Support **Need:** 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. **Scope:**	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.	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: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		Language Proficiency Assessment (ELPAC). 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$2,880,539	497,223	17.261%	0.000%	17.261%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$3,649,993.46	$288,453.06		$383,723.22	$4,322,169.74	$3,086,989.16	$1,235,180.58

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All Students with Disabilities	No Yes	LEA-wide			2024-2025	$1,332.80	$77,717.68	$40,698.22			$38,352.26	$79,050.48
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$626,268.48	$11,131.26	$538,750.49			$98,649.25	$637,399.74
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$766,702.74	$13,848.47	$671,927.39	$108,623.82			$780,551.21
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$47.60	$56,548.60				$56,596.20	$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	$33,062.09	$0.00	$26,392.55			$6,669.54	$33,062.09
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2025	$9,122.52	$0.00	$9,122.52				$9,122.52

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	1.7	Foster and Homeless Academic Achievement	Foster Youth			Foster Youth	All Schools	2024-2025	$5,177.28	$1,156.00	$6,333.28				$6,333.28
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	No		Low Income	All Schools	2024-2025	$9,562.25	$931,387.30	$920,302.15	$11,085.15		$9,562.25	$940,949.55
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$649,272.70	$50,863.32	$627,045.41	$72,415.88		$674.73	$700,136.02
2	2.3	Framework of Tiered Re-engagement Strategies for Students	All	No				2024-2025	$446,616.71	$0.00	$392,304.80	$54,311.91			$446,616.71
2	2.4	Caretaker Engagement Support	English Learners Foster Youth			English Learners Foster Youth	All Schools	2024-2025	$42,830.62	$0.00	$42,827.90			$2.72	$42,830.62
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$53,833.23	$12,880.70	$36,999.61	$5,808.36		$23,905.96	$66,713.93
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$42,687.00	$42,500.00			$187.00	$42,687.00
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$5,452.78	$0.00	$5,452.78				$5,452.78
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$19,740.81	$19,740.81				$19,740.81
3	3.1	College Preparation	All	No				2024-2025	$121,841.20	$1,020.00	$78,679.24			$44,181.96	$122,861.20
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$59.50	$14,641.56	$14,641.56			$59.50	$14,701.06
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income			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 Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$119,067.61	$340.07	$119,407.68				$119,407.68
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	$38,813.10	$0.00	$20,709.13	$18,103.97			$38,813.10
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth			English Learners Foster Youth	All Schools	2024-2025	$143,694.95	$0.00	$20,709.13	$18,103.97		$104,881.85	$143,694.95

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	$5,177.28	$544.00	$5,721.28				$5,721.28
3	3.8	Early Intervention Program Development	All	No				2024-2025	$8,145.24	$0.00	$8,145.24				$8,145.24

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
$2,880,539	497,223	17.261%	0.000%	17.261%	$1,286,891.17	0.000%	44.675 %	**Total:**	$1,286,891.17
								LEA-wide Total:	$1,251,376.10
								Limited Total:	$35,515.07
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$40,698.22	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$538,750.49	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$671,927.39	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$26,392.55	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$9,122.52	
1	1.7	Foster and Homeless Academic Achievement			Foster Youth	All Schools	$6,333.28	

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			Low Income	All Schools	$920,302.15	
2	2.4	Caretaker Engagement Support			English Learners Foster Youth	All Schools	$42,827.90	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$5,452.78	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$14,641.56	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income	All Schools	$1,582.29	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income	All Schools	$119,407.68	
3	3.6	Graduation Rate Progress Monitoring			English Learners Foster Youth	All Schools	$20,709.13	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$4,029,083.74	$3,475,690.27

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$460,463.60
1	1.3	Teacher Collaboration for Academic Achievement	No	$653,951.87	$553,117.66
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	$28,573.57
1	1.6	LTEL Support	Yes	$7,713.72	$7,986.15
1	1.7	Foster and Homeless Academic Achievement	Yes	$4,190.15	$5,968.37
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$951,193.24	$776,130.79
2	2.2	Track and Record Daily Student Participation	No	$861,449.72	$680,067.96

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	$326,233.98
2	2.4	Learning Coach Engagement Support	Yes	$36,993.24	$23,150.94
2	2.5	Social Emotional / Mental Health Supports	No	$121,782.79	$115,018.75
2	2.6	Increasing Diversity and Inclusion	No	$367.56	$24,791.67
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$4,422.79	$5,038.86
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$17,708.00	$17,327.23
3	3.1	College Preparation	No	$100,752.54	$99,815.57
3	3.2	Career Preparation (CTE)	Yes	$19,985.10	$7,376.10
3	3.3	AVID Program Implementation	Yes	$1,277.19	$136.85
3	3.4	Credit Recovery and Summer Intervention	Yes	$96,069.78	$94,673.81
3	3.5	Transition Plans	No	$31,166.38	$33,379.04
3	3.6	Graduation Rate Progress Monitoring	Yes	$119,936.80	$103,966.29
3	3.7	Dual Enrollment Options	No	$4,648.73	$4,778.37

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	$952,683.33	$125,494.91	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$22,651.00	$22,737.73		
1	1.6	LTEL Support	Yes	$7,713.72	$7,986.15		
1	1.7	Foster and Homeless Academic Achievement	Yes	$4,190.15	$5,968.37		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$868,191.88	$766,568.54		
2	2.4	Learning Coach Engagement Support	Yes	$36,991.65	$23,140.55		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$4,422.79	$5,038.86		
3	3.2	Career Preparation (CTE)	Yes	$19,909.50	$7,318.98		
3	3.3	AVID Program Implementation	Yes	$1,277.19	$136.85		
3	3.4	Credit Recovery and Summer Intervention	Yes	$96,069.78	$94,673.81		
3	3.6	Graduation Rate Progress Monitoring	Yes	$16,760.58	$19,113.49		

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%	$952,683.33	0.000%	14.937%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

  - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2023

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 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%	
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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$112,763.18	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.	$909,231.98	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.	$1,113,433.34	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.	$80,732.81	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.	$47,162.09	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$13,013.00	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	$9,034.24	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			The desired outcome for 2026-2027 month 7	

		rate after month 7 was 15.94%			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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$1,342,236.86	No

		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.		
2.2	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.	$998,723.44	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.	$637,085.59	
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.	$61,096.62	
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.	$95,165.45	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.	$60,891.75	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.	$7,778.24	
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.	$28,159.68	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	In the summer of 2023, the summer school			The desired outcome for the	

	rates	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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2024-25 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$175,257.87	
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$20,970.63	
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	
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.	$170,331.55	
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.	$55,365.74	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.	$204,976.62	

3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$8,161.24	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.	$11,618.94	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
$1,791,366	$

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
15.916%	0.000%	$0.00	15.916%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and alignment with goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		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. 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. 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 lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student

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
			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. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS 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

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
			effects of interventions across all student groups. 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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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. **Scope:** LEA-wide	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. 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

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
			latest educational research and methodologies. 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. 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.

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
			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. 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. Addressing Systemic Challenges: Collaboration

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
			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. 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.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** Providing both synchronous and asynchronous instructional tools ensures our	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	Monitoring the effectiveness of synchronous and asynchronous instructional tools requires a combination of quantitative and qualitative metrics.

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
	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. **Scope:** LEA-wide	communication, ensure continuity of learning, maximize resource utilization, and prepare students for continued educational focus and success.	Collecting the following metrics over time will allow our school to effectively support student learning and achievement. 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. 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. 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

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
			informal surveys and focus groups to collect feedback on ease of use, effectiveness in supporting learning objectives, and areas for improvement. 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. 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.

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
			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.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** By prioritizing EL student achievement, we are demonstrating our commitment to equity, inclusion, and excellence in education. By	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	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-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	informed decisions to improve outcomes for EL students. 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. 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. Graduation Rates: Monitoring graduation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
1.6	**Action:** LTEL Support **Need:** 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. **Scope:**	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.	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: English Language Proficiency: Measuring the changes in LTELs' English language proficiency levels over time using standardized assessments such as the English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		Language Proficiency Assessment (ELPAC). 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.
1.7	**Action:** 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
	Need: 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess progress and outcomes. These metrics include: 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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. Retention and Stability: Monitoring retention and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	11,255,267	1,791,366	15.916%	0.000%	15.916%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$5,206,608.29	$411,469.79		$547,369.87	$6,165,447.95	$4,358,072.77	$1,807,375.18

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$1,901.20	$110,861.98	$58,054.82			$54,708.36	$112,763.18
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$893,353.56	$15,878.42	$768,511.73			$140,720.25	$909,231.98
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$1,093,678.90	$19,754.44	$958,484.66	$154,948.68			$1,113,433.34
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$67.90	$80,664.91				$80,732.81	$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	$9,513.90	$37,648.19	$37,648.19			$9,513.90	$47,162.09
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$13,013.00	$0.00	$13,013.00				$13,013.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$7,385.24	$1,649.00	$9,034.24				$9,034.24
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	No		Low Income	All Schools	2024-2025	$13,640.27	$1,328,596.59	$1,312,783.95	$15,812.64		$13,640.27	$1,342,236.86
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$926,168.41	$72,555.03	$894,461.84	$103,299.12		$962.48	$998,723.44
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$637,085.59	$0.00	$559,611.25	$77,474.34			$637,085.59
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$61,096.62	$0.00	$61,092.74			$3.88	$61,096.62
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$76,791.52	$18,373.93	$52,778.85	$8,285.45		$34,101.15	$95,165.45
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$60,891.75	$60,625.00			$266.75	$60,891.75
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$0.00	$7,778.24	$7,778.24				$7,778.24
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$28,159.68	$28,159.68				$28,159.68
3	3.1	College Preparation	English Learners Foster Youth			English Learners Foster Youth	All Schools	2024-2025	$173,802.87	$1,455.00	$112,233.61			$63,024.26	$175,257.87
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$84.88	$20,885.75	$20,885.75			$84.88	$20,970.63
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income			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 Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$169,846.45	$485.10	$170,331.55				$170,331.55

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			All Schools	2024-2025	$55,365.74	$0.00	$29,540.96	$25,824.78			$55,365.74
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$204,976.62	$0.00	$29,540.96	$25,824.78		$149,610.88	$204,976.62
3	3.7	Dual Enrollment Options	All	No				2024-2025	$7,385.24	$776.00	$8,161.24				$8,161.24
3	3.8	Early Intervention Program Development	All	No				2024-2025	$11,618.94	$0.00	$11,618.94				$11,618.94

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
11,255,267	1,791,366	15.916%	0.000%	15.916%	$1,844,746.64	0.000%	16.390 %	**Total:**	$1,844,746.64
								LEA-wide Total:	$1,785,051.21
								Limited Total:	$59,695.43
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$58,054.82	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$768,511.73	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$958,484.66	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$37,648.19	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,013.00	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	$9,034.24	

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			Low Income	All Schools	$1,312,783.95	
2	2.3	Framework of Tiered Re-engagement Strategies for Students			English Learners Foster Youth Low Income	All Schools	$559,611.25	
2	2.4	Caretaker Engagement Support			English Learners Foster Youth Low Income	All Schools	$61,092.74	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$7,778.24	
3	3.1	College Preparation			English Learners Foster Youth	All Schools	$112,233.61	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$20,885.75	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income	All Schools	$2,257.09	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income	All Schools	$170,331.55	
3	3.5	Transition Plans				All Schools	$29,540.96	
3	3.6	Graduation Rate Progress Monitoring			English Learners Foster Youth Low Income	All Schools	$29,540.96	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$5,791,158.28	$4,914,538.36

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$656,837.78
1	1.3	Teacher Collaboration for Academic Achievement	No	$979,243.81	$789,006.07
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	$40,759.36
1	1.6	LTEL Support	Yes	$11,570.58	$11,392.01
1	1.7	Foster and Homeless Academic Achievement	Yes	$6,285.22	$8,513.71
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$1,278,200.86	$1,107,127.74
2	2.2	Track and Record Daily Student Participation	No	$1,247,195.59	$970,096.94

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	$465,363.17
2	2.4	Learning Coach Engagement Support	Yes	$55,489.86	$33,024.14
2	2.5	Social Emotional / Mental Health Supports	No	$133,593.84	$120,639.32
2	2.6	Increasing Diversity and Inclusion	No	$25,551.34	$35,364.58
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$6,634.18	$7,187.79
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$21,950.00	$24,716.78
3	3.1	College Preparation	Yes	$151,128.80	$142,383.98
3	3.2	Career Preparation (CTE)	Yes	$10,398.65	$10,521.78
3	3.3	AVID Program Implementation	Yes	$1,915.79	$195.21
3	3.4	Credit Recovery and Summer Intervention	Yes	$144,063.66	$135,049.40
3	3.5	Transition Plans	No	$46,749.58	$47,614.21
3	3.6	Graduation Rate Progress Monitoring	Yes	$179,905.21	$148,304.85
3	3.7	Dual Enrollment Options	No	$6,973.09	$6,816.21

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	$1,865,532.88	$191,749.83	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$33,976.50	$32,434.71		
1	1.6	LTEL Support	Yes	$11,570.58	$11,392.01		
1	1.7	Foster and Homeless Academic Achievement	Yes	$6,285.22	$8,513.71		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,171,818.46	$1,093,487.47		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$493,745.18	$404,315.02		
2	2.4	Learning Coach Engagement Support	Yes	$55,487.48	$33,009.32		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$6,634.18	$7,187.79		
3	3.1	College Preparation	Yes	$96,359.53	$102,243.11		
3	3.2	Career Preparation (CTE)	Yes	$10,285.25	$10,440.30		
3	3.3	AVID Program Implementation	Yes	$1,915.79	$195.21		
3	3.4	Credit Recovery and Summer Intervention	Yes	$144,063.66	$135,049.40		

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	$27,264.83		

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%	$1,865,532.88	0.000%	20.422%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

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

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

Total Funds

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

Contributing

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

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

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

Required Actions

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

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

    - Professional development for teachers.

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

California Department of Education
November 2023

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 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%	
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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$23,250.15	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.	$187,470.51	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.	$229,573.88	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.	$16,645.94	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.	$9,724.14	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$2,683.09	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	$1,862.73	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			The desired outcome for 2026-2027 month 7	

		rate after month 7 was 15.94%			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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$276,749.87	No

		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.		
2.2	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.	$205,922.36	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.	$131,357.85	
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.	$12,597.24	No
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.	$19,621.75	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.	$12,555.00	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.	$1,603.76	
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.	$5,806.12	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.

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%			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%.	
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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2024-25 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$36,135.64	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$4,323.84	
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	
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.	$35,119.91	
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.	$11,415.62	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.	$42,263.22	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$1,682.73	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	$2,395.66	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
$207,525	$

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
10.185%	0.000%	$0.00	10.185%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and alignment with goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically.	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and standardized test scores,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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. 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 lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS 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.

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
			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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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. **Scope:** LEA-wide	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. 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.

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
			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. 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. Fostering a Positive School Culture: Collaborative

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
			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. 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. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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. 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.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** 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	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.	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

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
	continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide		support student learning and achievement. 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. 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. 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,

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
			effectiveness in supporting learning objectives, and areas for improvement. 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. 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. Long-Term Impact: Evaluation of the long-term

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
			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.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** 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	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.	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	academically and reach their full potential, regardless of their language background. **Scope:** Limited to Unduplicated Student Group(s)		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. 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. Graduation Rates: Monitoring graduation rates, as well as credit attainment and course completion, among EL students within the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			unduplicated student group, will ensure that they are on track to successfully complete high school. 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. 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. Social and Emotional Well-Being: Activley monitor our EL students' social and emotional well-being to ensure that they feel

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
1.6	**Action:** LTEL Support **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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: 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). Academic Achievement: Continual assessment of changes in LTELs'

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and dropout rates to identify trends and patterns that may impact academic

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** 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	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.	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:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)		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. 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. 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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			population by closely monitoring school transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	2,037,545	207,525	10.185%	0.000%	10.185%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,073,527.48	$84,839.14		$112,859.77	$1,271,226.39	$907,937.98	$363,288.41

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$392.00	$22,858.15	$11,970.07			$11,280.08	$23,250.15
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$184,196.61	$3,273.90	$158,456.03			$29,014.48	$187,470.51
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$225,500.80	$4,073.08	$197,625.70	$31,948.18			$229,573.88
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$14.00	$16,631.94				$16,645.94	$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	$9,724.14	$0.00	$7,762.51			$1,961.63	$9,724.14
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$2,683.09	$0.00	$2,683.09				$2,683.09

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	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$1,522.73	$340.00	$1,862.73				$1,862.73
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	No		Low Income	All Schools	2024-2025	$2,812.43	$273,937.44	$270,677.10	$3,260.34		$2,812.43	$276,749.87
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$190,962.56	$14,959.80	$184,425.12	$21,298.79		$198.45	$205,922.36
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$131,357.85	$0.00	$115,383.76	$15,974.09			$131,357.85
2	2.4	Caretaker Engagement Support	All	No				2024-2025	$12,597.24	$0.00	$12,596.44			$0.80	$12,597.24
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$15,833.31	$3,788.44	$10,882.24	$1,708.34		$7,031.17	$19,621.75
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$12,555.00	$12,500.00			$55.00	$12,555.00
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$1,603.76	$0.00	$1,603.76				$1,603.76
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$5,806.12	$5,806.12				$5,806.12
3	3.1	College Preparation	All	No				2024-2025	$35,835.64	$300.00	$23,140.95			$12,994.69	$36,135.64
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$17.50	$4,306.34	$4,306.34			$17.50	$4,323.84
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income			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 Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$35,019.89	$100.02	$35,119.91				$35,119.91
3	3.5	Transition Plans	Students with Disabilities	No				2024-2025	$11,415.62	$0.00	$6,090.92	$5,324.70			$11,415.62

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
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	$42,263.22	$0.00	$6,090.92	$5,324.70		$30,847.60	$42,263.22
3	3.7	Dual Enrollment Options	All	No				2024-2025	$1,522.73	$160.00	$1,682.73				$1,682.73
3	3.8	Early Intervention Program Development	All	No				2024-2025	$2,395.66	$0.00	$2,395.66				$2,395.66

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
2,037,545	207,525	10.185%	0.000%	10.185%	$380,360.13	0.000%	18.668 %	**Total:**	$380,360.13
								LEA-wide Total:	$368,051.80
								Limited Total:	$12,308.33
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$11,970.07	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$158,456.03	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$197,625.70	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,762.51	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,683.09	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	$1,862.73	

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			Low Income	All Schools	$270,677.10	
2	2.3	Framework of Tiered Re-engagement Strategies for Students			English Learners Foster Youth Low Income	All Schools	$115,383.76	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$1,603.76	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$4,306.34	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income		$465.38	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income	All Schools	$35,119.91	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,781,322.39	$1,050,429.83

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$135,430.47
1	1.3	Teacher Collaboration for Academic Achievement	No	$324,601.93	$162,681.66
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	$8,403.99
1	1.6	LTEL Support	Yes	$3,856.86	$2,348.87
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,095.07	$1,755.40
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$306,541.62	$228,273.76
2	2.2	Track and Record Daily Student Participation	No	$369,080.87	$200,019.99

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	$95,951.17
2	2.4	Learning Coach Engagement Support	No	$18,496.62	$6,809.10
2	2.5	Social Emotional / Mental Health Supports	No	$73,242.77	$61,997.05
2	2.6	Increasing Diversity and Inclusion	No	$183.78	$7,291.67
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$2,211.39	$1,482.02
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$16,500.00	$5,096.24
3	3.1	College Preparation	No	$50,376.26	$29,357.52
3	3.2	Career Preparation (CTE)	Yes	$2,453.55	$2,169.44
3	3.3	AVID Program Implementation	Yes	$638.60	$40.25
3	3.4	Credit Recovery and Summer Intervention	Yes	$47,976.89	$27,845.24
3	3.5	Transition Plans	No	$15,583.19	$9,817.36
3	3.6	Graduation Rate Progress Monitoring	No	$59,968.40	$30,578.32
3	3.7	Dual Enrollment Options	No	$2,324.36	$1,405.40

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	$351,137.24	$165,866.69	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$11,325.50	$6,687.57		
1	1.6	LTEL Support	Yes	$3,856.86	$2,348.87		
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,095.07	$1,755.40		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$281,902.14	$225,461.33		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$164,581.73	$83,363.92		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$2,211.39	$1,482.02		
3	3.2	Career Preparation (CTE)	Yes	$2,415.75	$2,152.64		
3	3.3	AVID Program Implementation	Yes	$638.60	$40.25		
3	3.4	Credit Recovery and Summer Intervention	Yes	$47,976.89	$27,845.24		

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%	$351,137.24	0.000%	19.453%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

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

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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 (SJCOE) 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. 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 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			The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the	

		(through month 6) in Reading was 67.5%			first two diagnostics (through month 5) in Reading will be 70.8%	
1.2	The median percent progress towardsTypical 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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$242,963.96	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.	$1,959,066.86	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.	$2,399,047.09	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.	$101,617.28	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$28,038.33	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.	$19,465.53	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			The desired outcome	

		rate after month 7 was 15.94%			for 2026-2027 month 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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$2,892,036.12	No
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.	$2,151,888.65	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.	$1,372,689.58	
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.	$131,641.18	

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.	$205,047.22	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.	$131,199.75	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.	$16,759.29	
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.	$60,673.95	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	

		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 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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2024-25 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$377,617.49	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$45,184.13	
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	
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.	$367,003.02	
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.	$119,293.20	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.	$441,650.66	No

3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$17,584.53	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.	$25,034.63	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
$2,009,114	$

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
9.124%	0.000%	$0.00	9.124%

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	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and Alignment with Goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically.	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and standardized test scores,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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. 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 lower tiers as a result of intervention success. Attendance and Engagement: Evaluate changes in student attendance and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			engagement as a result of MTSS interventions. Monitor attendance rates, participation, and contacts to assess the impact of interventions on student behavior and motivation. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS 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.

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
			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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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. **Scope:** LEA-wide	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. 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.

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
			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. 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. Fostering a Positive School Culture: Collaborative

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
			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. 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. Addressing Systemic Challenges: Collaboration enables our teachers and all staff to address systemic challenges and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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. 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.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** 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	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.	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

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
	continuity of learning, and enhance collaboration and communication in our fully online school environment. **Scope:** LEA-wide		support student learning and achievement. 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. 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. 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

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
			on ease of use, effectiveness in supporting learning objectives, and areas for improvement. 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. 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.

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
			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.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** 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	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	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	students have the opportunity to succeed academically and reach their full potential, regardless of their language background **Scope:** Limited to Unduplicated Student Group(s)	broader goals of equity, inclusion, and academic excellence for all students.	improve outcomes for EL students. 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. 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. Graduation Rates: Monitoring graduation rates, as well as credit

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			attainment and course completion, among EL students within the unduplicated student group, will ensure that they are on track to successfully complete high school. 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. 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. Social and Emotional Well-Being: Activley monitor our

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
1.6	**Action:** LTEL Support **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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: 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).

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. Attendance and Dropout Rates: Continued assessment of our LTELs' attendance rates and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** Prioritizing the academic achievement of foster and homeless students, allows our school to support a vulnerable student population as	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	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless students involves tracking various metrics to assess

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	sensitive, ensuring that foster and homeless students receive equitable access to high-quality education and opportunities for academic success.	progress and outcomes. These metrics include: 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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			support to our individual students and families. 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. 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. Social and Emotional Well-Being: By Assessing our foster and homeless students' social and emotional well-being, we hope to ensure they feel

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.

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.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	22,020,784	2,009,114	9.124%	0.000%	9.124%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$11,218,362.24	$886,568.93		$1,179,384.58	$13,284,315.75	$9,487,951.95	$3,796,363.80

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$4,096.40	$238,867.56	$125,087.18			$117,876.78	$242,963.96
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$1,924,854.60	$34,212.26	$1,655,865.49			$303,201.37	$1,959,066.86
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$2,356,483.40	$42,563.69	$2,065,188.60	$333,858.49			$2,399,047.09
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$146.30	$173,803.78				$173,950.08	$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	$101,617.28	$0.00	$81,118.26			$20,499.02	$101,617.28
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$28,038.33	$0.00	$28,038.33				$28,038.33

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	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$15,912.53	$3,553.00	$19,465.53				$19,465.53
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All	No				2024-2025	$29,389.86	$2,862,646.26	$2,828,575.72	$34,070.54		$29,389.86	$2,892,036.12
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$1,995,558.74	$156,329.91	$1,927,242.52	$222,572.33		$2,073.80	$2,151,888.65
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$1,372,689.58	$0.00	$1,205,760.33	$166,929.25			$1,372,689.58
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$131,641.18	$0.00	$131,632.82			$8.36	$131,641.18
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$165,458.02	$39,589.20	$113,719.39	$17,852.16		$73,475.67	$205,047.22
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$131,199.75	$130,625.00			$574.75	$131,199.75
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$16,759.29	$0.00	$16,759.29				$16,759.29
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$60,673.95	$60,673.95				$60,673.95
3	3.1	College Preparation	All	No				2024-2025	$374,482.49	$3,135.00	$241,822.94			$135,794.55	$377,617.49
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	2024-2025	$182.88	$45,001.25	$45,001.25			$182.88	$45,184.13
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income			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 Learners Foster Youth Low Income			English Learners Foster Youth Low Income		2024-2025	$365,957.81	$1,045.21	$367,003.02				$367,003.02

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	$119,293.20	$0.00	$63,650.12	$55,643.08			$119,293.20
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025	$441,650.66	$0.00	$63,650.12	$55,643.08		$322,357.46	$441,650.66
3	3.7	Dual Enrollment Options	All	No				2024-2025	$15,912.53	$1,672.00	$17,584.53				$17,584.53
3	3.8	Early Intervention Program Development	All	No				2024-2025	$25,034.63	$0.00	$25,034.63				$25,034.63

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
22,020,784	2,009,114	9.124%	0.000%	9.124%	$3,974,763.39	0.000%	18.050 %	**Total:**	$3,974,763.39
								LEA-wide Total:	$3,846,141.27
								Limited Total:	$128,622.12
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$125,087.18	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$1,655,865.49	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$2,065,188.60	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$81,118.26	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$28,038.33	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated	Foster Youth	All Schools	$19,465.53	

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	2.3	Framework of Tiered Re-engagement Strategies for Students			English Learners Foster Youth Low Income	All Schools	$1,205,760.33	
2	2.4	Caretaker Engagement Support			English Learners Foster Youth Low Income	All Schools	$131,632.82	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$16,759.29	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$45,001.25	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income	All Schools	$4,863.22	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income		$367,003.02	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$13,729,186.99	$10,514,495.19

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$1,415,248.41
1	1.3	Teacher Collaboration for Academic Achievement	No	$2,185,087.57	$1,700,023.40
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	$87,821.71
1	1.6	LTEL Support	Yes	$25,712.41	$24,545.68
1	1.7	Foster and Homeless Academic Achievement	Yes	$13,967.15	$18,343.97
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$3,478,825.80	$2,385,460.81
2	2.2	Track and Record Daily Student Participation	No	$3,007,676.41	$2,090,208.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,241,269.53	$1,002,689.72
2	2.4	Learning Coach Engagement Support	Yes	$123,310.80	$71,155.10
2	2.5	Social Emotional / Mental Health Supports	No	$217,842.49	$185,372.46
2	2.6	Increasing Diversity and Inclusion	No	$51,225.19	$76,197.92
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$14,742.63	$15,487.09
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$43,350.00	$53,255.75
3	3.1	College Preparation	No	$335,841.79	$306,786.09
3	3.2	Career Preparation (CTE)	Yes	$41,844.00	$22,670.65
3	3.3	AVID Program Implementation	Yes	$4,257.30	$420.61
3	3.4	Credit Recovery and Summer Intervention	Yes	$320,361.59	$290,982.73
3	3.5	Transition Plans	No	$103,887.95	$102,591.45
3	3.6	Graduation Rate Progress Monitoring	No	$399,789.36	$319,543.44
3	3.7	Dual Enrollment Options	No	$15,495.74	$14,686.47

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)
2,009,114	$4,900,365.39	$3,740,507.37	$1,159,858.02	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$75,503.32	$69,885.10		
1	1.6	LTEL Support	Yes	$25,712.41	$24,545.68		
1	1.7	Foster and Homeless Academic Achievement	Yes	$13,967.15	$18,343.97		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$3,183,711.96	$2,356,070.95		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,097,211.52	$871,152.98		
2	2.4	Learning Coach Engagement Support	Yes	$123,305.51	$71,123.17		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$14,742.63	$15,487.09		
3	3.2	Career Preparation (CTE)	Yes	$41,592.00	$22,495.09		
3	3.3	AVID Program Implementation	Yes	$4,257.30	$420.61		
3	3.4	Credit Recovery and Summer Intervention	Yes	$320,361.59	$290,982.73		

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%	$3,740,507.37	0.000%	18.916%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information):
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

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/)
-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.

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%	
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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$687,041.64	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.	$5,539,753.63	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.	$6,783,908.29	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.	$492,301.23	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.	$287,348.40	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$79,285.41	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	$8,177,958.60	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 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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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 at no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment.	$8,177,958.60	No

		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.		
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.	$6,085,005.71	No
2.3	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.	$3,881,624.59	No
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, and additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$372,248.50	No
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.	$579,822.51	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.	$371,000.25	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.	$47,391.10	
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.	$171,570.85	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 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 XX% DATA BEING COLLECTED			The desired outcome of students completing a-g requirements for the 2025-2026 school year is XX% DATA BEING COLLECTED	

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: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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: Please refer to the 2023-24 LCAP Annual Update.

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.	$1,067,808.32	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$127,769.48	No
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	No
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.	$1,037,793.23	No
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.	$337,331.49	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		No

		students based on their degree of credit deficiency. With a clear focus on students' level of need, varied intervention and support can be targeted.		
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$49,724.67	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.	$70,791.72	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
$5,845,802	$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
9.341%	0.000%	$0.00	9.341%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development for Academic Achievement **Need:** Requiring teachers to engage in both in-person and virtual professional development reflects a commitment to supporting their ongoing growth and effectiveness as	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	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary

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
	educators while also ensuring that they are prepared to meet the diverse needs of all our student groups with special attention to our unmedicated student population. **Scope:** LEA-wide	professional development for our staff are Consistency and Equity, Comprehensive Support, Maximizing Resources, and Alignment with Goals and Initiatives.	goals of professional development is to improve student outcomes. We will do this by monitoring changes in student achievement data, such as standardized test scores, course grades, and graduation rates. 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. 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.

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
			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. 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. Collaboration and Networking: We will measure the degree to which professional development fosters collaboration and networking among teachers. Indicators such as increased participation

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
			in Professional Learning Communities, interdisciplinary collaboration, and peer mentoring relationships will provide insight in this area. 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.
1.2	**Action:** Diagnostic Assessments and MTSS Academic Interventions **Need:** 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 inform decision-making, teachers and staff can help all students thrive academically.	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 students have the opportunity to receive high-quality support and achieve academic success.	Monitoring the effectiveness of diagnostic assessments and MTSS academic interventions requires a combination of quantitative and qualitative metrics. Student Progress and Growth: Measure changes in student academic performance over time, including improvements in internal diagnostics three times per year and standardized test scores,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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. 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 lower tiers as a result of intervention success.

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
			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. 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. Long-Term Outcomes: Assessing the long-term impact of MTSS interventions on student outcomes beyond immediate academic achievement is crucial to student success. Measuring indicators such as graduation rates,

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
			college enrollment, career readiness, and post-secondary success to determine the lasting effects of interventions across all student groups. 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.
1.3	**Action:** Teacher Collaboration for Academic Achievement **Need:** 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.	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.	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures. Professional Development and Growth: Collaborating with colleagues provides opportunities for ongoing professional development and growth. By sharing expertise, exchanging

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		ideas, and learning from one another, our teachers can continuously improve their instructional practices and stay abreast of the latest educational research and methodologies. 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. 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

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
			assessments to ensure consistency and coherence in instruction, leading to improved learning outcomes for students. 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. 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

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
			best practices educators can maximize the impact of available resources and avoid duplication of efforts, ultimately benefiting all students. 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. 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

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
			that every student receives a high-quality education.
1.4	**Action:** Synchronous and Asynchronous Instructional Tools **Need:** 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. **Scope:** LEA-wide	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.	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. 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. 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.

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
			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. 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. Equity and Access: Synchronous and asynchronous instructional tools promote equity and access for all students. Monitoring the usage patterns and engagement

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			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. 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.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	**Action:** English Learner Student Achievement **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	Measure: 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. 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. Academic Achievement: Assessing changes in EL

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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. Parent and Family Engagement: Measure the level of parent and family engagement among EL students within the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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.
1.6	**Action:** LTEL Support **Need:**	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	Monitoring the effectiveness of actions designed to support Long-Term English Learners

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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. **Scope:** Limited to Unduplicated Student Group(s)	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.	(LTELs) involves tracking various metrics to assess progress and outcomes. These metrics include: 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). 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. Parent and Family Engagement: Measurement of the level of parent and family engagement among LTELs and their families. Monitor participation in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			rates, and completion of college preparatory courses to ensure that LTELs have access to opportunities for continued education and career advancement.
1.7	**Action:** Foster and Homeless Academic Achievement **Need:** 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. **Scope:** Limited to Unduplicated Student Group(s)	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.	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: 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. 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. Attendance Rates: Tracking foster and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. Access to Resources: Ensuring our foster and homeless students' have access to information regarding essential public resources and support

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. 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. 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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			family support programs in order to assess the effectiveness of efforts to engage families in supporting their child's education. 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.

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 %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	62,580,506	5,845,802	9.341%	0.000%	9.341%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$32,611,538.09	$3,235,262.77		$8,592,389.34	$44,439,190.20	$25,618,799.85	$18,820,390.35

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
This table was automatically populated from this LCAP.															
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$11,583.60	$675,458.04	$353,715.42			$333,326.22	$687,041.64
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide			2024-2025	$5,443,009.88	$96,743.75	$4,682,375.61	$789,268.22		$68,109.80	$5,539,753.63
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2024-2025	$6,663,548.78	$120,359.51		$944,068.76		$5,839,839.53	$6,783,908.29
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide			2024-2025	$413.70	$491,887.53				$492,301.23	$492,301.23
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	$287,348.40	$0.00	$229,382.27			$57,966.13	$287,348.40
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$79,285.41	$0.00	$79,285.41				$79,285.41

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	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-2025	$83,107.22	$8,094,851.38	$7,998,508.38	$96,343.00		$83,107.22	$8,177,958.60
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	All Low Income	No		Low Income		2024-2025	$83,107.22	$8,094,851.38	$7,998,508.38	$96,343.00		$83,107.22	$8,177,958.60
2	2.2	Track and Record Daily Student Participation	All	No				2024-2025	$5,642,943.61	$442,062.10	$5,449,762.34	$629,379.17		$5,864.20	$6,085,005.71
2	2.3	Framework of Tiered Re-engagement Strategies for Students	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income		2024-2025	$3,881,624.59	$0.00	$3,409,590.21	$472,034.38			$3,881,624.59
2	2.4	Caretaker Engagement Support	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income		2024-2025	$372,248.50	$0.00	$372,224.86			$23.64	$372,248.50
2	2.5	Social Emotional / Mental Health Supports	All	No				2024-2025	$467,874.11	$111,948.40	$321,570.13	$50,481.45		$207,770.93	$579,822.51
2	2.6	Increasing Diversity and Inclusion	All	No				2024-2025	$0.00	$371,000.25	$369,375.00			$1,625.25	$371,000.25
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth			Foster Youth	All Schools	2024-2025	$47,391.10	$0.00	$47,391.10				$47,391.10
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No				2024-2025	$0.00	$171,570.85	$171,570.85				$171,570.85
3	3.1	College Preparation	All	No				2024-2025	$1,058,943.32	$8,865.00	$683,815.12			$383,993.20	$1,067,808.32
3	3.2	Career Preparation (CTE)	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools	2024-2025	$517.13	$127,252.35	$127,252.35			$517.13	$127,769.48
3	3.3	AVID Program Implementation	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income		2024-2025	$7,895.76	$5,856.22	$13,751.98				$13,751.98
3	3.4	Credit Recovery and Summer Intervention	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools	2024-2025	$1,034,837.64	$2,955.59	$2,955.59			$1,034,837.64	$1,037,793.23

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	$337,331.49	$0.00	$179,986.70	$157,344.79			$337,331.49
3	3.6	Graduation Rate Progress Monitoring	All	No				2024-2025							
3	3.7	Dual Enrollment Options	All	No				2024-2025	$44,996.67	$4,728.00	$49,724.67				$49,724.67
3	3.8	Early Intervention Program Development	All	No				2024-2025	$70,791.72	$0.00	$70,791.72				$70,791.72

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
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
62,580,506	5,845,802	9.341%	0.000%	9.341%	$13,343,267.09	0.000%	21.322 %	**Total:**	$13,343,267.09
								LEA-wide Total:	$5,036,091.03
								Limited Total:	$8,307,176.06
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$353,715.42	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$4,682,375.61	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide				
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide				
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$229,382.27	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$79,285.41	

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	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$7,998,508.38	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum			Low Income		$7,998,508.38	
2	2.3	Framework of Tiered Re-engagement Strategies for Students			English Learners Foster Youth Low Income		$3,409,590.21	
2	2.4	Caretaker Engagement Support			English Learners Foster Youth Low Income		$372,224.86	
2	2.7	Foster and Homeless Youth Engagement Support			Foster Youth	All Schools	$47,391.10	
3	3.2	Career Preparation (CTE)			English Learners Foster Youth Low Income	All Schools	$127,252.35	
3	3.3	AVID Program Implementation			English Learners Foster Youth Low Income		$13,751.98	
3	3.4	Credit Recovery and Summer Intervention			English Learners Foster Youth Low Income	All Schools	$2,955.59	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$41,111,874.07	$29,637,044.75

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)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
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	$4,001,970.39
1	1.3	Teacher Collaboration for Academic Achievement	No	$6,654,677.68	$4,807,243.19
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	$248,337.95
1	1.6	LTEL Support	Yes	$78,422.84	$69,409.08
1	1.7	Foster and Homeless Academic Achievement	Yes	$42,599.82	$51,872.18
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	No Yes	$9,842,070.94	$6,745,489.66
2	2.2	Track and Record Daily Student Participation	No	$8,913,397.86	$5,910,590.64

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	$2,835,357.06
2	2.4	Learning Coach Engagement Support	Yes	$376,097.91	$201,208.91
2	2.5	Social Emotional / Mental Health Supports	No	$553,979.79	$428,855.59
2	2.6	Increasing Diversity and Inclusion	No	$553,736.83	$215,468.75
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$44,965.01	$43,793.64
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$172,150.00	$150,594.01
3	3.1	College Preparation	No	$1,024,317.44	$867,514.74
3	3.2	Career Preparation (CTE)	Yes	$128,916.85	$64,106.95
3	3.3	AVID Program Implementation	Yes	$12,984.77	$1,189.39
3	3.4	Credit Recovery and Summer Intervention	Yes	$976,860.39	$822,826.76
3	3.5	Transition Plans	No	$316,858.24	$290,103.10
3	3.6	Graduation Rate Progress Monitoring	No	$1,219,357.53	$903,589.34
3	3.7	Dual Enrollment Options	No	$47,262.03	$41,529.68

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	$10,577,224.16	$3,671,002.64	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.5	English Learner Student Achievement	Yes	$230,285.14	$197,617.67		
1	1.6	LTEL Support	Yes	$78,422.84	$69,409.08		
1	1.7	Foster and Homeless Academic Achievement	Yes	$42,599.82	$51,872.18		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$9,011,383.66	$6,662,382.44		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$3,346,495.13	$2,463,403.87		
2	2.4	Learning Coach Engagement Support	Yes	$376,081.79	$201,118.62		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$44,965.01	$43,793.64		
3	3.2	Career Preparation (CTE)	Yes	$128,148.25	$63,610.51		
3	3.3	AVID Program Implementation	Yes	$12,984.77	$1,189.39		
3	3.4	Credit Recovery and Summer Intervention	Yes	$976,860.39	$822,826.76		

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%	$10,577,224.16	0.000%	18.955%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).
    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections 52060(g) (California Legislative Information) and 52066(g) (California Legislative Information) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) (California Legislative Information) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062 (California Legislative Information):
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) (California Legislative Information) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Coversheet

Principals' Report (attached)

Section:	IV. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalOPS Principals' Report 05.07.24.pdf

California Online Public Schools

Principals' Report
California Online Public Schools
2023-24

SITE REPORTS

Northern Region: Kara Mannix, High School Principal
Site Administrator for Monterey Bay, North Bay, and Northern California

No matter how much we try to proactively prepare for it, state testing always takes us a bit by storm! Balancing day-to-day responsibilities along with testing duties is a big ask, but if anyone is up to the challenge it is our incredible team. They ensure they are focused on making the day welcoming and successful for each family who attends. I am forever impressed with the high school team's ability to balance testing with continuing to provide excellent service to their homeroom students as well as maintain their ongoing tasks. They are truly incredible.

Central Region: Marcus White, Elementary Principal
Site Administrator for Central Valley and Central Coast

Greetings From Elementary,

Currently, we are right in the middle of state testing. This is always an incredibly exciting time for our staff and students, as we get to see one another in person. It is also a very busy time of the year. Teachers are working hard to balance their testing duties while continuing to provide great support to their homeroom students. I am proud of the way our team has pulled together and is supporting each other during this busy and important time.

Southern Region: Heather Tamayo, Middle School Principal
Site Administrator of Southern California

As stated by my colleagues, testing is in full swing. We are constantly reevaluating how we bring testing to our families, in order to maximize participation and provide a positive experience. This year, with increased testing sites and Saturday options, our staff is incredibly busy balancing multiple critical tasks. Now, more than ever, our teachers are aware of the need to be professional and supportive during these in-person moments, as well as provide their students support while they are out of office. This is by far one of the busiest seasons, and yet our teachers consistently rise to the occasion. In addition to testing, our teachers are working hard to inform our families about the move to California Online Public Schools, and how to register. The future looks bright, and the energy among staff remains incredibly high.

Enrollment Update

Month for Report: May

DATA as of April 29, 2024				
	Elementary	Middle School	High School	Total
23-24 Enrolled	2548	1984	4178	8710
24-25 New Student Applications	233	164	294	691
24-25 ITR Applications Started	874	790	1637	3301
24-25 ITR Yes Responses	1379	1138	1798	4315

Outreach Update

After a multi-year pause since 2019 due to the pandemic, CalOPS made a triumphant return to the Los Angeles Times Festival of Books the weekend of April 20 and 21st. The event, promoted as the largest book festival in the country, attracted over 150,000 attendees. CalOPS teachers spoke with scores of prospective families about our school. Our school mascot, Gig, stole the show as adults and children alike clamored to be photographed with him. Gig met the Los Angeles Rams, Miss Los Angeles USA and attracted a lot of attention. We received online calendar listings in *KTLA Los Angeles*, *Discover Los Angeles* and other community publications.

Overall, we are expanding our school's promotional digital reach and enjoy watching our roster of social media platforms grow their audiences. We are excited to be gearing up for our 20th anniversary celebration in the fall!

Engagement Activities

Total Attendance* for Recent Activities: 46

*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*

- **Middle School Anime Club Meetup: Little Tokyo Japanese Village** - Tuesday, April 2nd (11:00am - 1:00pm)
  335 E 2nd St., Los Angeles, CA 90012
  Total attendance: 18 CalOPS students, 6 non-CalOPS students, 18 adults, 4 staff (46 attendees)

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:	IV. Oral Reports
Item:	C. Charter Impact Financial Report for CalOPS
Purpose:	FYI
Submitted by:	
Related Material:	CalOps_ Monthly Board Presentation - Mar 2024.pdf

CHARTER IMPACT

California Online Public Schools

Monthly Financial Presentation – March 2024

Summary

		TOTAL		
	Enrollment	**8,491**	**8,451**	**-40.34**
	ADA	**8,324**	**8,285**	**-39.20**
		Feb	**Mar**	**Variance**
Revenue	State Aid-Rev Limit	$ 105,038,758	$ 104,755,470	$ (283,288)
	Federal Revenue	5,904,241	6,049,072	144,831
	Other State Revenue	10,547,665	10,422,729	(124,936)
	Other Local Revenue	236,794	127,743	(109,051)
	Total Revenue	**$ 121,727,458**	**$ 121,355,014**	**$ (372,444)**
Expenses	Certificated Salaries	$ 41,182,315	$ 41,129,307	($53,008)
	Classified Salaries	1,111,989	1,190,602	78,613
	Benefits	18,548,620	17,892,071	(656,549)
	Books and Supplies	26,642,066	27,015,105	373,039
	Subagreement Services	10,092,030	10,207,520	115,490
	Operations	1,272,315	1,244,671	(27,644)
	Facilities	954,598	927,778	(26,820)
	Professional Services	12,832,306	13,764,410	932,104
	Depreciation	39,842	44,410	4,568
	Interest	0	0	0
	Total Expenses	**$ 112,676,081**	**$ 113,415,874**	**$739,793**
Full-Year	**Total Surplus(Deficit)**	**$ 9,051,377**	**$ 7,939,140**	**($1,112,237)**
	Beginning Fund Balance	$23,321,711	$23,321,711	$0
	Ending Fund Balance	**$32,373,088**	**$31,260,852**	**($1,112,236)**
	As a % of Annual Expenses	29%	28%	

Highlights

- **Attendance:** 39 less ADA (-0.5%) (P2 ADA Locked)
- **Revenues: -$370K**, led by P2 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

CHARTER IMPACT

Attendance Data and Metrics

- Total enrollment forecasted at **8,451** students
- Total attendance forecasted at **8,285**, **-39** less than prior forecast
- ADA Changes: SoCal (-25), Central Valley (-8), NorCal (-10), North Bay (+5), Monterey Bay (flat), and Central Coast (-3)

SoCal

Enrollment & Per Pupil Data	Actual	Forecast	Budget
Average Enrollment	4,990	4,995	5,149
ADA	4,922	4,896	5,046
Attendance Rate	98.6%	98.0%	98.0%
Unduplicated %	52.4%	52.4%	51.0%
Revenue per ADA		$14,736	$14,707
Expenses per ADA		$13,890	$13,426

Central Valley

Enrollment & Per Pupil Data	Actual	Forecast	Budget
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		$15,604	$15,662
Expenses per ADA		$14,428	$14,517

NorCal

Enrollment & Per Pupil Data	Actual	Forecast	Budget
Average Enrollment	1,762	1,763	1,788
ADA	1,739	1,729	1,766
Attendance Rate	98.6%	98.0%	98.0%
Unduplicated %	50.8%	50.8%	49.1%
Revenue per ADA		$14,230	$13,944
Expenses per ADA		$13,285	$13,517

North Bay

Enrollment & Per Pupil Data	Actual	Forecast	Budget
Average Enrollment	161	161	141
ADA	158	163	139
Attendance Rate	97.9%	98.0%	98.0%
Unduplicated %	57.0%	57.0%	56.8%
Revenue per ADA		$15,124	$14,978
Expenses per ADA		$14,054	$13,809

Monterey Bay

Enrollment & Per Pupil Data	Actual	Forecast	Budget
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		$13,787	$13,576
Expenses per ADA		$12,300	$12,971

Central Coast

Enrollment & Per Pupil Data	Actual	Forecast	Budget
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		$14,111	$13,699
Expenses per ADA		$12,545	$12,580

Revenue

- **FY24 annual revenues forecasted at $121M; -$370K** to prior projection

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 38,495,087	$ 42,766,815	$ (4,271,728)	$ 61,551,270	$ 63,140,460	$ (1,589,189)
Federal Revenue	2,791,497	2,921,998	(130,501)	4,264,637	4,877,546	(612,909)
Other State Revenue	4,948,703	3,446,369	1,502,335	6,269,844	6,187,889	81,955
Other Local Revenue	64,395	-	64,395	64,395	-	64,395
Total Revenue	**$46,299,682**	**$49,135,182**	**$(2,835,499)**	**$72,150,146**	**$74,205,895**	**$(2,055,748)**

- **SoCal: -$320K** to prior forecast, driven by 25 less ADA (-$13K/ADA)

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 5,457,107	$ 5,873,399	$ (416,292)	$ 10,840,219	$ 8,640,774	$ 2,199,446
Federal Revenue	415,934	419,337	(3,403)	673,925	662,318	11,607
Other State Revenue	672,029	455,419	216,610	981,974	779,179	202,795
Other Local Revenue	7,002	-	7,002	7,002	-	7,002
Total Revenue	**$ 6,552,071**	**$ 6,748,155**	**$ (196,084)**	**$12,503,120**	**$10,082,271**	**$ 2,420,850**

- **Central Valley: -$120K**; 8 less ADA

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 10,757,556	$ 14,365,200	$ (3,607,644)	$ 21,705,234	$ 21,974,932	$ (269,699)
Federal Revenue	524,091	418,718	105,373	767,164	522,118	245,047
Other State Revenue	1,503,165	1,162,472	340,694	2,092,559	2,132,029	(39,470)
Other Local Revenue	35,418	-	35,418	35,418	-	35,418
Total Revenue	**$12,820,230**	**$15,946,390**	**$(3,126,159)**	**$24,600,374**	**$24,629,078**	**$ (28,704)**

- **NorCal: Flat** to prior projection

CHARTER IMPACT

Revenue

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,074,368	$ 1,188,986	$ (114,618)	$ 2,083,457	$ 1,759,868	$ 323,589
Federal Revenue	91,982	91,157	825	174,972	152,953	22,019
Other State Revenue	157,489	97,801	59,688	213,103	168,350	44,752
Other Local Revenue	122	-	122	122	-	122
Total Revenue	**$ 1,323,960**	**$ 1,377,944**	**$ (53,984)**	**$ 2,471,653**	**$ 2,081,172**	**$ 390,482**

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 3,521,737	$ 3,825,124	$ (303,387)	$ 6,891,403	$ 5,652,685	$ 1,238,718
Federal Revenue	-	36,747	(36,747)	128,534	57,727	70,807
Other State Revenue	477,662	319,534	158,128	695,596	559,089	136,507
Other Local Revenue	10,286	-	10,286	10,286	-	10,286
Total Revenue	**$ 4,009,685**	**$ 4,181,405**	**$ (171,720)**	**$ 7,725,820**	**$ 6,269,501**	**$ 1,456,319**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 564,756	$ 926,055	$ (361,299)	$ 1,683,887	$ 1,359,590	$ 324,297
Federal Revenue	-	8,801	(8,801)	39,840	13,745	26,095
Other State Revenue	128,610	76,387	52,223	169,653	133,005	36,648
Other Local Revenue	10,521	-	10,521	10,521	-	10,521
Total Revenue	**$ 703,887**	**$ 1,011,243**	**$ (307,356)**	**$ 1,903,901**	**$ 1,506,339**	**$ 397,561**

- **North Bay: +$85K** to prior forecast (+4%); 5 added ADA ($15K/ADA)
- **Monterey Bay: Flat** to prior forecast
- **Central Coast: -$40K** to prior forecast (-2%), driven by 3 less ADA

CHARTER IMPACT

Expenses

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 17,291,874	$ 14,297,940	$ (2,993,934)	$ 25,316,579	$ 22,876,704	$ (2,439,875)
Classified Salaries	542,716	335,747	(206,969)	720,460	537,195	(183,265)
Benefits	4,391,988	6,471,613	2,079,626	9,883,808	8,599,883	(1,283,925)
Books and Supplies	9,754,038	12,605,202	2,851,165	16,787,827	16,806,936	19,109
Subagreement Services	3,599,756	7,539,377	3,939,621	5,527,516	10,052,503	4,524,987
Operations	581,854	859,659	277,805	735,735	1,146,212	410,477
Facilities	606,247	235,507	(370,740)	728,022	314,009	(414,013)
Professional Services	8,710,588	5,552,034	(3,158,553)	8,303,845	7,406,486	(897,359)
Depreciation	1,626	2,325	699	2,376	3,100	724
Total Expenses	**$45,480,687**	**$47,899,405**	**$2,418,718**	**$ 68,006,168**	**$ 67,743,028**	**$ (263,140)**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,210,450	$ 1,827,730	$ (382,720)	$ 3,315,135	$ 2,924,368	$ (390,766)
Classified Salaries	69,376	42,919	(26,457)	98,466	68,671	(29,795)
Benefits	866,984	961,858	94,874	2,030,675	1,260,007	(770,669)
Books and Supplies	1,423,743	1,919,461	495,718	3,163,432	2,559,281	(604,151)
Subagreement Services	606,528	940,414	333,886	1,594,720	1,253,886	(340,835)
Operations	77,315	110,959	33,644	95,476	147,945	52,469
Facilities	21,483	32,250	10,767	34,883	43,000	8,117
Professional Services	1,383,139	811,443	(571,696)	1,228,273	1,088,250	(140,023)
Total Expenses	**$ 6,659,018**	**$ 6,647,033**	**$ (11,985)**	**$ 11,561,060**	**$ 9,345,407**	**$ (2,215,653)**

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 6,043,762	$ 4,997,338	$ (1,046,424)	$ 8,857,651	$ 7,995,741	$ (861,909)
Classified Salaries	189,687	117,348	(72,339)	257,726	187,758	(69,968)
Benefits	1,876,096	2,324,436	448,340	3,925,424	3,070,351	(855,073)
Books and Supplies	3,141,306	4,492,900	1,351,594	4,610,296	5,990,534	1,380,238
Subagreement Services	1,159,351	2,624,651	1,465,299	2,141,734	3,499,534	1,357,800
Operations	189,990	297,300	107,310	286,990	396,400	109,410
Facilities	94,392	115,541	21,149	132,231	154,055	21,824
Professional Services	2,780,838	1,917,873	(862,966)	2,712,296	2,580,445	(131,851)
Depreciation	42,034	-	(42,034)	42,034	-	(42,034)
Total Expenses	**$15,517,456**	**$16,887,387**	**$1,369,931**	**$ 22,966,380**	**$ 23,874,817**	**$ 908,437**

- **FY24 annual expenses forecasted at $113M**; up 1%
- **SoCal: +$700K,** PVS catch up payments (+$590K) & SELPA Admin Fee (+$150K)
- **Central Valley: +$105K**, PVS catch ups (+$60K), SELPA Admin Fee (+$25K)
- **NorCal:** minimal variance

CHARTER IMPACT

Expenses

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 475,667	$ 393,309	$ (82,357)	$ 708,897	$ 629,294	$ (79,602)
Classified Salaries	14,929	9,236	(5,693)	20,862	14,777	(6,085)
Benefits	168,210	222,920	54,711	417,758	292,217	(125,541)
Books and Supplies	305,268	333,505	28,237	554,434	444,673	(109,761)
Subagreement Services	111,917	183,045	71,128	238,832	244,059	5,228
Operations	16,675	31,614	14,939	19,921	42,152	22,231
Facilities	7,102	11,025	3,923	11,427	14,700	3,273
Professional Services	320,893	176,620	(144,273)	324,691	236,850	(87,841)
Total Expenses	**$ 1,420,660**	**$ 1,361,273**	**$ (59,387)**	**$ 2,296,822**	**$ 1,918,724**	**$ (378,099)**

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,594,882	$ 1,318,742	$ (276,140)	$ 2,383,670	$ 2,109,987	$ (273,683)
Classified Salaries	50,056	30,967	(19,089)	76,774	49,547	(27,227)
Benefits	590,803	727,202	136,399	1,296,079	953,016	(343,062)
Books and Supplies	967,080	962,263	(4,817)	1,521,124	1,283,017	(238,107)
Subagreement Services	413,123	644,151	231,028	581,333	858,869	277,536
Operations	53,086	72,075	18,989	85,638	96,100	10,462
Facilities	2,574	26,925	24,351	13,474	35,900	22,426
Professional Services	909,877	449,519	(460,358)	934,725	603,580	(331,145)
Total Expenses	**$ 4,581,481**	**$ 4,231,845**	**$ (349,636)**	**$ 6,892,816**	**$ 5,990,017**	**$ (902,800)**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 363,745	$ 300,766	$ (62,979)	$ 547,376	$ 481,225	$ (66,150)
Classified Salaries	11,416	7,063	(4,354)	16,314	11,300	(5,014)
Benefits	141,180	153,230	12,050	338,327	200,476	(137,851)
Books and Supplies	238,363	228,523	(9,840)	377,992	304,698	(73,294)
Subagreement Services	79,975	156,092	76,116	123,385	208,122	84,737
Operations	14,155	23,925	9,770	20,912	31,900	10,988
Facilities	5,554	5,436	(118)	7,741	7,248	(493)
Professional Services	246,552	103,026	(143,526)	260,580	138,310	(122,270)
Total Expenses	**$ 1,100,940**	**$ 978,060**	**$ (122,880)**	**$ 1,692,627**	**$ 1,383,280**	**$ (309,347)**

- **FY24 annual expenses forecasted at $113M**; up 1%
- **North Bay:** +$45K (+2%); PVS catch up invoices (+$35K) & SELPA Admin Fee (+$5K)
- **Monterey Bay:** minimal variance to prior projection
- **Central Coast:** minimal change to prior forecast

CHARTER IMPACT

Fund Balance

TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (3,050,726)	$ 395,315	$(3,446,042)	$ 7,939,140	$ 8,518,984	$ (579,844)
Beginning Fund Balance	23,321,711	23,321,711		23,321,711	23,321,711	
Ending Fund Balance	$ 20,270,985	$23,717,027		$ 31,260,852	$ 31,840,693	
	17.9%	21.5%		27.6%	28.9%	

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 818,996	$ 1,235,777	$ (416,782)	$ 4,143,978	$ 6,462,867	$(2,318,889)
Beginning Fund Balance	16,289,570	16,289,570		16,289,570	16,289,570	
Ending Fund Balance	$ 17,108,565	$17,525,347		$ 20,433,548	$ 22,752,437	
As a % of Annual Expenses	25.2%	25.9%		30.0%	33.6%	

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (106,947)	$ 101,122	$ (208,069)	$ 942,060	$ 736,864	$ 205,196
Beginning Fund Balance	2,585,612	2,585,612		2,585,612	2,585,612	
Ending Fund Balance	$ 2,478,665	$ 2,686,734		$ 3,527,672	$ 3,322,476	
As a % of Annual Expenses	21.4%	28.7%		30.5%	35.6%	

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (2,697,226)	$ (940,998)	$(1,756,228)	$ 1,633,994	$ 754,261	$ 879,733
Beginning Fund Balance	3,157,326	3,157,326		3,157,326	3,157,326	
Ending Fund Balance	$ 460,100	$ 2,216,328		$ 4,791,320	$ 3,911,587	
As a % of Annual Expenses	2.0%	9.3%		20.9%	16.4%	

CHARTER IMPACT

Fund Balance

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (96,700)	$ 16,671	$ (113,371)	$ 174,831	$ 162,448	$ 12,383
Beginning Fund Balance	792,412	792,412		792,412	792,412	
Ending Fund Balance	$ 695,712	$ 809,083		$ 967,243	$ 954,859	
As a % of Annual Expenses	30.3%	42.2%		42.1%	49.8%	

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (571,795)	$ (50,439)	$ (521,356)	$ 833,003	$ 279,484	$ 553,519
Beginning Fund Balance	298,587	298,587		298,587	298,587	
Ending Fund Balance	$ (273,209)	$ 248,147		$ 1,131,591	$ 578,071	
As a % of Annual Expenses	-4.0%	4.1%		16.4%	9.7%	

Central Coast

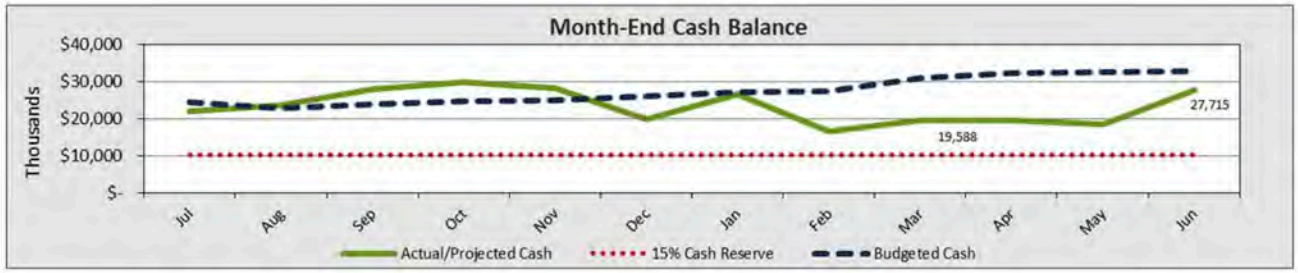
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (397,053)	$ 33,183	$ (430,236)	$ 211,274	$ 123,060	$ 88,214
Beginning Fund Balance	198,205	198,205		198,205	198,205	
Ending Fund Balance	$ (198,848)	$ 231,388		$ 409,478	$ 321,264	
As a % of Annual Expenses	-11.7%	16.7%		24.2%	23.2%	

CHARTER IMPACT

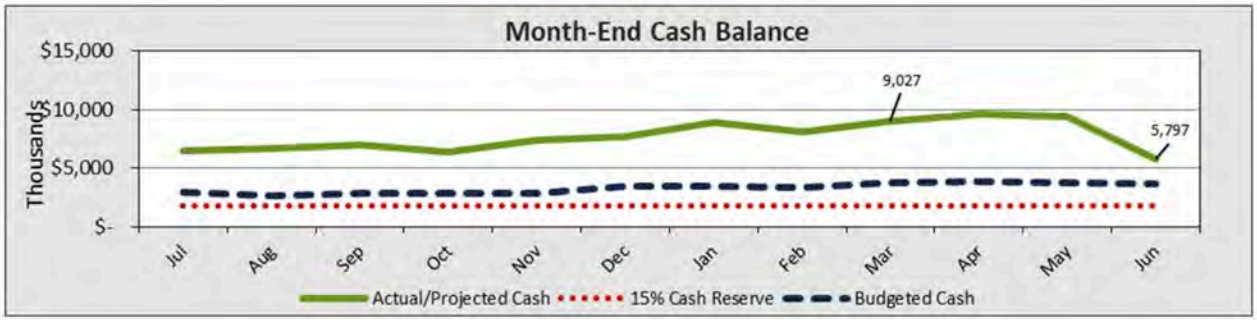
Cash Balance

- **Current total cash balance of $47.6M;** up from $41.5M

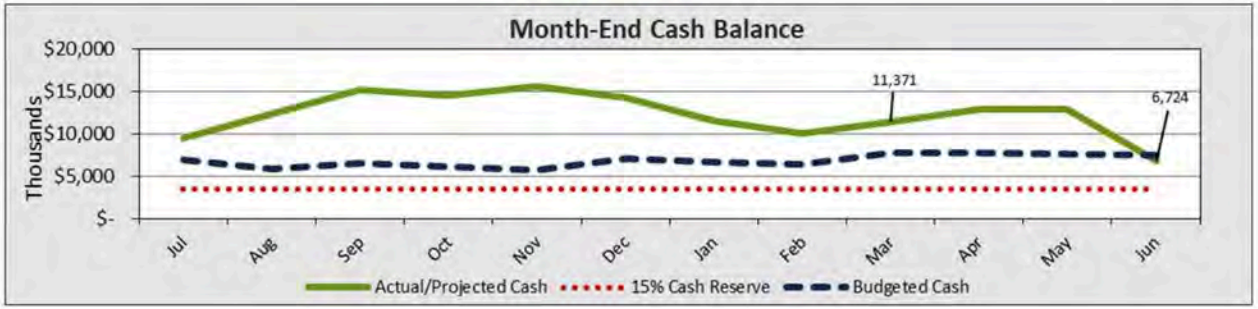
SoCal



Central Valley



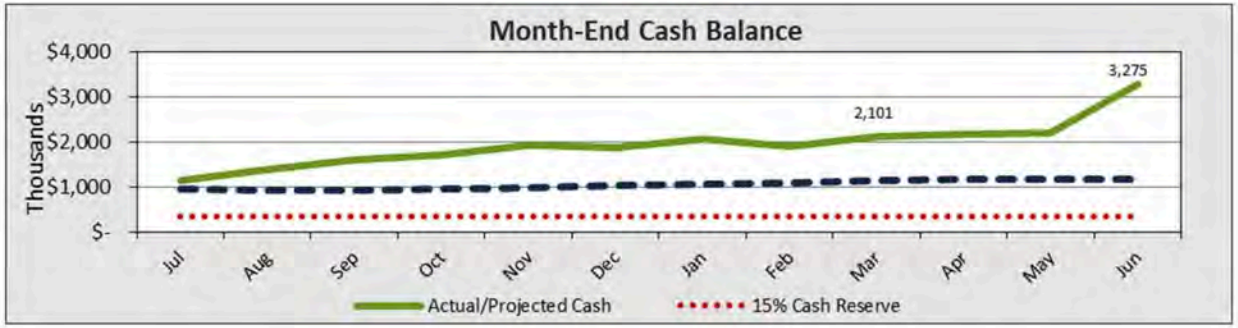
NorCal



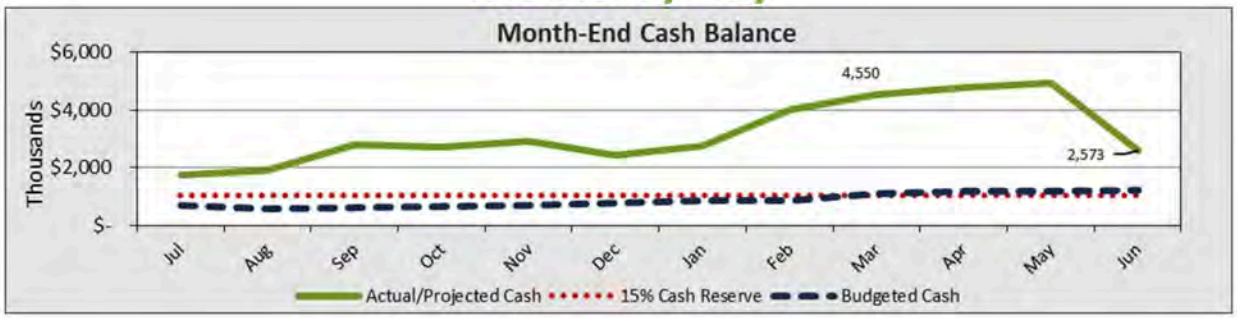
Cash Balance

- **Current total cash balance of $47.6M;** up from $41.5M

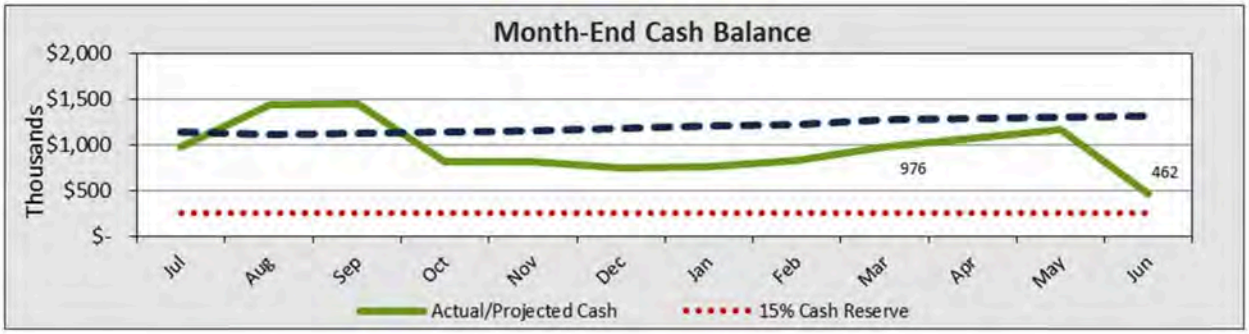
North Bay



Monterey Bay



Central Coast



CHARTER IMPACT

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 04/23/24

Actuals Through: 3/29/2024

ADA = 4896.06

CHARTER IMPACT

		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.)
Revenues																ADA =	5045.66
State Aid - Revenue Limit																	
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	-	-	-	-	127,486	-	127,486
8096	In Lieu of Property Taxes	-	2,543,036	-	-	3,390,714	11,867,499	3,390,714	-	3,390,714	3,805,003	3,805,003	3,805,003	7,795,938	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	5,040,148	5,040,148	4,793,303	8,182,584	61,551,270	63,140,460	(1,589,189)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	124,123	120,399	120,399	271,568	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	-	-	-	77,652	138,384	130,167	8,217
8181	Title IV - Part A	-	-	-	-	-	-	-	-	-	-	-	-	61,655	61,655	56,105	
8296	Other Federal Revenue	-	-	-	-	-	-	1,796,540	61,655	-	623,471	-	-	73,873	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	747,594	120,399	120,399	484,748	4,264,637	4,877,546	(618,459)
Other State Revenue																	
8311	State Special Education	206,870	206,870	372,367	372,367	372,367	-	744,734	381,551	774,426	329,857	329,857	329,857	(137,052)	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	300,659	-	-	99,749	1,219,124	1,195,821	23,303
8598	Prior Year Revenue	-	-	-	-	-	-	246,548	-	12,513	-	-	-	-	259,061	-	259,061
8599	Other State Revenue	-	-	54,714	-	70,346	35,173	-	70,644	35,471	44,472	22,032	22,032	(20,323)	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	674,987	351,889	351,889	(57,625)	6,269,844	6,187,889	81,955
Other Local Revenue																	
8660	Interest Revenue	-	-	10,686	-	15,830	6,799	-	8,656	22,424	-	-	-	-	64,395	-	64,395
8699	School Fundraising	-	-	-	-	153,812	-	-	-	(153,812)	-	-	-	-	-	-	-
		-	-	10,686	-	169,642	6,799	-	8,656	(131,387)	-	-	-	-	64,395	-	64,395
Total Revenue		1,168,372	2,749,906	3,371,465	2,103,070	5,906,799	13,881,667	7,909,239	2,984,103	6,225,062	6,462,729	5,512,436	5,265,591	8,609,707	72,150,146	74,205,895	(2,061,298)
Expenses																	
Certificated Salaries																	
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	1,615,000	1,615,000	1,615,000	1,703,031	20,858,108	18,991,275	(1,866,834)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	492	492	492	591	2,068	7,416	5,348
1200	Pupil Support Salaries	145,224	119,000	122,644	122,644	172,609	112,759	177,851	185,529	178,234	182,000	182,000	182,000	176,379	2,058,871	1,462,827	(596,044)
1300	Administrators' Salaries	262,048	170,018	165,924	165,924	201,225	161,548	188,909	163,075	168,633	171,000	171,000	171,000	239,227	2,397,531	2,415,186	17,655
		1,743,425	2,405,476	1,727,324	1,727,324	2,062,232	1,742,502	1,992,136	1,954,786	1,938,670	1,968,492	1,968,492	1,968,492	2,119,228	25,316,579	22,876,704	(2,439,875)
Classified Salaries																	
2100	Instructional Salaries	3,082	4,996	3,484	3,484	4,215	3,681	3,905	-	-	3,428	3,428	3,428	4,114	41,246	46,934	5,688
2200	Support Salaries	8,439	5,251	5,251	5,251	6,855	5,251	6,578	6,036	6,036	5,492	5,492	5,492	6,590	78,016	75,184	(2,832)
2300	Classified Administrators' Salaries	40,063	25,534	26,242	26,242	41,855	25,411	38,932	70,747	74,101	25,121	25,121	25,121	30,145	474,632	351,828	(122,804)
2400	Clerical and Office Staff Salaries	7,214	4,551	7,075	7,075	12,246	8,378	14,417	15,425	15,415	8,279	8,279	8,279	9,935	126,567	63,250	(63,317)
		58,798	40,333	42,051	42,051	65,170	42,721	63,832	92,208	95,552	42,320	42,320	42,320	50,784	720,460	537,195	(183,265)
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	(90,877)	314,731	314,731	314,731	3,194,408	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	1,849	1,849	1,849	-	99,107	23,129	(75,977)
3311	Medicare	24,620	34,209	24,118	24,118	29,709	24,574	28,067	28,257	28,110	24,300	24,300	24,300	-	318,682	235,765	(82,917)
3401	Health and Welfare	-	-	-	-	36,396	1,860,785	449,909	1,993,003	(384,162)	512,600	512,600	512,600	(367,730)	5,126,000	4,862,000	(264,000)
3501	State Unemployment	1,478	1,893	2,002	2,002	201	1,521	52,195	9,103	3,229	11,438	11,438	11,438	-	107,936	217,013	109,076
3601	Workers' Compensation	-	-	46,676	34,235	-	221	-	-	32,839	23,462	23,462	23,462	-	184,358	227,635	43,277
		38,096	44,092	81,243	68,801	77,560	1,895,232	542,842	2,042,671	(398,549)	888,381	888,381	888,381	2,826,678	9,883,808	8,599,883	(1,283,925)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	2,966	-	465,074	49,796	-	22,812	7,875	27,858	27,858	27,858	-	632,098	344,500	(287,598)
4200	Books and Reference Materials	-	-	-	-	-	2,194,258	3,102	1,121,410	620,797	474,000	474,000	474,000	-	5,361,567	6,914,823	1,553,256
4302	School Supplies	-	21,692	34,530	4,108	13,696	-	-	42,478	5,762	1,189,436	1,189,436	1,189,436	-	3,690,574	3,804,737	114,163
4305	Software	-	127,690	210,366	424,897	473,361	1,261,387	14,771	1,058,873	315,906	262,407	262,407	262,407	-	4,674,572	3,148,884	(1,525,688)
4310	Office Expense	4,917	402	9,441	1,060	1,694	5,209	186	64,058	30,108	11,323	11,323	11,323	-	151,045	135,877	(15,168)
4311	Business Meals	-	-	-	-	-	-	162	3,306	1,761	12,919	12,919	12,919	-	43,985	155,022	111,037
4400	Noncapitalized Equipment	-	771,325	299,618	16,833	3,648	32,076	10,101	(98)	522	366,654	366,654	366,654	-	2,133,988	2,303,093	69,106
		4,917	921,108	556,922	446,999	957,473	3,542,726	28,322	2,312,840	982,730	2,344,597	2,344,597	2,344,597	-	16,787,827	16,806,936	19,109

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 04/23/24

Actuals Through: 3/29/2024

ADA = 4896.06

CHARTER IMPACT

		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.)
Subagreement Services																	
5102	Special Education	-	23,552	105,734	137,125	239,755	457,172	508,685	767,929	489,160	492,230	492,230	492,230	-	4,105,803	5,072,600	866,797
5103	Substitute Teacher	-	-	-	-	-	44,443	-	54,549	10,343	-	-	-	-	109,335	-	(109,335)
5106	Other Educational Consultants	-	18,908	-	270	881	296,775	87,270	129,706	72,985	76,000	76,000	76,000		834,795	4,236,338	3,401,543
5107	Instructional Services	-	-	-	-	-	86,347	-	43,953	24,213	74,357	74,357	74,357	-	377,583	743,565	365,982
		-	42,460	105,734	137,395	240,636	884,737	595,955	996,138	596,701	642,587	642,587	642,587	-	5,327,516	10,052,503	4,524,987
Operations and Housekeeping																	
5201	Auto and Travel	20,998	1,559	5,123	440	680	795	1,703	120,587	8,868	24,801	24,801	24,801	-	233,157	297,612	64,455
5300	Dues & Memberships	-	23,739	-	894	-	76,082	-	9,556	-	6,533	6,533	6,533	-	129,871	80,800	(49,071)
5400	Insurance	-	-	7,019	12,392	-	46,087	9,692	9,706	9,692	9,692	9,692	9,692	-	123,662	7,000	(116,662)
5501	Utilities	-	106	217	12,696	221	1,324	2,393	2,320	165	2,116	2,116	2,116	-	25,788	25,392	(396)
5502	Janitorial Services		4,960	2,640	1,382	1,296	1,296	1,296	1,296	1,338	1,501	1,501	1,501	-	20,006	19,308	(698)
5900	Communications		2,136	3,979	2,689	4,457	2,576	4,713	17,339	2,934	4,700	4,700	4,700	-	54,921	692,688	637,767
5901	Postage and Shipping	-	29	-	-	139	73,641	1,532	42,460	24,675	1,951	1,951	1,951	-	148,329	23,412	(124,917)
		20,998	32,529	18,977	30,493	6,792	201,800	21,329	203,264	45,671	51,294	51,294	51,294	-	735,735	1,146,212	410,477
Facilities, Repairs and Other Leases																	
5601	Rent	36,975	-	4,160	109,322	37,827	55,367	37,827	37,827	31,086	37,827	37,827	37,827	-	463,873	280,832	(183,041)
5602	Additional Rent	-	-	-	10,981	122,035	24,208	(153,303)	64,949	1,525	1,320	1,320	1,320	-	74,355	15,842	(58,513)
5603	Equipment Leases	-	-	2,077	-	4,180	841	1,051	4,502	-	1,445	1,445	1,445	-	16,985	17,335	350
5604	Other Leases	-	-	-	-	-	-	161,427	-	-	-	-	-	-	161,427	-	(161,427)
5610	Repairs and Maintenance	-	-	2,397	563	1,650	100	858	3,375	2,440	-	-	-	-	11,383	-	(11,383)
		36,975	-	8,634	120,865	165,692	80,517	47,859	110,654	35,051	40,592	40,592	40,592	-	728,022	314,009	(414,013)
Professional/Consulting Services																	
5801	IT	-	43,543	13,000	6,160	1,863	1,056,149	2,948	682,762	313,679	79,490	79,490	79,490	-	2,358,574	953,879	(1,404,695)
5802	Audit & Taxes	-	-	292	17,650	3,846	136,711	-	-	19,188	-	-	-	-	177,687	172,221	(5,466)
5803	Legal	-	9,960	2,988	5,647	2,141	15,066	6,722	21,264	2,401	19,906	19,906	19,906	112,963	238,869	238,869	-
5804	Professional Development	-	-	26,172	8,710	19,444	125,000	61	453,087	27,405	55,228	55,228	55,228		825,563	662,735	(162,828)
5805	General Consulting	-	48	17,845	23,793	17,053	1,840,309	13,194	951,116	124,508	338,946	338,946	338,946	(2,683,643)	1,321,061	3,578,469	2,257,408
5807	Bank Charges	135	155	226	318	190	175	223	351	(308)	917	917	917	-	4,216	11,000	6,784
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	10,852	10,852	10,852	-	76,179	130,221	54,042
5810	Payroll Service Fee	-	-	-	-	-	530,961	-	380,863	153,942	-	-	-	-	1,065,766	-	(1,065,766)
5811	Management Fee	-	56,650	28,325	28,414	28,228	28,552	62,617	64,446	62,432	27,086	27,086	27,086	-	440,922	339,900	(101,022)
5812	District Oversight Fee	-	-	-	-	-	-	47,071	94,142	-	50,401	50,401	47,933	325,564	615,513	631,405	15,892
5814	SPED Encroachment	3,019	3,019	5,434	-	10,868	-	10,868	-	11,324	13,619	13,508	13,508	62,450	147,617	-	(147,617)
5815	Public Relations/Recruitment	-	37,549	30,591	-	10,733	425,240	24,822	209,173	120,063	57,316	57,316	57,316		1,030,117	687,787	(342,330)
		68,240	154,184	125,749	93,198	111,134	4,158,801	168,629	2,994,825	835,828	592,872	592,760	590,292	(2,182,667)	8,303,845	7,406,486	(897,359)
Depreciation																	
6900	Depreciation Expense	-	-	542	18,140	(17,778)	181	181	181	181	250	250	250	-	2,376	3,100	724
		-	-	542	18,140	(17,778)	181	181	181	181	250	250	250	-	2,376	3,100	724
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		1,971,448	3,640,183	2,667,176	2,685,266	3,668,912	12,549,216	3,461,085	10,707,566	4,129,835	6,571,383	6,571,272	6,568,803	2,814,023	68,006,168	67,743,028	(263,140)
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	(108,654)	(1,058,835)	(1,303,212)	5,795,684	4,143,978	6,462,867	(2,324,439)

FY23-24 CalOps Southern California

Monthly Cash Flow/Forecast FY23-24

Revised 04/23/24

Actuals Through: 3/29/2024

ADA = 4896.08

CHARTER IMPACT

	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.)
														5.7%		
Cash Flow Adjustments																
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	(108,654)	(1,058,835)	(1,303,212)	5,795,684	4,143,978		
Cash flows from operating activities																
Depreciation/Amortization	-	-	542	181		181	181	181	181	250	250	250	-	1,195		
Public Funding Receivables	265,964	5,101,936	-	(1,730,703)	1,730,703	-	(1,796,540)	(2,125,393)	2,578,552	-	-	-	(8,609,707)	(4,585,188)		
Grants and Contributions Rec.	-	-	5,658,756	-	2,164,597	(5,075,819)	-	(1,392,104)	(91,091)	-	-	-	-	1,264,339		
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)	-	-	10,596,540	-	3,593,256		
Prepaid Expenses	127,890	(27,548)	-	(209,168)	(8,723)	223,887	(32,839)	-	(37,820)	-	-	-	-	35,679		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	(111,991)	(2,391,184)	-	-	1,107	(1,107)	117,720	2,765,923	-	-	-	2,814,023	3,194,491		
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)	-	-	-	-	(3,888,849)		
Deffered Revenue	-	-	-	-	(735,439)		(1,730,703)	3,899,008	(524,890)					907,976		
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	(1,099,618)	1,738,647	4,199,606	1,840,798	(1,505,741)	(8,468,969)	6,876,551	(10,012,455)	2,972,651	(108,404)	(1,058,585)	9,293,578				
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	19,479,895	18,421,309				
Cash, End of Month	**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**	**19,479,895**	**18,421,309**	**27,714,887**				

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised: 4/30/24

Actuals Through: 3/31/2024

ADA = 801.29

CHARTER IMPACT

		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.)
Revenues																ADA = 643.74	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	298,722	301,344	542,418	543,157	524,903	537,700	537,700	842,809	872,386	872,386	872,386	897,827	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)	-	(45)
8096	In Lieu of Property Taxes	-	-	-	75,130	33,391	66,782	33,391	-	33,391	45,681	45,681	45,681	103,640	482,769	386,580	96,189
		-	298,722	301,344	617,548	576,548	1,134,842	1,114,247	537,700	876,155	1,587,474	918,067	918,067	1,959,504	10,840,219	8,640,774	2,199,446
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	20,834	20,834	20,834	41,665	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	-	-	-	-	-	-	-	-	-	-	-	-	22,752	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	95,880	-	-	15,942	383,520	408,030	(24,510)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	9,059	-	-	-	-	9,059	-	9,059
		-	-	-	-	-	-	260,511	-	155,423	116,714	20,834	20,834	99,609	673,925	662,318	11,607
Other State Revenue																	
8311	State Special Education	27,750	27,750	49,950	49,950	49,950	-	99,900	76,466	155,196	63,886	63,886	63,886	(27,442)	701,129	571,257	129,872
8550	Mandated Cost	-	-	-	-	-	22,682	-	-	-	-	-	-	-	22,682	23,168	(486)
8560	State Lottery	-	-	-	-	-	-	-	57,843	-	41,167	-	-	100,511	199,521	152,567	46,954
8598	Prior Year Revenue	-	-	-	-	-	-	14,654	1,892	2,032	-	-	-	-	18,578	-	18,578
8599	Other State Revenue	-	2,621	-	-	-	16,777	-	4,718	11,897	3,606	3,606	3,606	(6,767)	40,065	32,187	7,877
		27,750	30,371	49,950	49,950	49,950	39,459	114,554	140,920	169,125	108,659	67,492	67,492	66,302	981,974	779,179	202,795
Other Local Revenue																	
8660	Interest Revenue	83	98	93	102	103	1,035	136	134	5,217	-	-	-	-	7,002	-	7,002
		83	98	93	102	103	1,035	136	134	5,217	-	-	-	-	7,002	-	7,002
Total Revenue		**27,833**	**329,192**	**351,387**	**667,600**	**626,602**	**1,175,336**	**1,489,448**	**678,754**	**1,205,920**	**1,812,847**	**1,006,393**	**1,006,393**	**2,125,415**	**12,503,120**	**10,082,271**	**2,420,850**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	170,803	270,551	183,919	183,919	215,831	187,682	207,775	205,321	203,483	206,600	206,600	206,600	278,717	2,727,799	2,427,687	(300,112)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	81	81	81	97	339	948	609
1200	Pupil Support Salaries	18,564	15,212	15,678	15,678	22,065	14,414	22,735	23,716	22,784	24,055	24,055	24,055	28,866	271,877	186,995	(84,882)
1300	Administrators' Salaries	33,498	21,734	21,210	21,210	25,723	20,651	24,149	20,846	21,301	21,882	21,882	21,882	39,152	315,120	308,737	(6,382)
		222,865	307,496	220,807	220,807	263,619	222,747	254,658	249,884	247,568	252,618	252,618	252,618	346,832	3,315,135	2,924,368	(390,766)
Classified Salaries																	
2100	Instructional Salaries	394	639	445	445	539	471	499	-	-	561	561	561	673	5,788	6,000	211
2200	Support Salaries	1,079	671	671	671	876	671	841	772	772	899	899	899	1,079	10,799	9,611	(1,188)
2300	Classified Administrators' Salaries	5,121	3,264	3,355	3,355	5,350	3,248	4,977	9,044	9,472	4,111	4,111	4,111	4,933	64,453	44,975	(19,478)
2400	Clerical and Office Staff Salaries	922	582	904	904	1,565	1,071	1,843	1,972	1,971	1,355	1,355	1,355	1,626	17,425	8,085	(9,340)
		7,516	5,156	5,375	5,375	8,331	5,461	8,160	11,787	12,215	6,926	6,926	6,926	8,311	98,466	68,671	(29,795)
Benefits																	
3101	STRS	-	-	970	-	-	-	-	-	(15,132)	50,479	50,479	50,479	525,172	662,449	387,885	(274,564)
3202	PERS	-	-	-	-	-	-	-	-	-	1,578	1,578	1,578	-	4,735	12,876	8,140
3301	OASDI	1,534	1,021	1,080	1,080	1,439	1,039	1,620	1,574	1,574	362	362	362	-	13,047	2,957	(10,090)
3311	Medicare	3,147	4,373	3,083	3,083	3,798	3,141	3,588	3,612	3,593	3,915	3,915	3,915	-	43,165	30,138	(13,026)
3401	Health and Welfare	-	-	-	-	5,768	308,824	231,160	330,481	(63,702)	81,127	81,127	81,127	-	1,055,912	628,524	(427,388)
3501	State Unemployment	189	242	256	256	26	194	6,672	1,163	413	11,210	11,210	11,210	181,160	224,301	168,528	(55,673)
3601	Workers' Compensation	-	-	5,967	4,376	-	37	-	5,445	-	3,780	3,780	3,780	-	27,166	29,099	1,933
		4,870	5,636	11,355	8,795	11,030	313,236	243,040	342,276	(73,254)	152,453	152,453	152,453	706,332	2,030,675	1,260,007	(770,669)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	379	-	59,451	6,460	-	2,843	4,250	5,260	5,260	5,260	-	89,163	42,300	(46,863)
4200	Books and Reference Materials	-	-	-	-	-	359,494	514	201,053	121,505	88,652	88,652	88,652	-	948,524	886,520	(62,004)
4302	School Supplies	-	2,773	548	525	1,751	-	-	1,141	995	47,506	47,506	47,506	-	150,152	33,932	(116,320)
4305	Software	-	2,959	30,640	55,071	60,461	204,756	4,326	178,886	56,448	42,060	42,060	42,060	-	719,717	420,600	(299,117)
4310	Office Expense	-	36	1,079	42	70	733	23	9,242	4,993	1,427	1,427	1,427	-	20,497	14,268	(6,229)
4311	Business Meals	-	-	-	-	-	-	27	548	263	1,639	1,639	1,639	-	5,754	19,666	13,912
4400	Noncapitalized Equipment	-	3,455	37,409	2,152	466	4,230	1,675	(16)	87	393,353	393,353	393,353	-	1,229,515	1,141,995	(87,520)
		-	9,223	70,055	57,790	122,199	575,674	6,565	393,697	188,541	579,896	579,896	579,896	-	3,163,432	2,559,281	(604,151)

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised: 4/30/24

Actuals Through: 3/31/2024

ADA = 801.29

CHARTER IMPACT

		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.)
Subagreement Services																	
5102	Special Education	-	3,575	30,049	15,431	37,922	38,657	105,794	130,139	84,131	66,233	66,233	66,233	132,467	776,864	638,500	(138,364)
5103	Substitute Teacher	-	-	-	-	-	7,370	-	9,045	1,715	-	-	-	-	18,130	-	(18,130)
5106	Other Educational Consultants	-	180	-	35	143	85,845	14,471	23,246	11,925	15,000	15,000	15,000	612,025	772,870	615,386	(157,484)
5107	Instructional Services	-	-	-	-	-	14,187	-	7,913	4,757	-	-	-	-	26,857	-	(26,857)
		-	3,755	30,049	15,466	38,065	126,058	120,265	170,343	102,528	81,233	81,233	81,233	744,492	1,594,720	1,253,886	(340,835)
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	63	221	16,623	1,048	3,146	3,146	3,146	-	27,394	37,754	10,360
5300	Dues & Memberships	-	2,934	159	63	-	12,276	-	1,585	-	1,225	1,225	1,225	-	20,691	11,800	(8,891)
5400	Insurance	-	-	897	1,584	-	7,375	1,607	1,610	1,607	92	92	92	-	14,955	900	(14,055)
5501	Utilities	-	-	-	-	-	-	-	23	-	268	268	268	-	829	3,221	2,392
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	575	575	575	-	1,725	5,600	3,875
5900	Communications	-	-	156	178	194	339	515	2,534	399	500	500	500	-	5,815	85,700	79,885
5901	Postage and Shipping	-	-	-	-	18	11,857	1	7,373	4,076	248	248	248	-	24,067	2,970	(21,097)
		-	2,934	1,212	1,826	212	31,910	2,344	29,747	7,130	6,054	6,054	6,054	-	95,476	147,945	52,469
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	4,116	4,116	4,116	-	12,348	38,791	26,443
5602	Additional Rent	-	-	532	4,140	8,811	1,086	(13,482)	1,561	200	168	168	168	-	3,349	2,010	(1,339)
5603	Equipment Leases	-	-	-	-	-	-	-	2,176	-	183	183	183	-	2,726	2,199	(527)
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	4,467	4,467	4,467	-	34,883	43,000	8,117
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	185,099	(533)	109,921	63,476	65,020	65,020	65,020	-	553,023	522,400	(30,623)
5802	Audit & Taxes	-	-	37	411	290	23,660	-	-	3,182	-	-	-	-	27,580	5,308	(22,272)
5803	Legal	-	-	382	664	54	1,278	159	3,608	236	-	-	-	-	6,382	-	(6,382)
5804	Professional Development	-	-	3,346	1,113	2,506	15,833	10	53,350	12,602	7,006	7,006	7,006	-	109,779	84,073	(25,706)
5805	General Consulting	-	6	2,781	3,042	2,292	318,673	2,188	172,219	17,947	26,052	26,052	26,052	(623,189)	(25,884)	206,823	232,708
5806	Special Activities/Field Trips	-	-	-	-	1,875	-	-	14,474	-	-	-	-	-	16,350	-	(16,350)
5807	Bank Charges	116	113	107	78	95	100	77	108	93	83	83	83	-	1,136	1,000	(136)
5808	Printing	-	-	-	-	-	-	-	292	-	-	-	-	-	292	-	(292)
5809	Other taxes and fees	-	21	47	1	38	47	(41)	17,698	7,377	3,800	3,800	3,800	-	36,589	45,604	9,015
5810	Payroll Service Fee	-	-	-	-	-	88,044	-	63,155	25,527	-	-	-	-	176,726	-	(176,726)
5811	Management Fee	-	7,242	3,621	3,624	3,600	3,643	11,008	8,698	10,983	4,433	4,433	4,433	-	65,717	43,450	(22,267)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	15,875	9,181	9,181	74,165	108,402	86,408	(21,994)
5814	SPED Encroachment	405	405	729	-	1,458	-	1,458	-	2,264	2,542	2,542	2,542	9,815	24,159	-	(24,159)
5815	Public Relations/Recruitment	-	4,385	3,911	-	2,749	49,990	4,116	25,534	14,041	7,765	7,765	7,765	-	128,021	93,184	(34,837)
		521	12,171	14,960	8,932	14,959	686,367	18,443	469,056	157,730	132,577	125,883	125,883	(539,208)	1,228,273	1,088,250	(140,023)
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		235,772	346,371	354,344	323,130	467,225	1,962,539	656,040	1,670,941	642,657	1,216,224	1,209,530	1,209,530	1,266,759	11,561,060	9,345,407	(2,215,653)
Monthly Surplus (Deficit)		(207,939)	(17,179)	(2,957)	344,470	159,377	(787,204)	833,408	(992,187)	563,268	596,623	(203,136)	(203,136)	858,657	942,060	736,864	205,196

FY23-24 CalOps Central Valley

Monthly Cash Flow/Forecast FY23-24

Revised: 4/30/24

Actuals Through: 3/31/2024

ADA = 801.29

CHARTER IMPACT

	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.)
														8.1%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(207,939)	(17,179)	(2,957)	344,470	159,377	(787,204)	833,408	(992,187)	563,263	596,623	(203,136)	(203,136)	858,657	942,060		
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)	-	-	-	(2,125,415)	(141,191)		
Grants and Contributions Rec	-	-	61,552	(278,832)	(259,466)	722,373	-	(451,986)	(6,045)	-	-	-	-	(212,404)		
Due To/From Related Parties	(68,744)	416,368	322,754	(88,952)	449,005	-	364,395	719,592	446,391	-	-	(3,420,695)	-	(859,886)		
Prepaid Expenses		(159)	159	(27,038)	-	-	(5,445)	5,445	-	-	-	-	-	(27,038)		
Other Assets	-	-	-	-	-	(131,297)	-	323,632	-	-	-	-	-	192,335		
Accounts Payable	-	(21,805)	(381,802)	-	-	-	-	(1,075,221)	388,392	-	-	-	1,266,759	176,323		
Accrued Expenses	(1,075,623)	(112,159)	301,472	-	40,626	-	231,160	1,115,508	(239,486)	-	-	-	-	261,499		
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	985,225	266,281	301,178	(592,771)	931,960	385,153	1,163,607	(774,186)	896,195	596,623	(203,136)	(3,623,831)				
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	9,624,029	9,420,893				
Cash, End of Month	**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**	**9,624,029**	**9,420,893**	**5,797,061**				

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 2/29/2024

ADA = **1728.71**

CHARTER IMPACT

		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.)
Revenues																ADA = 1766.29	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	629,033	629,033	1,120,107	1,120,107	1,106,643	1,120,107	1,120,107	1,149,392	1,308,640	1,308,640	1,308,640	1,098,398	13,013,809	13,673,696	(654,887)
8012	Education Protection Account	-	-	1,385,789	-	-	-	1,385,789	-	-	1,385,224	-	-	1,634,817	5,791,619	5,572,843	218,776
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(8,511)	-	-	-	-	(8,511)	-	(8,511)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	486,626	486,626	486,626	1,443,437	2,903,337	2,728,393	174,923
		-	629,033	2,014,802	1,120,107	1,120,107	1,106,643	2,505,896	1,120,107	1,140,881	3,180,490	1,795,267	1,795,267	4,176,653	21,705,234	21,974,932	(269,699)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	45,201	45,201	45,201	89,129	224,732	220,787	3,946
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	243,404	-	-	-	-	-	(6,488)	236,916	243,957	(7,041)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	20,459	-	-	-	24,830	45,289	40,739	4,550
8290	Title IV, Part A	-	-	-	-	-	-	-	-	1	-	-	-	18,900	18,901	16,635	2,266
8296	Other Federal Revenue	-	-	-	-	-	-	239,462	-	-	55,140	-	-	(74,041)	220,561	-	220,561
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	-	20,765	-	-	-	-	20,765	-	20,765
		-	-	-	-	-	-	482,866	-	41,225	100,341	45,201	45,201	52,330	767,164	522,118	245,047
Other State Revenue																	
8311	State Special Education	71,268	71,268	128,283	128,283	128,283	-	256,566	138,742	281,800	119,699	119,699	119,699	(50,768)	1,512,621	1,567,409	(54,787)
8550	Mandated Cost	-	-	-	-	-	59,096	-	-	-	-	-	-	-	59,096	57,694	1,402
8560	State Lottery	-	-	-	-	-	-	135,211	13,654	-	101,710	-	-	179,873	430,449	418,611	11,837
8598	Prior Year Revenue	-	-	-	-	-	-	-	-	3,957	-	-	-	-	3,957	-	3,957
8599	Other State Revenue	-	-	-	12,117	12,117	25,581	12,117	12,117	12,905	7,779	7,779	7,779	(23,856)	86,436	88,315	(1,879)
		71,268	71,268	128,283	140,400	140,400	84,677	403,894	164,513	298,662	229,188	127,478	127,478	105,249	2,092,559	2,132,029	(39,470)
Other Local Revenue																	
8660	Interest Revenue	-	-	-	-	-	20,349	-	-	11,811	-	-	-	-	32,160	-	32,160
8699	School Fundraising	-	-	-	-	3,258	-	-	-	-	-	-	-	-	3,258	-	3,258
		-	-	-	-	3,258	20,349	-	-	11,811	-	-	-	-	35,418	-	35,418
Total Revenue		**71,268**	**700,281**	**2,143,085**	**1,260,507**	**1,263,765**	**1,211,669**	**3,392,656**	**1,284,620**	**1,492,379**	**3,510,020**	**1,967,946**	**1,967,946**	**4,334,232**	**24,600,374**	**24,629,078**	**(28,704)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	467,005	739,733	502,866	502,866	590,120	513,155	568,093	561,384	556,358	564,000	564,000	564,000	604,216	7,297,797	6,637,727	(660,070)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	174	174	174	309	730	2,592	1,862
1200	Pupil Support Salaries	50,758	43,592	42,866	42,866	60,329	39,411	62,162	64,845	62,296	63,500	63,500	63,500	62,276	719,899	511,279	(208,620)
1300	Administrators' Salaries	91,590	59,424	57,993	57,993	70,331	56,463	66,026	56,997	58,241	59,900	59,900	59,900	84,466	839,224	844,143	4,919
		609,352	840,749	603,725	603,725	720,780	609,030	696,280	683,226	676,894	687,574	687,574	687,574	751,167	8,857,651	7,995,741	(861,909)
Classified Salaries																	
2100	Instructional Salaries	1,077	1,746	1,218	1,218	1,473	1,287	1,365	-	-	1,211	1,211	1,211	1,453	14,467	16,404	1,937
2200	Support Salaries	2,349	1,835	1,835	1,835	2,396	1,835	2,299	2,110	2,110	1,939	1,939	1,939	2,327	27,350	26,278	(1,072)
2300	Classified Administrators' Salaries	14,003	8,924	9,172	9,172	14,625	8,881	13,607	24,727	25,999	8,870	8,870	8,870	10,643	166,267	122,969	(43,298)
2400	Clerical and Office Staff Salaries	2,521	1,591	2,473	2,473	4,280	2,529	5,039	5,391	5,388	5,200	5,200	5,200	1,953	49,641	22,107	(27,535)
		20,551	14,097	14,698	14,698	22,774	14,932	22,310	32,228	33,397	17,219	17,219	17,219	16,331	257,726	187,758	(69,968)
Benefits																	
3101	STRS	-	-	2,651	-	-	-	-	-	(32,036)	111,371	111,371	111,371	1,130,062	1,434,729	1,060,546	(374,183)
3301	OASDI	4,193	2,793	2,952	2,952	3,933	2,842	4,429	4,303	4,303	679	679	679	-	34,736	8,084	(26,652)
3311	Medicare	8,605	11,957	8,429	8,429	10,384	8,589	9,810	9,876	9,825	8,605	8,605	8,605	-	111,720	82,403	(29,317)
3401	Health and Welfare	-	-	-	-	15,770	655,146	492,586	704,801	(135,854)	166,010	166,010	166,010	-	2,230,477	1,623,024	(607,453)
3501	State Unemployment	517	662	700	700	70	532	18,248	3,181	1,129	11,449	11,449	11,449	-	60,079	216,731	156,652
3601	Workers' Compensation	-	-	16,314	11,966	-	78	-	-	-	8,308	8,308	8,308	-	53,283	79,562	26,279
		13,315	15,411	31,046	24,047	30,157	667,186	525,466	722,161	(152,694)	306,422	306,422	306,422	1,130,062	3,915,424	3,070,351	(855,073)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	1,037	-	162,550	17,570	-	7,959	3,203	9,992	9,992	9,992	-	222,299	122,500	(99,799)
4200	Books and Reference Materials	-	-	-	-	-	790,175	1,097	388,433	235,790	140,000	140,000	140,000	-	1,835,544	2,618,300	792,756
4302	School Supplies	-	7,802	2,423	1,436	4,842	-	(7,830)	7,848	2,139	2,000	2,000	2,000	-	24,661	1,237,836	1,213,175
4305	Software	-	8,090	83,774	150,573	165,311	440,873	9,226	373,647	116,397	111,341	111,341	111,341	-	1,681,913	1,113,408	(568,505)
4310	Office Expense	-	886	3,075	214	338	1,143	728	20,045	17,930	3,405	3,405	3,405	-	54,473	40,855	(13,618)
4311	Business Meals	-	-	-	-	-	(794)	57	1,169	583	4,568	4,568	4,568	-	14,699	54,814	40,115
4400	Noncapitalized Equipment	-	5,446	102,284	5,883	1,275	9,021	3,572	(35)	184	218,358	218,358	218,358	-	786,707	802,821	16,114
		-	26,225	192,592	158,106	334,316	1,247,988	6,851	799,117	376,112	489,663	489,663	489,663	-	4,610,296	5,990,534	1,380,238

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 2/29/2024

ADA = 1728.71

CHARTER IMPACT

		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.)
Subagreement Services																	
5102	Special Education	-	10,419	42,795	29,572	32,875	166,003	184,710	190,788	160,890	172,030	172,030	172,030	345,853	1,730,000	1,757,700	27,700
5103	Substitute Teacher	-	-	-	-	-	15,717	-	19,291	3,658	-	-	-	-	38,665	-	(38,665)
5105	Security	-	-	-	-	-	-	-	103	-	-	-	-	-	103	-	(103)
5106	Other Educational Consultants	-	492	-	96	708	92,986	30,562	46,679	25,545	22,000	22,000	22,000	-	263,366	1,524,074	1,260,708
5107	Instructional Services	-	-	-	-	-	30,693	-	15,267	9,200	18,147	18,147	18,147	-	109,600	217,760	108,160
		-	10,911	42,795	29,667	33,583	305,404	215,572	272,127	199,292	212,177	212,177	212,177	345,853	2,141,734	3,499,534	1,357,800
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	5,652	(5,012)	35,451	2,235	7,442	7,442	7,442	-	60,652	91,200	30,548
5300	Dues & Memberships	-	5,104	1,654	173	-	26,180	-	3,379	-	2,975	2,975	2,975	-	45,416	36,500	(8,916)
5400	Insurance	-	-	2,453	4,331	-	19,197	3,427	3,433	3,427	208	208	208	-	36,893	2,600	(34,293)
5501	Utilities	-	482	295	404	523	236	184	286	224	-	-	-	-	2,634	-	(2,634)
5502	Janitorial Services	-	850	-	850	-	1,700	2,256	1,189	1,250	1,342	1,342	1,342	-	12,119	16,400	4,281
5900	Communications	-	-	626	1,562	1,613	1,997	1,099	6,478	2,085	19,677	19,677	19,677	-	74,491	241,422	166,931
5901	Postage and Shipping	-	-	-	-	2,572	25,639	2	16,573	7,931	690	690	690	-	54,785	8,278	(46,507)
		-	6,436	5,028	7,320	4,708	80,601	1,955	66,789	17,153	32,333	32,333	32,333	-	286,990	396,400	109,410
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	10,317	10,317	10,317	-	30,950	126,500	95,550
5602	Additional Rent	-	-	1,454	-	51,516	7,621	(57,880)	2,276	825	467	467	467	-	7,242	5,602	(1,640)
5603	Equipment Leases	-	-	-	-	275	-	294	993	294	511	511	511	-	3,373	6,130	2,757
5604	Other Leases	-	-	-	-	-	-	78,993	-	-	-	-	-	-	78,993	-	(78,993)
5610	Repairs and Maintenance	-	3,400	-	60	-	2,337	-	1,637	313	1,319	1,319	1,319	-	11,703	15,823	4,120
		-	3,400	1,454	60	51,791	9,959	21,396	4,910	1,431	12,613	12,613	12,613	-	132,231	154,055	21,824
Professional/Consulting Services																	
5801	IT	-	1,547	-	-	-	361,541	(1,136)	189,236	116,760	28,107	28,107	28,107	-	752,268	337,280	(414,988)
5802	Audit & Taxes	-	-	102	1,123	794	49,901	-	-	6,786	-	-	-	-	57,706	14,795	(42,911)
5803	Legal	-	1,098	13,055	3,810	2,322	2,726	632	7,568	1,289	7,038	7,038	7,038	-	53,615	84,461	30,846
5804	Professional Development	-	-	9,148	3,044	6,798	44,167	21	119,603	10,288	19,528	19,528	19,528	-	251,652	234,335	(17,317)
5805	General Consulting	-	17	6,737	8,316	5,973	611,894	6,956	317,193	47,434	118,060	118,060	118,060	(908,450)	450,290	1,230,905	780,615
5807	Bank Charges	210	192	29	-	-	98	-	139	307	417	417	417	-	2,024	5,000	2,976
5808	Printing	-	-	-	-	-	-	-	623	-	-	-	-	-	623	-	(623)
5809	Other taxes and fees	-	58	129	2	104	139	5	33,894	12,644	8,943	8,943	8,943	-	73,805	107,319	33,514
5810	Payroll Service Fee	-	-	-	-	-	187,768	-	134,688	54,440	-	-	-	-	376,895	-	(376,895)
5811	Management Fee	-	19,800	9,900	9,944	9,880	9,992	21,358	22,215	21,295	9,564	9,564	9,564	-	153,075	118,800	(34,275)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	31,805	17,953	17,953	149,342	217,052	219,749	2,697
5814	SPED Encroachment	1,040	1,040	1,872	-	3,744	-	3,744	-	4,116	4,947	4,947	4,947	21,724	52,121	-	(52,121)
5815	Public Relations/Recruitment	-	11,988	10,692	-	7,517	97,052	8,778	47,341	30,852	18,983	18,983	18,983	-	271,170	227,801	(43,369)
		1,250	35,740	71,501	26,239	42,261	1,362,819	40,359	894,609	306,061	232,182	218,330	218,330	(737,384)	2,712,296	2,580,445	(131,851)
Depreciation																	
6900	Depreciation Expense	-	-	-	-	23,352	4,670	4,670	4,670	4,670	-	-	-	-	42,034	-	(42,034)
		-	-	-	-	23,352	4,670	4,670	4,670	4,670	-	-	-	-	42,034	-	(42,034)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		644,468	952,968	962,839	863,861	1,313,726	4,302,583	1,534,860	3,479,833	1,462,307	1,990,133	1,976,331	1,976,331	1,506,078	22,966,330	23,874,817	908,437
Monthly Surplus (Deficit)		(573,200)	(252,687)	1,180,246	396,646	(49,961)	(3,090,915)	1,857,796	(2,195,218)	30,072	1,519,837	(8,385)	(8,385)	2,828,154	1,633,334	754,261	879,733

FY23-24 CalOps NorCal

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 2/29/2024

ADA = 1728.71

CHARTER IMPACT

	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.)
Cash Flow Adjustments																
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	1,519,837	(8,385)	(8,385)	2,828,154	1,633,934		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	23,352	4,670	4,670	4,670	4,670	-	-	-	-	42,034		
Public Funding Receivables	-	(629,013)	629,013	-	-	-	(220,561)	(1,270,966)	(21,563)	-	-	-	(4,334,232)	(5,847,322)		
Grants and Contributions Rec.	-	3,221,974	274,440	2,329,972	125,134	3,706	133,078	(13,654)	1,850,225	-	-	-	-	7,924,874		
Due To/From Related Parties	1,034,982	1,103,337	882,645	(3,132,613)	1,155,365	1,737,279	(5,071,580)	1,687,343	1,324,131	-	-	(6,150,000)	-	(5,538,513)		
Prepaid Expenses	-	(464)	464	(56,370)	-	-	(11,613)	-	-	-	-	-	-	(67,983)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	14,967	(1,060,623)	-	-	200	(200)	(3,008,379)	758,643	-	-	-	1,506,078	(1,789,315)		
Accrued Expenses	-	(651,258)	1,045,077	(200,050)	-	-	492,985	3,371,476	(3,166,488)	-	-	-	-	863,742		
Deferred Revenue	-	-	-	-	(235,026)			-	785,104							
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Change in Cash	461,782	2,776,856	2,951,261	(662,416)	1,053,464	(1,345,065)	(2,815,426)	(1,424,728)	1,364,794	1,519,837	(8,385)	(6,158,385)				
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	12,891,008	12,882,623				
Cash, End of Month	**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**	**12,891,008**	**12,882,623**	**6,724,238**				

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 1/31/2024

ADA = 163.48

CHARTER IMPACT

		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.)
Revenues																ADA = 138.94	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	58,041	56,897	103,445	103,445	103,445	103,445	103,445	125,539	125,190	125,190	125,190	170,927	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	-	279
8096	In Lieu of Property Taxes	-	-	36,271	72,543	48,362	48,362	48,362	-	48,362	77,879	77,879	77,879	210,392	746,292	593,664	152,628
		-	58,041	93,168	183,051	151,807	151,807	158,869	103,445	174,180	210,966	203,070	203,070	391,983	2,083,457	1,759,868	323,589
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	4,106	4,106	4,106	8,927	21,246	17,368	3,878
8290	Title I, Part A - Basic Low Income	-	-	-	-	53	-	-	-	33,456	-	-	-	(907)	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	26,594	-	-	21,308	106,375	91,340	15,035
		-	-	-	-	53	-	53,189	-	38,740	30,700	4,106	4,106	44,078	174,972	152,953	22,019
Other State Revenue																	
8311	State Special Education	7,776	7,776	13,996	13,996	13,996	-	27,992	10,074	20,550	8,517	8,517	8,517	1,296	143,001	123,299	19,702
8550	Mandated Cost	-	-	-	-	-	5,177	-	-	-	-	-	-	-	5,177	5,174	3
8560	State Lottery	-	-	-	-	6,725	-	-	-	5,827	8,793	-	-	19,350	40,694	32,930	7,764
8598	Prior Year Revenue	-	-	-	-	-	-	9,334	-	6,725	-	-	-	-	16,059	-	16,059
8599	Other State Revenue	-	-	1,144	1,028	50,502	1,028	1,028	1,028	(48,213)	735	735	735	(1,580)	8,172	6,947	1,224
		7,776	7,776	15,140	15,024	71,223	6,205	38,354	11,102	(15,111)	18,045	9,252	9,252	19,065	213,103	168,350	44,752
Other Local Revenue																	
8660	Interest Revenue	4	6	7	12	15	15	19	20	22	-	-	-	-	122	-	122
		4	6	7	12	15	15	19	20	22	-	-	-	-	122	-	122
Total Revenue		7,780	65,823	108,315	198,087	223,098	158,027	250,431	114,567	197,831	259,711	216,428	216,428	455,126	2,471,653	2,081,172	390,482
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	36,755	58,220	39,577	39,577	46,445	40,387	44,711	44,183	43,787	44,400	44,400	44,400	56,847	583,690	522,414	(61,276)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	16	16	16	20	69	204	135
1200	Pupil Support Salaries	3,995	3,273	3,374	3,374	4,748	3,102	4,892	5,104	4,903	4,906	4,906	4,906	5,887	57,371	40,240	(17,131)
1300	Administrators' Salaries	7,208	4,677	4,564	4,564	5,535	4,444	5,197	4,486	4,584	4,841	4,841	4,841	7,985	67,768	66,437	(1,330)
		47,958	66,170	47,515	47,515	56,728	47,933	54,800	53,772	53,274	54,164	54,164	54,164	70,739	708,897	629,294	(79,602)
Classified Salaries																	
2100	Instructional Salaries	85	137	96	96	116	101	107	-	-	114	114	114	137	1,219	1,291	72
2200	Support Salaries	232	144	144	144	189	144	181	166	166	183	183	183	220	2,281	2,068	(213)
2300	Classified Administrators' Salaries	1,102	702	722	722	1,151	699	1,071	1,946	2,038	839	839	839	1,006	13,676	9,678	(3,998)
2400	Clerical and Office Staff Salaries	198	125	195	195	337	230	397	424	424	276	276	276	332	3,686	1,740	(1,946)
		1,617	1,109	1,157	1,157	1,793	1,175	1,756	2,536	2,628	1,413	1,413	1,413	1,695	20,862	14,777	(6,085)
Benefits																	
3101	STRS	-	-	-	-	-	209	-	(209)	(2,915)	10,323	10,323	10,323	107,057	135,112	83,469	(51,643)
3301	OASDI	330	220	232	232	310	224	349	339	339	71	71	71	-	2,787	636	(2,151)
3311	Medicare	677	941	663	663	817	676	772	777	773	800	800	800	-	9,161	6,485	(2,675)
3401	Health and Welfare	-	-	-	-	1,241	59,751	44,817	64,073	(12,350)	19,304	19,304	19,304	-	215,445	157,794	(57,651)
3501	State Unemployment	41	52	55	55	6	42	1,436	250	89	2,535	2,535	2,535	41,073	50,704	37,571	(13,133)
3601	Workers' Compensation	-	-	1,284	942	-	7	-	-	-	772	772	772	-	4,350	6,262	1,712
3901	Other Benefits	-	-	-	-	-	(0)	-	-	-	-	-	-	-	(0)	-	0
		1,048	1,213	2,235	1,893	2,373	60,908	47,373	65,231	(14,064)	33,806	33,806	33,806	148,130	417,758	292,217	(125,541)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	82	-	12,793	1,385	-	617	583	908	908	908	-	18,185	9,300	(8,886)
4200	Books and Reference Materials	-	-	-	-	-	72,331	100	43,902	32,447	20,533	20,533	20,533	-	210,378	205,329	(5,049)
4302	School Supplies		597	950	113	377	-	-	190	185	300	300	300	88,948	92,260	77,396	(14,864)
4305	Software		637	5,751	14,387	13,011	39,714	839	36,886	13,804	9,241	9,241	9,241	-	152,753	92,411	(60,342)
4310	Office Expense	-	8	232	9	15	142	4	1,532	967	268	268	268	-	3,713	3,216	(497)
4311	Business Meals	-	-	-	-	-	-	5	106	51	-	-	-	-	162	-	(162)
4400	Noncapitalized Equipment	-	743	8,050	463	100	820	325	(3)	17	22,156	22,156	22,156	-	76,982	57,022	(19,961)
		-	1,985	15,065	14,973	26,296	114,393	1,273	83,231	48,055	53,406	53,406	53,406	88,948	554,434	444,673	(109,761)

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 1/31/2024

ADA = 168.48

CHARTER IMPACT

		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.)
Subagreement Services																	
5102	Special Education	-	-	480	2,905	14,623	13,768	9,175	24,970	16,853	16,270	16,270	16,270	-	131,583	138,300	6,717
5103	Substitute Teacher	-	-	-	-	-	1,429	-	1,754	333	-	-	-	-	3,515	-	(3,515)
5106	Other Educational Consultants	-	39	-	7	24	8,197	3,721	4,922	2,955	2,200	2,200	2,200	62,772	89,237	70,825	(18,411)
5107	Instructional Services	-	-	-	-	-	2,827	-	1,693	1,243	2,911	2,911	2,911	-	14,497	34,934	20,437
		-	39	480	2,912	14,647	26,221	12,895	33,339	21,384	21,381	21,381	21,381	62,772	238,832	244,059	5,228
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	12	52	3,223	203	411	411	411	-	4,724	15,700	10,976
5300	Dues & Memberships	-	438	1,190	14	-	2,380	-	307	-	350	350	350	-	5,379	3,600	(1,779)
5400	Insurance	-	-	193	341	-	1,553	312	312	312	25	25	25	-	3,097	200	(2,897)
5501	Utilities	-	-	-	-	-	-	-	5	-	-	-	-	-	5	-	(5)
5502	Janitorial Services			-	-	-	-	-	-	-	142	142	142	-	425	1,500	1,075
5900	Communications			34	38	42	66	100	491	77	100	100	100	-	1,148	20,500	19,352
5901	Postage and Shipping	-		-	-	4	2,361	0	1,561	1,055	54	54	54	-	5,144	652	(4,492)
		-	438	1,417	393	46	6,372	464	5,899	1,647	1,082	1,082	1,082	-	19,921	42,152	22,231
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	1,292	-	-	-	1,365	1,365	1,365	-	5,386	13,777	8,391
5602	Additional Rent		-	114	-	-	422	(114)	230	75	37	37	37	-	837	441	(396)
5603	Equipment Leases		-	-	-	-	-	-	4,746	-	40	40	40	-	4,866	482	(4,384)
5604	Other Leases		-	-	-	-	-	114	-	-	-	-	-	-	114	-	(114)
5610	Repairs and Maintenance	-	-	-	-	-	143	-	80	-	-	-	-	-	223	-	(223)
		-	-	114	-	-	1,857	-	5,056	75	1,442	1,442	1,442	-	11,427	14,700	3,273
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	35,857	(103)	21,948	18,221	667	667	667	-	75,923	8,000	(67,923)
5802	Audit & Taxes	-	-	8	88	62	4,659	-	-	617	-	-	-	-	5,435	1,165	(4,270)
5803	Legal	-	-	82	391	174	638	31	678	-46	554	554	554	-	3,702	6,648	2,946
5804	Professional Development	-	-	720	240	537	3,333	2	10,475	1,683	1,537	1,537	1,537	-	21,602	18,445	(3,157)
5805	General Consulting		1	491	655	483	109,803	424	35,973	3,243	18,316	18,316	18,316	(91,902)	114,118	146,296	32,179
5807	Bank Charges			25	-	-	4	-	-	-	83	83	83	-	279	1,000	721
5808	Printing	-	-	-	-	-	-	-	57	-	-	-	-	-	57	-	(57)
5809	Other taxes and fees	-	5	10	0	8	9	1	3,594	1,803	717	717	717	-	7,580	8,600	1,020
5810	Payroll Service Fee	-	-	-	-	-	17,070	-	12,244	4,949	-	-	-	-	34,263	-	(34,263)
5811	Management Fee	-	1,558	779	783	777	787	2,044	1,886	2,039	904	904	904	-	13,365	9,350	(4,015)
5812	District Oversight Fee	-	-	-	-	-	-	-	-	-	2,110	2,031	2,031	14,664	20,835	17,599	(3,236)
5814	SPED Encroachment	88	88	159	-	318	-	318	-	402	379	379	379	2,418	4,927	-	(4,927)
5815	Public Relations/Recruitment	-	944	842	-	592	7,808	798	4,435	2,251	1,646	1,646	1,646	-	22,606	19,747	(2,859)
		88	2,596	3,116	2,156	3,356	179,967	3,515	92,846	33,254	26,259	26,180	26,180	(74,820)	334,691	236,850	(87,841)
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		50,712	73,549	71,099	70,998	105,239	438,826	122,076	341,909	146,253	192,952	192,873	192,873	297,464	2,296,822	1,918,724	(378,099)
Monthly Surplus (Deficit)		(42,931)	(7,726)	37,217	127,089	117,859	(280,799)	128,356	(227,342)	51,578	66,759	23,555	23,555	157,662	174,831	162,448	12,383

FY23-24 CalOps North Bay

Monthly Cash Flow/Forecast FY23-24

Revised 02/27/24

Actuals Through: 1/31/2024

ADA = 168.48

CHARTER IMPACT

	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.)
														7.1%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(42,931)	(7,726)	37,217	127,089	117,859	(280,799)	128,356	(227,342)	51,578	66,759	23,555	23,555	157,662	174,831		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	-	(58,041)	58,041	-	-	-	(53,189)	(114,547)	(22,606)	-	-	-	(455,126)	(645,468)		
Grants and Contributions Rec.	-	255,370	47,925	(52,242)	(39,567)	72,957	840	-	(4,289)	-	-	-	-	280,994		
Due To/From Related Parties	(17,716)	81,969	69,453	53,792	99,179	150,245	71,931	142,900	96,180	-	-	1,060,000	-	1,807,933		
Prepaid Expenses	-	-	-	-	-	1,501	(1,056)	-	-	-	-	-	-	445		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	-	(170)	(161,639)	-	-	-	-	45	90,683	-	-	-	297,464	226,382		
Accrued Expenses	-	(18,435)	161,431	(16,348)	-	209	44,817	36,126	(49,368)	-	-	-	-	158,431		
Other Liabilities	-	-	-	-	28,740	-	-	-	49,474	-	-	-	-	78,214		
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	(60,647)	252,967	212,427	112,291	206,211	(55,887)	191,698	(162,818)	211,652	66,759	23,555	1,083,555				
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	2,167,819	2,191,374				
Cash, End of Month	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	2,167,819	2,191,374	3,274,929				

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 04/30/24

Actuals Through 3/31/2024

ADA = 560.37

CHARTER IMPACT

		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.)
Revenues																ADA = 461.82	
State Aid - Revenue Limit																	
8011	LCFF State Aid		142,326	142,326	252,849	209,688	292,302	256,186	256,186	337,847	343,150	343,150	343,150	353,218	3,272,380	2,870,004	402,376
8012	Education Protection Account		-	-	22,911	-	-	22,910	-	-	28,001	-	-	38,253	112,074	92,363	19,711
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(13,794)	-	-	-	-	(13,794)	-	(13,794)
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	1,500,000	100,000	336,414	336,414	336,414	911,502	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	707,564	679,564	679,564	1,302,973	6,891,403	5,652,685	1,238,718
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	14,560	14,560	14,560	29,167	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
		-	-	-	-	-	-	-	-	-	14,560	14,560	14,560	84,853	128,534	57,727	70,807
Other State Revenue																	
8311	State Special Education	19,628	19,628	35,331	35,331	35,331	-	70,662	51,997	105,536	44,420	44,420	44,420	(16,381)	490,324	409,815	80,509
8550	Mandated Cost	-	-	-	-	-	16,770	-	-	-	-	-	-	-	16,770	16,733	37
8560	State Lottery	-	-	-	-	-	-	-	41,254	-	28,524	-	-	69,755	139,532	109,450	30,082
8598	Prior Year Revenue	-	-	-	-	-	-	20,952	-	-	-	-	-	-	20,952	-	20,952
8599	Other State Revenue	-	-	-	3,337	-	10,382	-	-	11,523	2,522	2,522	2,522	(4,788)	28,019	23,091	4,928
		19,628	19,628	35,331	38,668	35,331	27,152	91,614	93,251	117,059	75,465	46,942	46,942	48,585	695,596	559,089	136,507
Other Local Revenue																	
8660	Interest Revenue	-	377	282	296	716	894	809	1,626	5,286	-	-	-	-	10,286	-	10,286
		-	377	282	296	716	894	809	1,626	5,286	-	-	-	-	10,286	-	10,286
Total Revenue		19,628	162,331	177,939	314,724	243,735	320,348	371,519	1,851,063	546,398	797,590	741,066	741,066	1,436,412	7,735,820	6,269,501	1,456,319
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	123,237	195,207	132,701	132,701	155,726	135,416	149,913	148,143	146,817	149,000	149,000	149,000	194,917	1,961,778	1,751,622	(210,156)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	56	56	56	68	737	684	447
1200	Pupil Support Salaries	13,394	10,978	11,312	11,312	15,920	10,400	16,404	17,112	16,439	16,823	16,823	16,823	20,187	193,923	134,921	(59,002)
1300	Administrators' Salaries	24,169	15,681	15,304	15,304	18,560	14,900	17,424	15,041	15,369	16,200	16,200	16,200	27,380	227,732	222,760	(4,972)
		160,801	221,864	159,316	159,316	190,206	160,716	183,741	180,296	178,625	182,079	182,079	182,079	242,552	2,383,670	2,109,987	(273,683)
Classified Salaries																	
2100	Instructional Salaries	284	461	321	321	389	340	360	-	-	392	392	392	471	4,124	4,329	205
2200	Support Salaries	778	484	484	484	632	484	607	557	557	629	629	629	754	7,708	6,934	(774)
2300	Classified Administrators' Salaries	3,695	2,355	2,420	2,420	3,860	2,344	3,591	6,525	6,835	5,000	5,000	5,000	3,450	52,496	32,450	(20,046)
2400	Clerical and Office Staff Salaries	665	420	653	653	1,130	773	1,330	1,423	1,422	948	948	948	1,137	12,446	5,834	(6,613)
		5,423	3,720	3,879	3,879	6,011	3,940	5,887	8,505	8,813	6,969	6,969	6,969	5,812	76,774	49,547	(27,227)
Benefits																	
3101	STRS	-	-	-	-	-	-	-	-	(10,280)	35,388	35,388	35,388	367,390	463,273	279,866	(183,407)
3301	OASDI	1,107	737	779	779	1,038	750	1,169	1,135	1,135	327	327	327	-	9,610	2,133	(7,477)
3311	Medicare	2,271	3,155	2,224	2,224	2,740	2,267	2,589	2,606	2,593	2,767	2,767	2,767	-	30,970	21,745	(9,225)
3401	Health and Welfare	-	-	-	-	4,161	210,917	158,038	225,941	(43,551)	63,039	63,039	63,039	-	744,623	503,880	(240,743)
3501	State Unemployment	136	175	185	185	19	140	4,814	839	298	8,436	8,436	8,436	-	32,099	124,396	92,297
3601	Workers' Compensation	-	-	4,305	3,158	-	25	-	-	-	2,672	2,672	2,672	-	15,503	20,995	5,493
		3,514	4,067	7,493	6,346	7,958	214,098	166,610	230,522	(49,805)	112,629	112,629	112,629	367,390	1,296,079	953,016	(343,062)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	274	-	42,895	4,770	-	2,120	2,167	3,117	3,117	3,117	-	61,576	30,800	(30,776)
4200	Books and Reference Materials	-	-	-	-	-	243,252	352	138,844	70,859	47,800	47,800	47,800	-	596,707	691,678	94,971
4302	School Supplies	-	2,001	3,185	379	1,263	-	-	672	653	940	940	940	127,830	138,803	56,881	(81,922)
4305	Software	-	2,135	19,284	39,734	43,624	137,086	2,958	124,077	38,986	31,010	31,010	31,010	-	498,913	310,096	(188,817)
4310	Office Expense	-	26	777	30	50	1,802	15	5,402	3,413	901	901	901	-	14,218	10,807	(3,411)
4311	Business Meals		-	-	-	-	-	18	375	180	1,208	1,208	1,208	-	4,197	14,499	10,302
4400	Noncapitalized Equipment		2,493	26,992	1,553	337	2,855	1,145	(11)	59	57,096	57,096	57,096	-	205,710	168,256	(38,454)
		-	6,654	50,511	41,696	88,169	389,765	4,488	271,479	114,317	142,071	142,071	142,071	127,830	1,521,124	1,283,017	(238,107)

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 04/30/24

Actuals Through 3/31/2024

ADA = 560.37

CHARTER IMPACT

		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.)
Subagreement Services																	
5102	Special Education	-	690	11,089	7,587	32,787	49,723	73,696	82,116	59,661	48,920	48,920	48,920	-	464,108	403,100	(61,008)
5103	Substitute Teacher	-	-	-	-	-	5,038	-	6,184	1,173	-	-	-	-	12,395	-	(12,395)
5106	Other Educational Consultants	-	130	-	25	81	30,201	9,894	16,675	8,758	7,150	7,150	7,150	-	87,214	455,769	368,555
5107	Instructional Services	-	-	-	-	-	9,480	-	5,400	2,737	-	-	-	-	17,617	-	(17,617)
		-	820	11,089	7,612	32,868	94,442	83,589	110,375	72,328	56,070	56,070	56,070	-	581,333	858,869	277,536
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	43	185	11,365	717	2,408	2,408	2,408	-	19,535	23,800	4,265
5300	Dues & Memberships	-	2,472	-	162	-	8,393	-	1,083	-	758	758	758	-	14,385	7,500	(6,885)
5400	Insurance	-	-	647	1,143	-	5,260	1,099	1,100	1,099	75	75	75	-	10,573	700	(9,873)
5501	Utilities	-	-	-	-	-	-	-	16	-	198	198	198	-	610	2,375	1,765
5502	Janitorial Services	-	-	-	-	-	-	-	-	-	475	475	475	-	1,425	4,700	3,275
5900	Communications	-	-	112	129	140	232	352	1,732	272	6,754	6,754	6,754	-	23,230	54,835	31,605
5901	Postage and Shipping	-	-	-	-	13	7,925	1	5,032	2,362	183	183	183	-	15,880	2,190	(13,690)
		-	2,472	760	1,434	153	21,853	1,636	20,329	4,450	10,851	10,851	10,851	-	85,638	96,100	10,462
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	3,510	3,510	3,510	-	10,530	34,418	23,889
5602	Additional Rent	-	-	384	-	-	796	(384)	581	150	124	124	124	-	1,897	1,482	(415)
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	3,633	3,633	3,633	-	13,474	35,900	22,426
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	105,889	(364)	61,000	36,169	7,363	7,363	7,363		224,782	73,627	(151,155)
5802	Audit & Taxes	-	-	27	296	209	19,706	-	-	2,175	-	-	-	-	22,414	3,913	(18,501)
5803	Legal	-	-	276	479	162	874	109	2,390	162	1,862	1,862	1,862	-	10,036	22,341	12,305
5804	Professional Development	-	-	2,414	803	1,805	11,667	7	36,895	7,718	5,165	5,165	5,165	-	75,805	61,984	(14,821)
5805	General Consulting	-	4	1,646	2,195	5,485	187,959	1,496	107,275	10,274	37,936	37,936	37,936	(236,734)	193,408	269,748	76,340
5807	Bank Charges	-	-	-	-	-	-	-	-	-	36	36	36	-	108	430	323
5808	Printing	-	-	-	-	-	-	-	200	-	-	-	-	-	200	-	(200)
5809	Other taxes and fees	-	15	35	1	27	68	3	11,077	4,171	2,139	2,139	2,139	-	21,815	25,673	3,858
5810	Payroll Service Fee	-	-	-	-	-	60,194	-	43,177	17,452	-	-	-	-	120,823	-	(120,823)
5811	Management Fee	-	5,225	2,612	2,600	2,582	2,613	6,585	6,078	6,568	3,100	3,100	3,100	-	44,163	31,350	(12,813)
5812	District Oversight Fee	-	-	-	-	-	-	57,528	-	-	7,076	6,796	6,796	48,247	126,442	56,527	(69,915)
5814	SPED Encroachment	286	286	515	-	1,030	-	1,030	-	1,542	1,769	1,769	1,769	6,898	16,895	-	(16,895)
5815	Public Relations/Recruitment	-	3,164	2,822	-	12,757	19,665	2,814	13,195	7,922	4,832	4,832	4,832	-	76,835	57,987	(18,848)
		286	8,694	10,346	6,373	25,411	408,634	69,207	286,771	94,154	68,999	68,719	68,719	(181,589)	934,725	603,580	(331,145)
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		170,024	248,291	243,777	226,655	350,776	1,294,246	515,244	1,109,436	423,031	583,300	583,020	583,020	561,995	6,892,816	5,990,017	(902,800)
Monthly Surplus (Deficit)		(150,396)	(85,960)	(65,838)	88,068	(105,041)	(973,898)	(143,725)	741,627	123,367	214,290	158,046	158,046	874,417	833,003	279,484	553,519

FY23-24 CalOps Monterey Bay

Monthly Cash Flow/Budget FY23-24

Revised 04/30/24

Actuals Through: 3/31/2024

ADA = 560.37

CHARTER IMPACT

	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.)
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(150,396)	(85,960)	(65,838)	88,068	(105,041)	(973,898)	(143,725)	741,627	123,367	214,290	158,046	158,046	874,417	833,003		
Cash flows from operating activities																
Depreciation/Amortization		-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	-	-	-	-	-	-	-	(51,997)					(1,436,412)	(1,488,409)		
Grants and Contributions Rec.	271,517	23,138	7,617	(133,786)	(44,868)	26,523	49,078	(41,254)	-	-	-	-	-	157,965		
Due To/From Related Parties	(775,338)	304,191	955,089	(43,526)			270,811	499,075	312,721	-		(2,507,000)		(138,459)		
Prepaid Expenses	-	(117)	-	(8,389)	-	-	(3,723)	-	-	-	-	-	-	(12,228)		
Other Assets	-	(13,970)	-	-	-	-	-	-			-	-	-	(13,970)		
Accounts Payable	-	(81,092)	(212,504)	-	-	-	-	58	235,798	-	-	-	561,995	504,256		
Accrued Expenses					-							-	-			
Deferred Revenue		-	-	-	30,593	(46,498)		-	13,218	-	-	-	-			
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									-	-	-	-		-		
Total Change in Cash	(654,217)	146,190	894,978	(97,634)	213,173	(480,841)	330,479	1,258,460	527,456	214,290						
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	4,763,973	4,922,019				
Cash, End of Month			**2,798,591**	**2,700,958**	**2,914,130**	**2,433,289**			**4,549,683**	**4,763,973**	**4,922,019**	**2,573,065**				

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 04/30/24

Actuals Through: 3/31/2024

ADA = 134.92

CHARTER IMPACT

		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.)
Revenues																ADA = 109.96	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	32,202	32,202	115,926	(12,668)	115,926	57,963	101,295	102,013	80,489	80,489	80,489	43,109	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	-	-	-	-	-	-	-	-	-	140,630	140,630	140,630	406,297	828,186	664,085	164,101
		-	32,202	32,202	121,428	(12,668)	121,427	57,963	101,295	110,907	221,119	221,119	221,119	455,775	1,683,887	1,359,590	324,297
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	3,574	3,574	3,574	6,818	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	-	-	-	-	-	-	-	-	-	1,151	-	-	3,452	4,603	-	4,603
		-	-	-	-	-	-	-	-	-	4,725	3,574	3,574	27,967	39,840	13,745	26,095
Other State Revenue																	
8311	State Special Education	4,713	4,713	8,483	8,483	8,483	-	16,966	12,990	26,364	11,089	11,089	11,089	(6,408)	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	6,849	-	-	8,135	33,595	26,060	7,536
8598	Prior Year Revenue	-	-	-	-	-	-	7,372	-	-	-	-	-	-	7,372	-	7,372
8599	Other State Revenue	-	-	-	1,602	445	2,275	-	2,013	1,212	607	607	607	(2,622)	6,746	5,498	1,248
		4,713	4,713	8,483	10,085	8,928	20,256	24,338	10,738	36,356	18,546	11,696	11,696	(896)	169,553	133,005	36,548
Other Local Revenue																	
8660	Interest Revenue	-	3,386	-	3,567	-	462	-	3,106	-	-	-	-	-	10,521	-	10,521
		-	3,386	-	3,567	-	462	-	3,106	-	-	-	-	-	10,521	-	10,521
Total Revenue		4,713	40,301	40,685	135,080	(3,740)	142,145	82,301	115,139	147,263	244,389	236,389	236,389	482,847	1,903,901	1,506,339	397,561
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	28,107	44,521	30,265	30,265	35,516	30,884	34,191	33,787	33,485	33,980	33,980	33,980	46,930	449,891	399,493	(50,398)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	-	-	-	-	-	14	14	14	16	57	156	99
1200	Pupil Support Salaries	3,055	2,503	2,580	2,580	3,631	2,372	3,741	3,903	3,749	4,050	4,050	4,050	4,860	45,125	30,771	(14,354)
1300	Administrators' Salaries	5,512	3,576	3,490	3,490	4,233	3,398	3,974	3,430	3,505	3,700	3,700	3,700	6,592	52,302	50,805	(1,497)
		36,674	50,601	36,335	36,335	43,380	36,655	41,906	41,120	40,739	41,744	41,744	41,744	58,399	547,376	481,225	(66,150)
Classified Salaries																	
2100	Instructional Salaries	65	105	73	73	89	77	82	-	-	94	94	94	113	962	987	26
2200	Support Salaries	178	110	110	110	144	110	138	127	127	151	151	151	182	1,792	1,582	(210)
2300	Classified Administrators' Salaries	843	537	552	552	880	535	819	1,488	1,559	692	692	692	831	10,672	7,401	(3,271)
2400	Clerical and Office Staff Salaries	152	96	149	149	258	176	303	324	324	228	228	228	274	2,889	1,330	(1,559)
		1,237	848	885	885	1,371	899	1,343	1,940	2,010	1,166	1,166	1,166	1,399	16,314	11,300	(5,014)
Benefits																	
3101	STRS	-	-	-	-	-	160	-	(160)	(2,513)	8,506	8,506	8,506	88,536	111,542	63,829	(47,713)
3301	OASDI	252	168	178	178	237	171	267	259	259	62	62	62	-	2,154	487	(1,668)
3311	Medicare	518	720	507	507	625	517	590	594	591	660	660	660	-	7,150	4,959	(2,191)
3401	Health and Welfare	-	-	-	-	949	51,053	37,740	53,956	(10,400)	12,901	12,901	12,901	-	172,002	97,682	(74,320)
3501	State Unemployment	31	40	42	42	4	32	1,098	191	68	2,093	2,093	2,093	34,031	41,859	28,731	(13,128)
3601	Workers' Compensation	-	-	982	720	-	6	-	-	-	637	637	637	-	3,620	4,788	1,169
		801	928	1,709	1,447	1,815	51,938	39,695	54,841	(11,995)	24,860	24,860	24,860	122,567	338,327	200,476	(137,851)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	62	-	9,783	3,509	-	445	792	910	910	910	-	17,322	7,400	(9,922)
4200	Books and Reference Materials	-	-	-	-	-	54,279	84	38,094	23,380	11,600	11,600	11,600	-	150,637	162,500	11,863
4302	School Supplies	-	456	726	86	288	-	-	160	156	300	300	300	35,705	38,479	18,387	(20,092)
4305	Software	-	487	4,398	11,002	9,949	27,472	706	30,030	10,127	6,907	6,907	6,907	-	114,892	69,067	(45,825)
4310	Office Expense	-	6	177	7	11	1,320	4	1,290	815	211	211	211	-	4,264	2,535	(1,729)
4311	Business Meals	-	-	-	-	-	-	4	90	43	284	284	284	-	987	3,402	2,415
4400	Noncapitalized Equipment	-	569	6,156	354	77	682	273	(3)	14	14,430	14,430	14,430	-	51,412	41,407	(10,005)
		-	1,518	11,520	11,450	20,109	87,262	1,072	70,107	35,327	34,641	34,641	34,641	35,705	377,992	304,698	(73,294)

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 04/30/24

Actuals Through: 3/31/2024

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.)
Subagreement Services																	
5101	Nursing	-	-	-	-	-	504	-	-	-	-	-	-	-	504	-	(504)
5102	Special Education	-	320	-	266	4,434	3,302	14,053	21,650	9,633	12,470	12,470	12,470	-	91,058	101,600	10,533
5103	Substitute Teacher	-	-	-	-	-	4,030	-	1,477	280	-	-	-	-	5,787	-	(5,787)
5106	Other Educational Consultants	-	30	-	6	19	7,233	2,363	3,764	2,151	2,000	2,000	2,000	-	21,564	106,522	84,958
5107	Instructional Services	-	-	-	-	-	2,080	-	1,493	890	-	-	-	-	4,463	-	(4,463)
		-	350	-	271	4,452	17,148	16,416	28,384	12,954	14,470	14,470	14,470	-	123,385	208,122	84,737
Operations and Housekeeping																	
5201	Auto and Travel	-	-	-	-	-	10	44	2,714	171	350	350	350	-	3,990	16,000	12,010
5300	Dues & Memberships	-	1,535	-	10	-	2,004	-	259	-	133	133	133	-	4,208	1,300	(2,908)
5400	Insurance	-	-	148	261	-	1,211	262	263	262	17	17	17	-	2,457	100	(2,357)
5501	Utilities	-	-	-	-		-	-	4	-	46	46	46	-	143	557	414
5502	Janitorial Services	-	-	-	-		-	-	-	-	92	92	92	-	275	900	625
5900	Communications	-	-	26	29	32	55	84	414	65	1,614	1,614	1,614	-	5,548	13,043	7,495
5901	Postage and Shipping	-	-	-	-	3	2,159	0	1,370	759	-	-	-	-	4,291	-	(4,291)
		-	1,535	173	300	35	5,440	391	5,023	1,258	2,252	2,252	2,252	-	20,912	31,900	10,988
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	-	-	-	-	-	668	668	668	-	2,005	6,520	4,515
5602	Additional Rent	-	58	88	-	-	628	(145)	117	25	29	29	29	-	857	348	(509)
5603	Equipment Leases	-	-	-	-		-	-	4,571	-	32	32	32	-	4,666	380	(4,286)
5604	Other Leases	-	-	-	-		-	145		-	-	-	-	-	145	-	(145)
5610	Repairs and Maintenance	-	-	-	-	-	-	-	68	-	-	-	-	-	68	-	(68)
		-	58	88	-	-	628	-	4,755	25	729	729	729	-	7,741	7,248	(493)
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	19,066	(87)	18,385	12,319	7,670	7,670	7,670	-	92,693	62,500	(30,193)
5802	Audit & Taxes	-	-	6	68	48	4,080	-	-	519	-	-	-	-	4,721	918	(3,803)
5803	Legal	-	-	63	109	9	209	26	571	39	437	437	437	-	2,336	5,242	2,906
5804	Professional Development	-	-	551	183	412	2,500	2	8,668	2,185	1,212	1,212	1,212	-	18,136	14,543	(3,593)
5805	General Consulting	-	1	375	501	377	49,038	357	27,810	1,135	9,800	9,800	9,800	(56,998)	31,995	12,106	(39,889)
5807	Bank Charges	-	-	25	-	-	-	95	95	95	133	133	133	-	710	1,599	889
5808	Printing	-	-	-	-	-	-	-	48	-	-	-	-	-	48	-	(48)
5809	Other taxes and fees	-	4	8	0	6	16	89	3,064	1,429	492	492	492	-	6,092	5,903	(189)
5810	Payroll Service Fee	-	-	-	-	-	14,375	-	10,311	4,168	-	-	-	-	28,853	-	(28,853)
5811	Management Fee	-	1,192	595	619	615	622	1,627	1,467	1,623	746	746	746	-	10,600	7,150	(3,450)
5812	District Oversight Fee	-	-	-	-	-	-	-	12,529	-	2,211	2,211	2,211	(2,324)	16,839	13,596	(3,243)
5814	SPED Encroachment	69	69	124	-	248	-	248	-	384	440	440	440	1,606	4,068	-	(4,068)
5815	Public Relations/Recruitment	-	722	644	-	452	12,192	672	3,417	1,704	1,229	1,229	1,229	-	23,490	14,753	(8,737)
		69	1,987	2,391	1,480	2,476	122,097	3,029	87,674	25,349	23,915	23,915	23,915	(57,716)	260,380	138,310	(122,270)
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		38,781	57,823	53,101	52,168	73,638	322,067	103,852	293,844	105,666	143,777	143,777	143,777	160,355	1,692,627	1,383,280	(309,347)
Monthly Surplus (Deficit)		(34,068)	(17,522)	(12,416)	82,912	(77,378)	(179,923)	(21,551)	(178,705)	41,597	100,612	92,612	92,612	322,491	211,274	123,050	88,214

FY23-24 CalOps Central Coast

Monthly Cash Flow/Forecast FY23-24

Revised 04/30/24

Actuals Through: 3/31/2024

ADA = 134.92

CHARTER IMPACT

	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.)
														12.5%		
Cash Flow Adjustments																
Monthly Surplus (Deficit)	(34,068)	(17,522)	(12,416)	82,912	(77,378)	(179,923)	(21,551)	(178,705)	41,597	100,612	92,612	92,612	322,491	211,274		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	-	-	(32,202)	32,202	-		-	(12,990)	-	-	-	-	(482,847)	(495,837)		
Grants and Contributions Rec.	-	420,525	1,829	(151,463)	3,910	(445)	-	4,265	1	-	-	-	-	278,621		
Due To/From Related Parties	38,712	57,168	53,111	(600,440)	72,801	118,123	56,705	169,797	76,164	-	-	(800,000)	-	(757,859)		
Prepaid Expenses	-	-	-	-	-		(889)	-	-	-	-	-	-	(889)		
Other Assets	-	-	-	-	-		(57,963)	57,963	-	-	-	-	-	-		
Accounts Payable	-	1,190	(50,030)	-	-		-	54	67,282	-	-	-	160,355	178,850		
Accrued Expenses	-	(5,408)	48,681	-		160	37,740	30,996	(42,147)	-	-	-	-	70,021		
Other Liabilities	-	-	-	-			-	-	(1)	-	-	-	-	(1)		
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	4,644	455,953	8,973	(636,790)	(667)	(62,085)	14,043	71,379	142,895	100,612	92,612	(707,388)				
Cash, Beginning of Month	977,537	982,181	1,438,133	1,447,106	810,317	809,650	747,565	761,608	832,988	975,883	1,076,495	1,169,107				
Cash, End of Month	982,181	1,438,135	1,447,106	810,317	809,650	747,565	761,608	832,988	975,883	1,076,495	1,169,107	461,719				

California Online Public Schools Southern California

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 1,235,145	$1,953,338	$ (718,193)	$ 13,046,809	$ 12,812,229	$ 234,580	$ 20,625,581
Education Protection Account	255,129	252,283	2,846	738,115	756,849	(18,734)	1,009,132
State Aid - Prior Year	127,486	-	127,486	127,486	-	127,486	-
In Lieu of Property Taxes	3,390,714	6,154,005	(2,763,291)	24,582,677	29,197,737	(4,615,060)	41,505,746
Total State Aid - Revenue Limit	5,008,474	8,359,626	(3,351,151)	38,495,087	42,766,815	(4,271,728)	63,140,460
Federal Revenue							
Special Education - Entitlement	-	59,731	(59,731)	-	391,784	(391,784)	630,707
Title I, Part A - Basic Low Income	-	-	-	793,988	795,633	(1,645)	851,738
Title II, Part A - Teacher Quality	60,732	-	60,732	60,732	130,167	(69,435)	130,167
Other Federal Revenue	-	-	-	1,858,195	1,604,415	253,781	3,264,934
Prior Year Federal Revenue	78,582	-	78,582	78,582	-	78,582	-
Total Federal Revenue	139,314	59,731	79,583	2,791,497	2,921,998	(130,501)	4,877,546
Other State Revenue							
State Special Education	774,426	424,042	350,384	3,431,552	2,781,351	650,201	4,477,518
Mandated Cost	-	-	-	173,027	172,508	519	172,508
State Lottery	386,252	-	386,252	818,716	286,169	532,547	1,195,821
Prior Year Revenue	12,513	-	12,513	259,061	-	259,061	-
Other State Revenue	35,471	22,705	12,766	266,348	206,340	60,008	342,041
Total Other State Revenue	1,208,661	446,747	761,914	4,948,703	3,446,369	1,502,335	6,187,889
Other Local Revenue							
Interest Revenue	22,424	-	22,424	64,395	-	64,395	-
School Fundraising	(153,812)	-	(153,812)	-	-	-	-
Total Other Local Revenue	(131,387)	-	(131,387)	64,395	-	64,395	-
Total Revenues	**6,225,062**	**8,866,104**	**(2,641,041)**	**46,299,682**	**49,135,182**	**(2,835,500)**	**74,205,895**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 1,591,803	$1,318,839	$ (272,964)	$ 14,310,078	$ 11,869,547	$ (2,440,531)	$ 18,991,275
Teachers' Extra Duty/Stipends	-	515	515	-	4,635	4,635	7,416
Pupil Support Salaries	178,234	101,585	(76,649)	1,336,492	914,267	(422,226)	1,462,827
Administrators' Salaries	166,633	167,721	1,089	1,645,304	1,509,492	(135,813)	2,415,186
Total Certificated Salaries	1,936,670	1,588,660	(348,010)	17,291,874	14,297,940	(2,993,934)	22,876,704
Classified Salaries							
Instructional Salaries	-	3,259	3,259	26,846	29,334	2,487	46,934
Support Salaries	6,036	5,221	(815)	54,949	46,990	(7,959)	75,184
Supervisors' and Administrators' Salaries	74,101	24,432	(49,668)	369,126	219,892	(149,233)	351,828
Clerical and Office Staff Salaries	15,415	4,392	(11,023)	91,795	39,531	(52,264)	63,250
Total Classified Salaries	95,552	37,305	(58,247)	542,716	335,747	(206,969)	537,195
Benefits							
State Teachers' Retirement System, certificated positions	(90,877)	252,862	343,738	(90,877)	2,275,755	2,366,632	3,034,341
OASDI/Medicare/Alternative, certificated positions	12,311	1,927	(10,383)	93,558	17,347	(76,211)	23,129
Medicare/Alternative, certificated positions	28,110	19,647	(8,463)	245,782	176,824	(68,958)	235,765
Health and Welfare Benefits, certificated positions	(384,162)	405,167	789,329	3,955,930	3,646,500	(309,430)	4,862,000
State Unemployment Insurance, certificated positions	3,229	21,701	18,472	73,623	184,461	110,837	217,013
Workers' Compensation Insurance, certificated positions	32,839	18,970	(13,870)	113,971	170,726	56,755	227,635
Total Benefits	(398,549)	720,274	1,118,823	4,391,988	6,471,613	2,079,626	8,599,883
Books & Supplies							
Textbooks and Core Materials	7,875	28,708	20,833	548,523	258,375	(290,148)	344,500
Books and Reference Materials	620,797	576,235	(44,562)	3,939,567	5,186,117	1,246,550	6,914,823
School Supplies	5,762	317,061	311,299	122,267	2,853,553	2,731,286	3,804,737
Software	315,906	262,407	(53,499)	3,887,351	2,361,663	(1,525,688)	3,148,884
Office Expense	30,108	11,323	(18,785)	117,075	101,908	(15,168)	135,877
Business Meals	1,761	12,919	11,158	5,229	116,267	111,037	155,022
Noncapitalized Equipment	522	191,924	191,403	1,134,025	1,727,320	593,295	2,303,093
Total Books & Supplies	982,730	1,400,578	417,848	9,754,038	12,605,202	2,851,164	16,806,936
Subagreement Services							
Special Education	489,160	422,717	(66,444)	2,729,113	3,804,450	1,075,337	5,072,600
Substitute Teacher	10,343	-	(10,343)	109,335	-	(109,335)	-
Other Educational Consultants	72,985	353,028	280,043	606,795	3,177,254	2,570,459	4,236,338
Instructional Services	24,213	61,964	37,750	154,513	557,674	403,160	743,565
Total Subagreement Services	596,701	837,709	241,008	3,599,756	7,539,377	3,939,621	10,052,503
Operations & Housekeeping							
Auto and Travel	6,868	24,801	17,933	158,754	223,209	64,455	297,612
Dues & Memberships	-	6,733	6,733	110,271	60,600	(49,671)	80,800
Insurance	9,692	583	(9,108)	94,587	5,250	(89,337)	7,000
Utilities	165	2,116	1,951	19,440	19,044	(396)	25,392

California Online Public Schools Southern California

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Janitorial Services	1,338	1,609	271	15,504	14,481	(1,023)	19,308
Communications	2,934	57,724	54,790	40,821	519,516	478,695	692,688
Postage and Shipping	24,675	1,951	(22,724)	142,476	17,559	(124,917)	23,412
Total Operations & Housekeeping	45,671	95,518	49,846	581,854	859,659	277,805	1,146,212
Facilities, Repairs & Other Leases							
Rent	31,086	23,403	(7,684)	350,392	210,624	(139,768)	280,832
Additional Rent	1,525	1,320	(205)	70,395	11,882	(58,513)	15,842
Equipment Leases	-	1,445	1,445	12,651	13,001	350	17,335
Other Leases	-	-	-	161,427	-	(161,427)	-
Repairs and Maintenance	2,440	-	(2,440)	11,383	-	(11,383)	-
Total Facilities, Repairs & Other Leases	35,051	26,167	(8,884)	606,247	235,507	(370,740)	314,009
Professional/Consulting Services							
IT	313,679	79,490	(234,190)	2,120,105	715,409	(1,404,695)	953,879
Audit & Taxes	19,188	-	(19,188)	177,687	172,221	(5,466)	172,221
Legal	2,401	19,906	17,505	66,189	179,152	112,963	238,869
Professional Development	27,405	55,228	27,823	659,879	497,051	(162,827)	662,735
General Consulting	124,508	298,206	173,698	2,987,866	2,683,852	(304,014)	3,578,469
Special Activities/Field Trips	-	-	-	182,667	-	(182,667)	-
Bank Charges	(308)	917	1,225	1,466	8,250	6,784	11,000
Printing	-	-	-	1,761	-	(1,761)	-
Other Taxes and Fees	1,194	10,852	9,658	43,624	97,666	54,042	130,221
Payroll Service Fee	153,942	-	(153,942)	1,065,766	-	(1,065,766)	-
Management Fee	62,432	28,325	(34,107)	359,663	254,925	(104,738)	339,900
District Oversight Fee	-	83,596	83,596	141,213	427,668	286,455	631,405
SPED Encroachment	11,324	-	(11,324)	44,532	-	(44,532)	-
Public Relations/Recruitment	120,063	57,316	(62,747)	858,171	515,840	(342,330)	687,787
Total Professional/Consulting Services	835,828	633,835	(201,993)	8,710,588	5,552,034	(3,158,553)	7,406,486
Depreciation							
Depreciation Expense	181	258	78	1,626	2,325	699	3,100
Total Depreciation	181	258	78	1,626	2,325	699	3,100
Total Expenses	**4,129,835**	**5,340,304**	**1,210,469**	**45,480,687**	**47,899,404**	**2,418,718**	**67,743,028**
Change in Net Assets	**2,095,227**	**3,525,800**	**(1,430,573)**	**818,996**	**1,235,777**	**(416,782)**	**6,462,867**
Net Assets, Beginning of Period	15,013,338			16,289,570			
Net Assets, End of Period	**$ 17,108,566**			**$ 17,108,566**			

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 842,809	$ 532,411	$ 310,398	$ 4,128,754	$ 3,990,277	$ 138,477	$ 6,119,923
Education Protection Account	-	533,568	(533,568)	1,086,313	1,600,703	(514,390)	2,134,271
State Aid - Prior Year	(45)	-	(45)	(45)	-	(45)	-
In Lieu of Property Taxes	33,391	52,080	(18,689)	242,085	282,419	(40,334)	386,580
Total State Aid - Revenue Limit	876,155	1,118,059	(241,904)	5,457,107	5,873,399	(416,292)	8,640,774
Federal Revenue							
Special Education - Entitlement	-	7,000	(7,000)	-	52,466	(52,466)	80,468
Title I, Part A - Basic Low Income	135,177	-	135,177	135,177	140,532	(5,355)	151,496
Title II, Part A - Teacher Quality	-	-	-	-	22,324	(22,324)	22,324
Other Federal Revenue	11,187	-	11,187	271,698	204,015	67,683	408,030
Prior Year Federal Revenue	9,059	-	9,059	9,059	-	9,059	-
Total Federal Revenue	155,423	7,000	148,423	415,934	419,337	(3,403)	662,318
Other State Revenue							
State Special Education	155,196	49,697	105,499	536,912	372,468	164,444	571,257
Mandated Cost	-	-	-	22,682	23,168	(486)	23,168
State Lottery	-	-	-	57,843	39,183	18,660	152,567
Prior Year Revenue	2,032	-	2,032	18,578	-	18,578	-
Other State Revenue	11,897	2,897	9,001	36,014	20,600	15,414	32,187
Total Other State Revenue	169,125	52,594	116,531	672,029	455,419	216,610	779,179
Other Local Revenue							
Interest Revenue	5,217	-	5,217	7,002	-	7,002	-
Total Other Local Revenue	5,217	-	5,217	7,002	-	7,002	-
Total Revenues	**1,205,920**	**1,177,654**	**28,266**	**6,552,071**	**6,748,155**	**(196,084)**	**10,082,271**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 203,483	$ 168,589	$ (34,894)	$ 1,829,282	$ 1,517,305	$ (311,977)	$ 2,427,687
Teachers' Extra Duty/Stipends	-	66	66	-	592	592	948
Pupil Support Salaries	22,784	12,986	(9,798)	170,846	116,872	(53,974)	186,996
Administrators' Salaries	21,301	21,440	139	210,322	192,961	(17,361)	308,737
Total Certificated Salaries	247,568	203,081	(44,487)	2,210,450	1,827,730	(382,720)	2,924,368
Classified Salaries							
Instructional Salaries	-	417	417	3,432	3,750	318	6,000
Support Salaries	772	667	(104)	7,024	6,007	(1,017)	9,611
Supervisors' and Administrators' Salaries	9,472	3,123	(6,349)	47,186	28,109	(19,077)	44,975
Clerical and Office Staff Salaries	1,971	561	(1,409)	11,734	5,053	(6,681)	8,085
Total Classified Salaries	12,215	4,769	(7,446)	69,376	42,919	(26,457)	68,670
Benefits							
State Teachers' Retirement System, certificated positions	(15,132)	32,324	47,455	(14,162)	290,914	305,076	387,885
Public Employees' Retirement System, classified positions	-	1,073	1,073	-	9,657	9,657	12,876
OASDI/Medicare/Alternative, certificated positions	1,574	246	(1,327)	11,960	2,218	(9,742)	2,957
Medicare/Alternative, certificated positions	3,593	2,512	(1,082)	31,419	22,604	(8,815)	30,138
Health and Welfare Benefits, certificated positions	(63,702)	52,377	116,079	812,531	471,393	(341,138)	628,524
State Unemployment Insurance, certificated positions	413	16,853	16,440	9,411	143,249	133,837	168,528
Workers' Compensation Insurance, certificated positions	-	2,425	2,425	15,825	21,824	5,999	29,099
Total Benefits	(73,254)	107,809	181,063	866,984	961,858	94,874	1,260,007
Books & Supplies							
Textbooks and Core Materials	4,250	3,525	(725)	73,383	31,725	(41,658)	42,300
Books and Reference Materials	121,505	73,877	(47,629)	682,568	664,890	(17,678)	886,520
School Supplies	995	2,828	1,832	7,733	25,449	17,716	33,932
Software	56,448	35,050	(21,398)	593,547	315,450	(278,097)	420,600
Office Expense	4,993	1,189	(3,804)	16,217	10,701	(5,516)	14,268
Business Meals	263	1,639	1,376	838	14,749	13,912	19,666
Noncapitalized Equipment	87	95,166	95,080	49,458	856,496	807,038	1,141,995
Total Books & Supplies	188,541	213,273	24,733	1,423,743	1,919,461	495,718	2,559,281
Subagreement Services							
Special Education	84,131	53,208	(30,923)	445,698	478,875	33,177	638,500
Substitute Teacher	1,715	-	(1,715)	18,130	-	(18,130)	-
Other Educational Consultants	11,925	51,282	39,357	115,844	461,539	345,695	615,386
Instructional Services	4,757	-	(4,757)	26,857	-	(26,857)	-
Total Subagreement Services	102,528	104,490	1,963	606,528	940,414	333,886	1,253,886
Operations & Housekeeping							

California Online Public Schools Academy Central Valley

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Auto and Travel	1,048	3,146	2,098	17,956	28,316	10,360	37,754
Dues & Memberships	-	983	983	17,016	8,850	(8,166)	11,800
Insurance	1,607	75	(1,532)	14,680	675	(14,005)	900
Utilities	-	268	268	23	2,416	2,392	3,221
Janitorial Services	-	467	467	-	4,200	4,200	5,600
Communications	399	7,142	6,743	4,315	64,275	59,960	85,700
Postage and Shipping	4,076	248	(3,829)	23,325	2,228	(21,097)	2,970
Total Operations & Housekeeping	7,130	12,329	5,199	77,315	110,959	33,644	147,945
Facilities, Repairs & Other Leases							
Rent	-	3,233	3,233	-	29,093	29,093	38,791
Additional Rent	200	168	(33)	2,847	1,508	(1,339)	2,010
Equipment Leases	-	183	183	2,176	1,649	(527)	2,199
Other Leases	-	-	-	16,046	-	(16,046)	-
Repairs and Maintenance	-	-	-	414	-	(414)	-
Total Facilities, Repairs & Other Leases	200	3,583	3,383	21,483	32,250	10,767	43,000
Professional/Consulting Services							
IT	63,476	43,533	(19,943)	357,963	391,800	33,837	522,400
Audit & Taxes	3,182	-	(3,182)	27,580	5,308	(22,272)	5,308
Legal	236	-	(236)	6,382	-	(6,382)	-
Professional Development	12,602	7,006	(5,596)	88,761	63,055	(25,706)	84,073
General Consulting	17,947	17,235	(712)	519,148	155,117	(364,030)	206,823
Special Activities/Field Trips	-	-	-	16,350	-	(16,350)	-
Bank Charges	93	83	(10)	886	750	(136)	1,000
Printing	-	-	-	292	-	(292)	-
Other Taxes and Fees	7,377	3,800	(3,576)	25,188	34,203	9,015	45,604
Payroll Service Fee	25,527	-	(25,527)	176,726	-	(176,726)	-
Management Fee	10,983	3,621	(7,363)	52,418	32,587	(19,831)	43,450
District Oversight Fee	-	11,181	11,181	-	58,734	58,734	86,408
SPED Encroachment	2,264	-	(2,264)	6,719	-	(6,719)	-
Public Relations/Recruitment	14,041	7,765	(6,276)	104,725	69,888	(34,837)	93,184
Total Professional/Consulting Services	157,730	94,225	(63,504)	1,383,139	811,442	(571,697)	1,088,250
Total Expenses	**642,657**	**743,560**	**100,904**	**6,659,018**	**6,647,033**	**(11,985)**	**9,345,407**
Change in Net Assets	**563,263**	**434,094**	**129,170**	**(106,947)**	**101,122**	**(208,069)**	**736,864**
Net Assets, Beginning of Period	1,915,402			2,585,612			
Net Assets, End of Period	**$ 2,478,665**			**$ 2,478,665**			

California Online Public Schools Northern California

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 1,149,392	$ 1,343,373	$ (193,981)	$ 7,994,489	$ 8,300,202	$ (305,713)	$ 13,673,696
Education Protection Account	-	1,393,211	(1,393,211)	2,771,578	4,179,632	(1,408,054)	5,572,843
State Aid - Prior Year	(8,511)	-	(8,511)	(8,511)	-	(8,511)	-
In Lieu of Property Taxes	-	421,513	(421,513)	-	1,885,367	(1,885,367)	2,728,393
Total State Aid - Revenue Limit	1,140,881	3,158,097	(2,017,216)	10,757,556	14,365,200	(3,607,644)	21,974,932
Federal Revenue							
Special Education - Entitlement	-	21,691	(21,691)	-	134,022	(134,022)	220,787
Title I, Part A - Basic Low Income	-	-	-	243,404	243,957	(553)	260,592
Title II, Part A - Teacher Quality	20,459	-	20,459	20,459	40,739	(20,280)	40,739
Other Federal Revenue	-	-	-	239,462	-	239,462	-
Prior Year Federal Revenue	20,765	-	20,765	20,765	-	20,765	-
Total Federal Revenue	41,224	21,691	19,533	524,090	418,718	105,372	522,118
Other State Revenue							
State Special Education	281,600	153,990	127,610	1,204,293	951,448	252,845	1,567,409
Mandated Cost	-	-	-	59,096	57,694	1,402	57,694
State Lottery	-	-	-	148,865	96,809	52,057	418,612
Prior Year Revenue	3,957	-	3,957	3,957	-	3,957	-
Other State Revenue	12,905	7,948	4,957	86,954	56,521	30,433	88,315
Total Other State Revenue	298,462	161,939	136,523	1,503,165	1,162,472	340,694	2,132,029
Other Local Revenue							
Interest Revenue	11,811	-	11,811	32,160	-	32,160	-
School Fundraising	-	-	-	3,258	-	3,258	-
Total Other Local Revenue	11,811	-	11,811	35,418	-	35,418	-
Total Revenues	**1,492,378**	**3,341,727**	**(1,849,349)**	**12,820,229**	**15,946,390**	**(3,126,160)**	**24,629,078**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 556,358	$ 460,953	$ (95,405)	$ 5,001,581	$ 4,148,579	$ (853,001)	$ 6,637,727
Teachers' Extra Duty/Stipends	-	180	180	-	1,620	1,620	2,592
Pupil Support Salaries	62,296	35,506	(26,790)	467,124	319,550	(147,574)	511,279
Administrators' Salaries	58,241	58,621	381	575,058	527,589	(47,469)	844,143
Total Certificated Salaries	676,894	555,260	(121,635)	6,043,762	4,997,338	(1,046,424)	7,995,741
Classified Salaries							
Instructional Salaries	-	1,139	1,139	9,383	10,253	869	16,404
Support Salaries	2,110	1,825	(285)	19,205	16,424	(2,782)	26,278
Supervisors' and Administrators' Salaries	25,899	8,540	(17,360)	129,015	76,856	(52,159)	122,969
Clerical and Office Staff Salaries	5,388	1,535	(3,853)	32,084	13,817	(18,267)	22,107
Total Classified Salaries	33,397	13,039	(20,358)	189,687	117,348	(72,339)	187,758
Benefits							
State Teachers' Retirement System, certificated positions	(32,096)	88,379	120,475	(29,445)	795,410	824,855	1,060,546
OASDI/Medicare/Alternative, certificated positions	4,303	674	(3,629)	32,700	6,063	(26,637)	8,084
Medicare/Alternative, certificated positions	9,825	6,867	(2,958)	85,904	61,802	(24,102)	82,403
Health and Welfare Benefits, certificated positions	(135,854)	135,252	271,106	1,732,847	1,217,268	(515,579)	1,623,024
State Unemployment Insurance, certificated positions	1,129	21,673	20,544	25,732	184,222	158,489	216,731
Workers' Compensation Insurance, certificated positions	-	6,630	6,630	28,358	59,671	31,314	79,562
Total Benefits	(152,694)	259,475	412,168	1,876,096	2,324,436	448,340	3,070,351
Books & Supplies							
Textbooks and Core Materials	3,208	10,208	7,000	192,324	91,875	(100,449)	122,500
Books and Reference Materials	235,790	218,192	(17,598)	1,405,544	1,963,725	558,181	2,618,300
School Supplies	2,139	103,153	101,014	18,661	928,377	909,716	1,237,836
Software	116,397	92,784	(23,613)	1,347,890	835,056	(512,834)	1,113,408
Office Expense	17,830	3,405	(14,426)	44,259	30,641	(13,618)	40,855
Business Meals	563	4,568	4,005	995	41,110	40,115	54,814
Noncapitalized Equipment	184	66,902	66,717	131,632	602,115	470,483	802,821
Total Books & Supplies	376,112	499,211	123,099	3,141,306	4,492,900	1,351,594	5,990,534
Subagreement Services							
Special Education	160,890	146,475	(14,415)	868,057	1,318,275	450,218	1,757,700
Substitute Teacher	3,658	-	(3,658)	38,665	-	(38,665)	-
Security	-	-	-	103	-	(103)	-
Other Educational Consultants	25,545	127,006	101,462	197,366	1,143,056	945,690	1,524,074
Instructional Services	9,200	18,147	8,947	55,160	163,320	108,160	217,760
Total Subagreement Services	199,292	291,628	92,336	1,159,351	2,624,651	1,465,299	3,499,534
Operations & Housekeeping							

California Online Public Schools Northern California

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Auto and Travel	2,235	7,600	5,365	38,327	68,400	30,073	91,200
Dues & Memberships	-	3,042	3,042	36,491	27,375	(9,116)	36,500
Insurance	3,427	217	(3,211)	36,268	1,950	(34,318)	2,600
Utilities	224	-	(224)	2,634	-	(2,634)	-
Janitorial Services	1,250	1,367	117	8,094	12,300	4,206	16,400
Communications	2,085	20,119	18,033	15,460	181,067	165,606	241,422
Postage and Shipping	7,931	690	(7,241)	52,715	6,208	(46,507)	8,278
Total Operations & Housekeeping	17,153	33,033	15,881	189,990	297,300	107,310	396,400
Facilities, Repairs & Other Leases							
Rent	-	10,542	10,542	-	94,875	94,875	126,500
Additional Rent	825	467	(358)	5,811	4,201	(1,610)	5,602
Equipment Leases	284	511	227	1,841	4,597	2,757	6,130
Other Leases	-	-	-	78,993	-	(78,993)	-
Repairs and Maintenance	313	1,319	1,006	7,747	11,867	4,120	15,823
Total Facilities, Repairs & Other Leases	1,421	12,838	11,417	94,392	115,541	21,149	154,055
Professional/Consulting Services							
IT	116,760	28,107	(88,654)	667,948	252,960	(414,988)	337,280
Audit & Taxes	6,786	-	(6,786)	57,706	14,795	(42,911)	14,795
Legal	1,289	7,038	5,749	32,500	63,346	30,846	84,461
Professional Development	10,288	19,528	9,240	193,069	175,751	(17,317)	234,335
General Consulting	47,484	102,575	55,091	1,004,560	923,179	(81,381)	1,230,905
Special Activities/Field Trips	-	-	-	45,629	-	(45,629)	-
Bank Charges	107	417	309	774	3,750	2,976	5,000
Printing	-	-	-	623	-	(623)	-
Other Taxes and Fees	12,644	8,943	(3,701)	46,975	80,489	33,514	107,319
Payroll Service Fee	54,440	-	(54,440)	376,895	-	(376,895)	-
Management Fee	21,295	9,900	(11,395)	124,385	89,100	(35,285)	118,800
District Oversight Fee	-	31,581	31,581	-	143,652	143,652	219,749
SPED Encroachment	4,116	-	(4,116)	15,556	-	(15,556)	-
Public Relations/Recruitment	30,852	18,983	(11,869)	214,220	170,851	(43,369)	227,801
Total Professional/Consulting Services	306,061	227,073	(78,988)	2,780,838	1,917,873	(862,965)	2,580,445
Depreciation							
Depreciation Expense	4,670	-	(4,670)	42,034	-	(42,034)	-
Total Depreciation	4,670	-	(4,670)	42,034	-	(42,034)	-
Total Expenses	**1,462,307**	**1,891,556**	**429,249**	**15,517,456**	**16,887,388**	**1,369,931**	**23,874,817**
ni **Change in Net Assets**	**30,071**	**1,450,171**	**(1,420,100)**	**(2,697,227)**	**(940,998)**	**(1,756,229)**	**754,261**
Net Assets, Beginning of Period	430,028			3,157,326			
Net Assets, End of Period	**$ 460,099**			**$ 460,099**			

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 125,539	$ 100,379	$ 25,160	$ 757,702	$ 736,897	$ 20,805	$ 1,138,416
Education Protection Account	-	6,947	(6,947)	14,125	20,842	(6,717)	27,789
State Aid - Prior Year	279	-	279	279	-	279	-
In Lieu of Property Taxes	48,362	81,208	(32,846)	302,262	431,247	(128,985)	593,664
Total State Aid - Revenue Limit	174,180	188,535	(14,355)	1,074,368	1,188,986	(114,618)	1,759,868
Federal Revenue							
Special Education - Entitlement	-	1,531	(1,531)	-	11,242	(11,242)	17,368
Title I, Part A - Basic Low Income	33,456	-	33,456	33,509	34,245	(736)	44,245
Other Federal Revenue	5,284	-	5,284	58,473	45,670	12,803	91,340
Total Federal Revenue	38,740	1,531	37,209	91,982	91,157	825	152,953
Other State Revenue							
State Special Education	20,550	10,872	9,678	116,156	79,812	36,344	123,299
Mandated Cost	-	-	-	5,177	5,174	3	5,174
State Lottery	5,827	-	5,827	12,552	8,369	4,183	32,930
Prior Year Revenue	6,725	-	6,725	16,059	-	16,059	-
Other State Revenue	(48,213)	625	(48,838)	7,545	4,446	3,099	6,947
Total Other State Revenue	(15,111)	11,497	(26,608)	157,489	97,801	59,688	168,350
Other Local Revenue							
Interest Revenue	22	-	22	122	-	122	-
Total Other Local Revenue	22	-	22	122	-	122	-
Total Revenues	**197,831**	**201,563**	**(3,733)**	**1,323,960**	**1,377,944**	**(53,984)**	**2,081,171**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 43,787	$ 36,279	$ (7,509)	$ 393,643	$ 326,509	$ (67,134)	$ 522,414
Teachers' Extra Duty/Stipends	-	14	14	-	128	128	204
Pupil Support Salaries	4,903	2,794	(2,108)	36,764	25,150	(11,615)	40,240
Administrators' Salaries	4,584	4,614	30	45,259	41,523	(3,736)	66,437
Total Certificated Salaries	53,274	43,701	(9,573)	475,667	393,309	(82,358)	629,294
Classified Salaries							
Instructional Salaries	-	90	90	738	807	68	1,291
Support Salaries	166	144	(22)	1,511	1,293	(219)	2,068
Supervisors' and Administrators' Salaries	2,038	672	(1,366)	10,154	6,049	(4,105)	9,678
Clerical and Office Staff Salaries	424	121	(303)	2,525	1,087	(1,438)	1,740
Total Classified Salaries	2,628	1,026	(1,602)	14,929	9,236	(5,693)	14,777
Benefits							
State Teachers' Retirement System, certificated positions	(2,915)	6,956	9,870	(2,915)	62,602	65,516	83,469
OASDI/Medicare/Alternative, certificated positions	339	53	(286)	2,574	477	(2,096)	636
Medicare/Alternative, certificated positions	773	540	(233)	6,761	4,864	(1,897)	6,485
Health and Welfare Benefits, certificated positions	(12,350)	13,150	25,500	157,532	118,346	(39,186)	157,794
State Unemployment Insurance, certificated positions	89	3,757	3,668	2,025	31,935	29,910	37,571
Workers' Compensation Insurance, certificated positions	-	522	522	2,233	4,696	2,464	6,262
Other Benefits, certificated positions	-	-	-	(0)	-	0	-
Total Benefits	(14,064)	24,978	39,042	168,210	222,920	54,710	292,217
Books & Supplies							
Textbooks and Core Materials	583	775	192	15,461	6,975	(8,486)	9,300
Books and Reference Materials	32,447	17,111	(15,336)	148,779	153,997	5,217	205,329
School Supplies	185	6,450	6,264	2,412	58,047	55,635	77,396
Software	13,804	7,701	(6,103)	125,029	69,308	(55,721)	92,411
Office Expense	967	268	(699)	2,909	2,412	(497)	3,216
Business Meals	51	-	(51)	162	-	(162)	-
Noncapitalized Equipment	17	4,752	4,735	10,515	42,766	32,251	57,021
Total Books & Supplies	48,055	37,056	(10,999)	305,268	333,505	28,237	444,673
Subagreement Services							
Special Education	16,853	11,525	(5,328)	82,773	103,725	20,952	138,300
Substitute Teacher	333	-	(333)	3,515	-	(3,515)	-
Other Educational Consultants	2,955	5,902	2,947	19,865	53,119	33,254	70,825
Instructional Services	1,243	2,911	1,668	5,763	26,201	20,437	34,934

California Online Public Schools Academy North Bay

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	21,384	20,338	(1,045)	111,917	183,045	71,128	244,059
Operations & Housekeeping							
Auto and Travel	203	1,308	1,105	3,491	11,775	8,284	15,700
Dues & Memberships	-	300	300	4,329	2,700	(1,629)	3,600
Insurance	312	17	(295)	3,022	150	(2,872)	200
Utilities	-	-	-	5	-	(5)	-
Janitorial Services	-	125	125	-	1,125	1,125	1,500
Communications	77	1,708	1,631	848	15,375	14,527	20,500
Postage and Shipping	1,055	54	(1,001)	4,981	489	(4,492)	652
Total Operations & Housekeeping	1,647	3,513	1,865	16,675	31,614	14,939	42,152
Facilities, Repairs & Other Leases							
Rent	-	1,148	1,148	1,292	10,333	9,041	13,777
Additional Rent	75	37	(38)	726	331	(396)	441
Equipment Leases	-	40	40	4,746	362	(4,384)	482
Other Leases	-	-	-	114	-	(114)	-
Repairs and Maintenance	-	-	-	223	-	(223)	-
Total Facilities, Repairs & Other Leases	75	1,225	1,150	7,102	11,025	3,923	14,700
Professional/Consulting Services							
IT	16,221	667	(15,555)	73,923	6,000	(67,923)	8,000
Audit & Taxes	617	-	(617)	5,435	1,165	(4,270)	1,165
Legal	46	554	508	2,040	4,986	2,946	6,648
Professional Development	1,683	1,537	(146)	16,991	13,834	(3,157)	18,445
General Consulting	3,243	12,191	8,949	151,072	109,722	(41,350)	146,296
Special Activities/Field Trips	-	-	-	1,959	-	(1,959)	-
Bank Charges	-	83	83	29	750	721	1,000
Printing	-	-	-	57	-	(57)	-
Other Taxes and Fees	1,803	717	(1,086)	5,430	6,450	1,020	8,600
Payroll Service Fee	4,949	-	(4,949)	34,263	-	(34,263)	-
Management Fee	2,039	779	(1,260)	10,653	7,013	(3,641)	9,350
District Oversight Fee	-	1,885	1,885	-	11,890	11,890	17,599
SPED Encroachment	402	-	(402)	1,373	-	(1,373)	-
Public Relations/Recruitment	2,251	1,646	(605)	17,669	14,810	(2,859)	19,747
Total Professional/Consulting Services	33,254	20,059	(13,194)	320,893	176,620	(144,273)	236,850
Total Expenses	**146,253**	**151,896**	**5,644**	**1,420,660**	**1,361,273**	**(59,387)**	**1,918,724**
Change in Net Assets	**51,578**	**49,667**	**1,911**	**(96,700)**	**16,671**	**(113,371)**	**162,448**
Net Assets, Beginning of Period	644,134			792,412			
Net Assets, End of Period	**$ 695,712**			**$ 695,712**			

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 337,847	$ 260,765	$ 77,082	$ 1,889,710	$ 1,826,944	$ 62,766	$ 2,870,004
Education Protection Account	-	23,091	(23,091)	45,821	69,272	(23,451)	92,363
State Aid - Prior Year	(13,794)	-	(13,794)	(13,794)	-	(13,794)	-
In Lieu of Property Taxes	100,000	380,705	(280,705)	1,600,000	1,928,908	(328,908)	2,690,318
Total State Aid - Revenue Limit	424,053	664,561	(240,508)	3,521,737	3,825,124	(303,387)	5,652,685
Federal Revenue							
Special Education - Entitlement	-	5,245	(5,245)	-	36,747	(36,747)	57,727
Total Federal Revenue	-	5,245	(5,245)	-	36,747	(36,747)	57,727
Other State Revenue							
State Special Education	105,536	37,235	68,301	373,444	260,874	112,570	409,815
Mandated Cost	-	-	-	16,770	16,733	37	16,733
State Lottery	-	-	-	41,254	27,149	14,105	109,450
Prior Year Revenue	-	-	-	20,952	-	20,952	-
Other State Revenue	11,523	2,078	9,445	25,242	14,778	10,464	23,091
Total Other State Revenue	117,059	39,313	77,746	477,662	319,534	158,128	559,089
Other Local Revenue							
Interest Revenue	5,286	-	5,286	10,286	-	10,286	-
Total Other Local Revenue	5,286	-	5,286	10,286	-	10,286	-
Total Revenues	**546,398**	**709,119**	**(162,721)**	**4,009,685**	**4,181,405**	**(171,720)**	**6,269,501**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 146,817	$ 121,640	$ (25,176)	$ 1,319,861	$ 1,094,764	$ (225,097)	$ 1,751,622
Teachers' Extra Duty/Stipends	-	48	48	-	428	428	684
Pupil Support Salaries	16,439	9,370	(7,070)	123,269	84,326	(38,943)	134,921
Administrators' Salaries	15,369	15,469	100	151,751	139,225	(12,526)	222,760
Total Certificated Salaries	178,625	146,527	(32,098)	1,594,882	1,318,742	(276,139)	2,109,987
Classified Salaries							
Instructional Salaries	-	301	301	2,476	2,705	229	4,329
Support Salaries	557	482	(75)	5,068	4,334	(734)	6,934
Supervisors' and Administrators' Salaries	6,835	2,253	(4,581)	34,046	20,281	(13,764)	32,450
Clerical and Office Staff Salaries	1,422	405	(1,017)	8,467	3,646	(4,821)	5,834
Total Classified Salaries	8,813	3,441	(5,372)	50,056	30,967	(19,089)	49,547
Benefits							
State Teachers' Retirement System, certificated positions	(10,280)	23,322	33,602	(10,280)	209,900	220,180	279,866
OASDI/Medicare/Alternative, certificated positions	1,135	178	(958)	8,629	1,600	(7,029)	2,133
Medicare/Alternative, certificated positions	2,593	1,812	(781)	22,669	16,309	(6,360)	21,745
Health and Welfare Benefits, certificated positions	(43,551)	41,990	85,541	555,506	377,910	(177,596)	503,880
State Unemployment Insurance, certificated positions	298	12,440	12,142	6,791	105,737	98,946	124,396
Workers' Compensation Insurance, certificated positions	-	1,750	1,750	7,488	15,747	8,259	20,995
Total Benefits	(49,805)	81,491	131,296	590,803	727,202	136,399	953,016
Books & Supplies							
Textbooks and Core Materials	2,167	2,567	400	52,226	23,100	(29,126)	30,800
Books and Reference Materials	70,859	57,640	(13,219)	453,307	518,758	65,452	691,678
School Supplies	653	4,740	4,087	8,153	42,661	34,508	56,881
Software	36,986	25,841	(11,145)	405,884	232,572	(173,312)	310,096
Office Expense	3,413	901	(2,513)	11,516	8,105	(3,411)	10,807
Business Meals	180	1,208	1,029	573	10,874	10,302	14,499
Noncapitalized Equipment	59	14,021	13,962	35,422	126,192	90,770	168,256
Total Books & Supplies	114,317	106,918	(7,399)	967,080	962,263	(4,817)	1,283,017
Subagreement Services							
Special Education	59,661	33,592	(26,069)	317,348	302,325	(15,023)	403,100
Substitute Teacher	1,173	-	(1,173)	12,395	-	(12,395)	-
Other Educational Consultants	8,758	37,981	29,222	65,764	341,826	276,063	455,769
Instructional Services	2,737	-	(2,737)	17,617	-	(17,617)	-
Total Subagreement Services	72,328	71,572	(756)	413,123	644,152	231,028	858,869
Operations & Housekeeping							
Auto and Travel	717	1,983	1,267	12,310	17,850	5,540	23,800

California Online Public Schools Monterey Bay

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Dues & Memberships	-	625	625	12,110	5,625	(6,485)	7,500
Insurance	1,099	58	(1,040)	10,348	525	(9,823)	700
Utilities	-	198	198	16	1,781	1,765	2,375
Janitorial Services	-	392	392	-	3,525	3,525	4,700
Communications	272	4,570	4,297	2,970	41,126	38,156	54,835
Postage and Shipping	2,362	183	(2,179)	15,332	1,643	(13,690)	2,190
Total Operations & Housekeeping	4,450	8,008	3,559	53,086	72,075	18,989	96,100
Facilities, Repairs & Other Leases							
Rent	-	2,868	2,868	-	25,814	25,814	34,418
Additional Rent	150	124	(27)	1,526	1,112	(415)	1,482
Equipment Leases	-	-	-	296	-	(296)	-
Other Leases	-	-	-	469	-	(469)	-
Repairs and Maintenance	-	-	-	283	-	(283)	-
Total Facilities, Repairs & Other Leases	150	2,992	2,842	2,574	26,925	24,351	35,900
Professional/Consulting Services							
IT	36,169	6,136	(30,034)	202,694	55,220	(147,474)	73,627
Audit & Taxes	2,175	-	(2,175)	22,414	3,913	(18,501)	3,913
Legal	162	1,862	1,700	4,451	16,756	12,305	22,341
Professional Development	7,718	5,165	(2,552)	61,309	46,488	(14,821)	61,984
General Consulting	10,274	22,479	12,205	316,334	202,311	(114,023)	269,748
Special Activities/Field Trips	-	-	-	6,838	-	(6,838)	-
Bank Charges	-	36	36	-	322	322	430
Printing	-	-	-	200	-	(200)	-
Other Taxes and Fees	4,171	2,139	(2,032)	15,397	19,255	3,858	25,673
Payroll Service Fee	17,452	-	(17,452)	120,823	-	(120,823)	-
Management Fee	6,568	2,613	(3,955)	34,863	23,513	(11,350)	31,350
District Oversight Fee	-	6,646	6,646	57,528	38,251	(19,277)	56,527
SPED Encroachment	1,542	-	(1,542)	4,689	-	(4,689)	-
Public Relations/Recruitment	7,922	4,832	(3,090)	62,338	43,490	(18,848)	57,987
Total Professional/Consulting Services	94,154	51,907	(42,246)	909,877	449,519	(460,358)	603,580
Total Expenses	**423,031**	**472,857**	**49,825**	**4,581,481**	**4,231,845**	**(349,636)**	**5,990,016**
Change in Net Assets	**123,367**	**236,262**	**(112,895)**	**(571,795)**	**(50,439)**	**(521,356)**	**279,485**
Net Assets, Beginning of Period	(396,575)			298,587			
Net Assets, End of Period	**$ (273,208)**			**$ (273,208)**			

California Online Public Schools Central Coast

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	$ 102,013	$ 60,566	$ 41,447	$ 544,859	$ 431,248	$ 113,611	$ 673,514
Education Protection Account	9,612	5,498	4,114	20,615	16,493	4,122	21,991
State Aid - Prior Year	(718)	-	(718)	(718)	-	(718)	-
In Lieu of Property Taxes	-	92,885	(92,885)	-	478,314	(478,314)	664,085
Total State Aid - Revenue Limit	110,907	158,950	(48,043)	564,756	926,055	(361,299)	1,359,590
Federal Revenue							
Special Education - Entitlement	-	1,236	(1,236)	-	8,801	(8,801)	13,745
Total Federal Revenue	-	1,236	(1,236)	-	8,801	(8,801)	13,745
Other State Revenue							
State Special Education	26,364	8,775	17,589	91,195	62,477	28,718	97,575
Mandated Cost	-	-	-	3,885	3,873	12	3,873
State Lottery	8,780	-	8,780	18,611	6,519	12,092	26,060
Prior Year Revenue	-	-	-	7,372	-	7,372	-
Other State Revenue	1,212	495	717	7,547	3,519	4,028	5,498
Total Other State Revenue	36,356	9,269	27,087	128,610	76,387	52,223	133,005
Other Local Revenue							
Interest Revenue	-	-	-	10,521	-	10,521	-
Total Other Local Revenue	-	-	-	10,521	-	10,521	-
Total Revenues	**147,263**	**169,455**	**(22,192)**	**703,887**	**1,011,243**	**(307,356)**	**1,506,339**
Expenses							
Certificated Salaries							
Teachers' Salaries	$ 33,485	$ 27,743	$ (5,742)	$ 301,021	$ 249,683	$ (51,338)	$ 399,493
Teachers' Extra Duty/Stipends	-	11	11	-	97	97	156
Pupil Support Salaries	3,749	2,137	(1,612)	28,114	19,232	(8,882)	30,771
Administrators' Salaries	3,505	3,528	23	34,610	31,753	(2,857)	50,805
Total Certificated Salaries	40,739	33,418	(7,321)	363,745	300,766	(62,979)	481,225
Classified Salaries							
Instructional Salaries	-	69	69	565	617	52	987
Support Salaries	127	110	(17)	1,156	988	(167)	1,582
Supervisors' and Administrators' Salaries	1,559	514	(1,045)	7,765	4,626	(3,139)	7,401
Clerical and Office Staff Salaries	324	92	(232)	1,931	832	(1,099)	1,331
Total Classified Salaries	2,010	785	(1,225)	11,416	7,063	(4,354)	11,300
Benefits							
State Teachers' Retirement System, certificated positions	(2,513)	5,319	7,832	(2,513)	47,872	50,385	63,829
OASDI/Medicare/Alternative, certificated positions	259	41	(218)	1,968	365	(1,603)	486
Medicare/Alternative, certificated positions	591	413	(178)	5,170	3,720	(1,451)	4,959
Health and Welfare Benefits, certificated positions	(10,400)	8,140	18,541	133,298	73,262	(60,037)	97,682
State Unemployment Insurance, certificated positions	68	2,873	2,805	1,549	24,421	22,872	28,731
Workers' Compensation Insurance, certificated positions	-	399	399	1,708	3,591	1,883	4,788
Total Benefits	(11,995)	17,185	29,181	141,180	153,230	12,050	200,476
Books & Supplies							
Textbooks and Core Materials	792	617	(175)	14,592	5,550	(9,042)	7,400
Books and Reference Materials	23,380	13,542	(9,838)	115,837	121,875	6,038	162,500
School Supplies	156	1,532	1,376	1,874	13,790	11,917	18,387
Software	10,127	5,756	(4,372)	94,172	51,800	(42,372)	69,067
Office Expense	815	211	(604)	3,630	1,901	(1,729)	2,535
Business Meals	43	284	241	137	2,552	2,415	3,402
Noncapitalized Equipment	14	3,451	3,436	8,122	31,055	22,933	41,407
Total Books & Supplies	35,327	25,391	(9,936)	238,363	228,523	(9,840)	304,698
Subagreement Services							
Nursing	-	-	-	504	-	(504)	-
Special Education	9,633	8,467	(1,166)	53,658	76,200	22,543	101,600
Substitute Teacher	280	-	(280)	5,787	-	(5,787)	-
Other Educational Consultants	2,151	8,877	6,725	15,564	79,892	64,328	106,522
Instructional Services	890	-	(890)	4,463	-	(4,463)	-

California Online Public Schools Central Coast

Budget vs Actual

For the period ended March 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Total Subagreement Services	12,954	17,344	4,390	79,975	156,092	76,117	208,122
Operations & Housekeeping							
Auto and Travel	171	1,333	1,162	2,940	12,000	9,060	16,000
Dues & Memberships	-	108	108	3,808	975	(2,833)	1,300
Insurance	262	8	(254)	2,407	75	(2,332)	100
Utilities	-	46	46	4	418	414	557
Janitorial Services	-	75	75	-	675	675	900
Communications	65	1,087	1,022	705	9,782	9,077	13,043
Postage and Shipping	759	-	(759)	4,291	-	(4,291)	-
Total Operations & Housekeeping	1,258	2,658	1,401	14,155	23,925	9,770	31,900
Facilities, Repairs & Other Leases							
Rent	-	543	543	-	4,890	4,890	6,520
Additional Rent	25	29	4	770	261	(509)	348
Equipment Leases	-	32	32	4,571	285	(4,286)	380
Other Leases	-	-	-	145	-	(145)	-
Repairs and Maintenance	-	-	-	68	-	(68)	-
Total Facilities, Repairs & Other Leases	25	604	579	5,554	5,436	(118)	7,248
Professional/Consulting Services							
IT	12,319	5,208	(7,111)	69,683	46,875	(22,808)	62,500
Audit & Taxes	519	-	(519)	4,721	918	(3,803)	918
Legal	39	437	398	1,025	3,931	2,906	5,242
Professional Development	2,185	1,212	(973)	14,500	10,907	(3,593)	14,543
General Consulting	1,135	1,009	(126)	79,593	9,080	(70,514)	12,106
Special Activities/Field Trips	(250)	-	250	1,369	-	(1,369)	-
Bank Charges	95	133	38	310	1,199	889	1,599
Printing	-	-	-	48	-	(48)	-
Other Taxes and Fees	1,429	492	(937)	4,616	4,427	(188)	5,903
Payroll Service Fee	4,168	-	(4,168)	28,853	-	(28,853)	-
Management Fee	1,623	596	(1,027)	8,361	5,362	(2,999)	7,150
District Oversight Fee	-	1,590	1,590	12,529	9,261	(3,268)	13,596
SPED Encroachment	384	-	(384)	1,142	-	(1,142)	-
Public Relations/Recruitment	1,704	1,229	(474)	19,802	11,065	(8,737)	14,753
Total Professional/Consulting Services	25,349	11,906	(13,443)	246,552	103,026	(143,526)	138,310
Total Expenses	**105,666**	**109,292**	**3,625**	**1,100,940**	**978,060**	**(122,880)**	**1,383,280**
Change in Net Assets	**41,597**	**60,163**	**(18,567)**	**(397,053)**	**33,182**	**(430,236)**	**123,060**
Net Assets, Beginning of Period	(240,446)			198,205			
Net Assets, End of Period	**$ (198,849)**			**$ (198,849)**			

California Online Public Schools

Statement of Financial Position

March 31, 2024

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Combined
Assets							
Current Assets							
Cash & Cash Equivalents	$ 19,588,299	$ 9,027,406	$ 11,371,170	$ 2,101,061	$ 4,549,683	$ 975,883	$ 47,613,501
Accounts Receivable	(6,482,935)	(106,192)	(67,521)	244,459	(151,454)	13,087	(6,550,556)
Public Funding Receivables	1,343,381	935,801	1,513,090	190,342	51,997	12,990	4,047,601
Due To/From Related Parties	15,870,835	(4,562,541)	(6,149,672)	(1,058,399)	(3,311,302)	(788,921)	-
Prepaid Expenses	337,435	33,029	81,498	460	10,358	534	463,313
Total Current Assets	**30,657,014**	**5,327,502**	**6,748,565**	**1,477,923**	**1,149,283**	**213,573**	**45,573,860**
Long-Term Assets							
Property & Equipment, Net	285,751	34,236	192,619	8,559	25,677	4,279	551,122
Deposits	20,287	100	-	-	-	-	20,387
Total Long Term Assets	**306,038**	**34,336**	**192,619**	**8,559**	**25,677**	**4,279**	**571,509**
Total Assets	**$ 30,963,053**	**$ 5,361,838**	**$ 6,941,184**	**$ 1,486,482**	**$ 1,174,960**	**$ 217,852**	**$ 46,145,368**
Liabilities							
Current Liabilities							
Accounts Payable	$ 2,883,643	$ 388,794	$ 760,970	$ 90,728	$ 235,856	$ 67,336	4,427,327
Accrued Liabilities	1,812,454	944,211	2,707,578	301,183	686,731	170,282	6,622,439
Deferred Revenue	8,874,706	1,513,564	2,916,451	389,709	498,128	174,507	14,367,064
Capital Lease, Current Portion	248,755	32,097	84,255	8,024	24,074	4,013	401,218
Total Current Liabilities	**13,819,558**	**2,878,666**	**6,469,255**	**789,643**	**1,444,789**	**416,138**	**25,818,049**
Long-Term Liabilities							
Notes Payable, 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**
Total Liabilities	**13,854,487**	**2,883,173**	**6,481,086**	**790,770**	**1,448,168**	**416,701**	**25,874,385**
Total Net Assets	17,108,566	2,478,665	460,099	695,712	(273,208)	(198,849)	20,270,984
Total Liabilities and Net Assets	**$ 30,963,053**	**$ 5,361,838**	**$ 6,941,184**	**$ 1,486,482**	**$ 1,174,960**	**$ 217,852**	**$ 46,145,368**

California Online Public Schools

Statement of Cash Flows

For the period ended March 31, 2024

	California Online Public Schools Southern California	California Online Public Schools Academy Central Valley	California Online Public Schools Northern California	California Online Public Schools Academy North Bay	California Online Public Schools Monterey Bay	California Online Public Schools Central Coast	Month Ended 03/31/24
Cash Flows from Operating Activities							
Change in Net Assets	$ 2,095,227	$ 563,263	$ 30,071	$ 51,578	$ 123,367	$ 41,597	$ 2,905,103
Adjustments to reconcile change in net assets to net cash flows from operating activities:							
Decrease/(Increase) in Operating Assets:							
Public Funding Receivables	2,578,552	(256,322)	(21,563)	(22,606)	-	-	2,278,062
Grants, Contributions & Pledges Receivable	(91,091)	(6,045)	1,850,225	(4,289)	-	1	1,748,801
Due from Related Parties	(2,055,587)	446,391	1,124,131	96,180	312,721	76,164	-
Prepaid Expenses	(37,820)	-	-	-	-	-	(37,820)
Accounts Payable	2,765,923	388,392	758,643	90,683	235,798	67,282	4,306,720
Accrued Expenses	(1,757,844)	(239,486)	(3,166,488)	(49,368)	(157,649)	(42,147)	(5,412,982)
Deferred Revenue	(524,890)	-	785,104	49,474	13,218	(1)	322,905
Total Cash Flows from Operating Activities	**2,972,470**	**896,195**	**1,360,123**	**211,652**	**527,456**	**142,895**	**6,110,790**
Cash Flows from Investing Activities							
Purchases of Property & Equipment	181	-	4,670	-	-	-	4,851
Total Cash Flows from Investing Activities	**181**	**-**	**4,670**	**-**	**-**	**-**	**4,851**
Change in Cash & Cash Equivalents	2,972,651	896,195	1,364,793	211,652	527,456	142,895	6,115,641
Cash & Cash Equivalents, Beginning of Period	16,615,648	8,131,211	10,006,377	1,889,409	4,022,228	832,988	41,497,860
Cash and Cash Equivalents, End of Period	**$ 19,588,299**	**$ 9,027,406**	**$ 11,371,170**	**$ 2,101,061**	**$ 4,549,683**	**$ 975,883**	**$ 47,613,501**

California Online Public Schools Southern California

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Dominic Resendiz	0001	3/13/2024	4/12/2024	$ 500	$ -	$ -	$ -	$ -	500
Every Special Child LLC	113-01202324	1/20/2024	2/4/2024	2,520	-	-	-	-	2,520
Every Special Child LLC	127-01202324	2/13/2024	3/14/2024	3,375	-	-	-	-	3,375
Every Special Child LLC	146-02202324	3/24/2024	4/23/2024	5,310	-	-	-	-	5,310
Every Special Child LLC	146-1-02202324	3/7/2024	4/6/2024	5,310	-	-	-	-	5,310
Law Offices of Young, Minney & Corr LLP	2024	3/7/2024	4/6/2024	2,015	-	-	-	-	2,015
FeldCare Connects	21355	3/11/2021	4/10/2021	-	-	-	-	600	600
El Paseo Childrens Center Inc.	3241	1/31/2024	3/1/2024	6,360	-	-	-	-	6,360
Headstand	510100163	3/13/2024	4/12/2024	18,000	-	-	-	-	18,000
CE Mechanical Inc	54762	3/12/2024	4/11/2024	1,972	-	-	-	-	1,972
Department of Justice	720244	3/4/2024	4/3/2024	32	-	-	-	-	32
AT&T	7285787809	3/7/2024	4/6/2024	531	-	-	-	-	531
PC Connection Sales Corp	75082812	3/11/2024	4/10/2024	5	-	-	-	-	5
PC Connection Sales Corp	75086521	3/12/2024	4/11/2024	30	-	-	-	-	30
Pearson Virtual Schools USA	91000015327	2/9/2024	3/10/2024	2,825,793	-	-	-	-	2,825,793
Law Offices of Young, Minney & Corr LLP	9470	3/7/2024	3/7/2024	975	-	-	-	-	975
Mikkail Afadonis	AFAD031324	3/13/2024	3/13/2024	55	-	-	-	-	55
Jose Alameida	ALAM031124	3/11/2024	3/11/2024	152	-	-	-	-	152
Lina Arango	ARAN031524	3/15/2024	3/15/2024	143	-	-	-	-	143
Susan Axson	AXSO031124	3/11/2024	3/11/2024	94	-	-	-	-	94
Jessica Baez-Ramirez	BAEZ031124	3/11/2024	3/11/2024	136	-	-	-	-	136
Jennifer Bartlett	BART031124	3/11/2024	3/11/2024	19	-	-	-	-	19
Lizeth Bautista	BAUT031424	3/14/2024	3/14/2024	58	-	-	-	-	58
Ryan Counts	BEHA031124	3/11/2024	4/26/2024	30	-	-	-	-	30
Alyson Ben-Joseph	BENJ031324	3/22/2024	4/21/2024	284	-	-	-	-	284
Zachary Bennett	BENN031124	3/11/2024	4/10/2024	38	-	-	-	-	38
Morrissa Berman	BERM031124	3/11/2024	3/11/2024	84	-	-	-	-	84
Jennifer Blake	BLAK031324	3/13/2024	3/13/2024	19	-	-	-	-	19
Lauren Bradley	BRAD031324	3/13/2024	3/13/2024	96	-	-	-	-	96
Cindi Bradford	BRAD031424	3/14/2024	3/14/2024	44	-	-	-	-	44
Kristin Cable	CABL030824	3/22/2024	4/21/2024	121	-	-	-	-	121
Adapted Childs Play LLC	CalOPS0005	2/29/2024	3/30/2024	465	-	-	-	-	465
Gina Casey	CASE031124	3/11/2024	3/11/2024	16	-	-	-	-	16
Eva Castaneda	CAST031124	3/11/2024	3/11/2024	129	-	-	-	-	129
Amy Chang	CHAN031124	3/11/2024	3/11/2024	44	-	-	-	-	44
Sunny Chavez	CHAV031324	3/13/2024	4/13/2024	126	-	-	-	-	126
Erin Chung	CHUN031124	3/11/2024	3/11/2024	79	-	-	-	-	79
Richard Conway	CONW031524	3/15/2024	4/14/2024	71	-	-	-	-	71

California Online Public Schools Southern California

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Jorgelina Corral	CORR031124	3/11/2024	3/11/2024	31	-	-	-	-	31
Ryan Counts	COUN031124	3/11/2024	3/11/2024	17	-	-	-	-	17
Kristina Craig	CRAI031324	3/13/2024	3/13/2024	69	-	-	-	-	69
Julia Davis	DAVI031124	3/11/2024	3/11/2024	42	-	-	-	-	42
Cara Deckert	DECK031124	3/11/2024	3/11/2024	76	-	-	-	-	76
Cara Deckert	DECK031324	3/13/2024	3/13/2024	52	-	-	-	-	52
Shayla Deshay	DESH031124	3/11/2024	3/11/2024	36	-	-	-	-	36
Kelsey Dickman	DICK031324	3/13/2024	4/12/2024	234	-	-	-	-	234
Corodata Records Management Inc.	DN 1458696	2/29/2024	3/15/2024	39	-	-	-	-	39
Shannon Doss	DOSS031124	3/13/2024	3/13/2024	58	-	-	-	-	58
Katherine Duckworth	DUCK031124	3/11/2024	3/11/2024	62	-	-	-	-	62
Shawn Dunkley	DUNK031124	3/11/2024	3/11/2024	52	-	-	-	-	52
Mackenzie Duran	DURA031424	3/20/2024	4/19/2024	111	-	-	-	-	111
Mukul Dwivedi	DWIV031324	3/13/2024	3/13/2024	66	-	-	-	-	66
Mary N Ehrke	EHRK031224	3/12/2024	4/11/2024	84	-	-	-	-	84
Melissa Eisenrod	EISE031124	3/11/2024	3/11/2024	39	-	-	-	-	39
Ashley Gardea-Molina	GARD031124	3/11/2024	3/11/2024	44	-	-	-	-	44
Christine Gelfuso	GELF031324	3/13/2024	3/13/2024	61	-	-	-	-	61
Ajay Ghingoor	GHIN031124	3/11/2024	3/11/2024	72	-	-	-	-	72
Alexis Gilliard	GILL031134	3/11/2024	3/11/2024	77	-	-	-	-	77
Catarina Guido	GUID031224	3/12/2024	3/12/2024	75	-	-	-	-	75
Kristen Hager	HAGE031524	3/15/2024	3/15/2024	32	-	-	-	-	32
Mindy Hall	HALL031424	3/14/2024	3/14/2024	103	-	-	-	-	103
Shayne Hanpanit	HANP031124	3/11/2024	3/11/2024	118	-	-	-	-	118
Kelly Harper	HARP031124	3/11/2024	3/11/2024	83	-	-	-	-	83
Natalie Ha	HAXX031324	3/13/2024	3/13/2024	19	-	-	-	-	19
Emily Helmich	HELM031124	3/11/2024	3/11/2024	118	-	-	-	-	118
Jesse Hodge	HODG031124	3/11/2024	3/11/2024	20	-	-	-	-	20
Ryan Counts	HOLI031124	3/11/2024	4/26/2024	77	-	-	-	-	77
Felipe Hull	HULL031124	3/11/2024	3/11/2024	169	-	-	-	-	169
Juliane Hutchison	HUTC031324	3/13/2024	3/13/2024	46	-	-	-	-	46
Rachel Idiart	IDIA031324	3/13/2024	3/13/2024	60	-	-	-	-	60
Gregory Israel	ISRA031324	3/13/2024	3/13/2024	72	-	-	-	-	72
Deiana Jackson	JACK031324	3/13/2024	3/13/2024	36	-	-	-	-	36
Diane Johnson	JOHN031124	3/11/2024	3/11/2024	41	-	-	-	-	41
Jillian Kabel	KABE031124	3/11/2024	3/11/2024	111	-	-	-	-	111
Thavry Khun	KHUN031124	3/11/2024	3/11/2024	97	-	-	-	-	97
Sunny Kim	KIMX031424	3/14/2024	3/14/2024	70	-	-	-	-	70
Brittney Kish	KISH031124	3/11/2024	3/11/2024	57	-	-	-	-	57

California Online Public Schools Southern California

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Penelope Knight	KNIG031124	3/11/2024	3/11/2024	468	-	-	-	-	468
Melissa Kolbeck	KOLB031124	3/11/2024	3/11/2024	47	-	-	-	-	47
Taylor Kubel	KUBE031124	3/11/2024	3/11/2024	114	-	-	-	-	114
Carmen Kwan	KWAN031124	3/11/2024	3/11/2024	70	-	-	-	-	70
Franchesca Lansang	LANS031224	3/12/2024	3/12/2024	85	-	-	-	-	85
Stacy Laredo	LARE031124	3/11/2024	3/11/2024	123	-	-	-	-	123
Ashley Leu	LEUX031324	3/13/2024	3/13/2024	34	-	-	-	-	34
Hai Le	LEXX031124	3/11/2024	3/11/2024	69	-	-	-	-	69
Steve Lopez	LOPE031124	3/11/2024	3/11/2024	54	-	-	-	-	54
Kristin Luedtke	LUED031424	3/14/2024	3/14/2024	20	-	-	-	-	20
Kathryn Macias	MACI031324	3/13/2024	3/13/2024	19	-	-	-	-	19
Logan Mackie	MACK031324	3/13/2024	3/13/2024	41	-	-	-	-	41
Marianne Masino	MASI031124	3/11/2024	3/11/2024	102	-	-	-	-	102
Kacey Mathieson	MATH031324	3/13/2024	3/13/2024	21	-	-	-	-	21
Connie McCorkle	MCCO031124	3/11/2024	3/11/2024	64	-	-	-	-	64
Eva McGahey	MCGA031124	3/11/2024	3/11/2024	46	-	-	-	-	46
Melinda Medina O'Neill	MEDI031124	3/11/2024	3/11/2024	110	-	-	-	-	110
Marissa Mesa	MESA031324	3/13/2024	3/13/2024	29	-	-	-	-	29
Neal Mixter	MIXT031324	3/13/2024	3/13/2024	38	-	-	-	-	38
Tate Murphy	MURP031124	3/11/2024	3/11/2024	89	-	-	-	-	89
Danielle Nazaroff	NAZA031524	3/15/2024	3/15/2024	36	-	-	-	-	36
Shideh Nejad	NEJA031124	3/11/2024	3/11/2024	39	-	-	-	-	39
Quynh Nguyen-Le	NGUY031124	3/11/2024	3/11/2024	41	-	-	-	-	41
Rebecca Novalis-Edwards	NOVA031524	3/15/2024	3/15/2024	175	-	-	-	-	175
Tamara Olsen	OLSE031324	3/13/2024	3/13/2024	39	-	-	-	-	39
Sydney Ortiz	ORTI031124	3/11/2024	3/11/2024	35	-	-	-	-	35
Erica Osorio	OSOR031224	3/12/2024	3/12/2024	17	-	-	-	-	17
Scott Panaro	PANA031424	3/14/2024	3/14/2024	18	-	-	-	-	18
Stephanie Parker	PARK031124	3/11/2024	3/11/2024	40	-	-	-	-	40
Tracy Pinckney	PINC031124	3/11/2024	3/11/2024	100	-	-	-	-	100
Abel Qawasmi	QAWA031124	3/11/2024	3/11/2024	23	-	-	-	-	23
Sherri Rempe	REMP031124	3/11/2024	3/11/2024	154	-	-	-	-	154
Emilio Rendon-Vargas	REND031124	3/11/2024	3/11/2024	30	-	-	-	-	30
Stacy Reynolds	REYN031424	3/14/2024	3/14/2024	53	-	-	-	-	53
Andrew Rietveld	RIET031424	3/14/2024	4/13/2024	173	-	-	-	-	173
Eden Rincon	RINC031324	3/13/2024	3/13/2024	63	-	-	-	-	63
Stephanie Robinson	ROBI031424	3/14/2024	4/13/2024	114	-	-	-	-	114
Jordan Ross	ROSS031124	3/11/2024	3/11/2024	72	-	-	-	-	72
Hope Rowley	ROWL031324	3/13/2024	3/13/2024	101	-	-	-	-	101

California Online Public Schools Southern California

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Corodata Records Management Inc.	RS3594118	2/29/2024	3/29/2024	61	-	-	-	-	61
Corodata Records Management Inc.	RS4994287	2/29/2024	3/29/2024	101	-	-	-	-	101
Michele Rushing	RUSH031324	3/13/2024	3/13/2024	35	-	-	-	-	35
Santa Margarita Water District	SANT030424-1049	3/4/2024	3/29/2024	165	-	-	-	-	165
Jamia Seifert	SEIF031324	3/13/2024	3/13/2024	91	-	-	-	-	91
Amy Sharp	SHAR031124	3/11/2024	3/11/2024	38	-	-	-	-	38
Cassandra Sharpe	SHAR031124	3/11/2024	3/11/2024	133	-	-	-	-	133
Than Short	SHOR031224	3/12/2024	3/12/2024	158	-	-	-	-	158
Robert Sima	SIMA031124	3/11/2024	3/11/2024	49	-	-	-	-	49
Larry Steinberg	STEI031324	3/13/2024	3/13/2024	66	-	-	-	-	66
Aalaneja Stelly	STEL031324	3/13/2024	3/13/2024	64	-	-	-	-	64
Jenny Stewart-Wilson	STEW031324	3/13/2024	3/13/2024	40	-	-	-	-	40
Andrea Story	STOR031324	3/13/2024	3/13/2024	176	-	-	-	-	176
Alexandra Torline	TORL031124	3/11/2024	3/11/2024	33	-	-	-	-	33
Alexandra Torline	TORL031324	3/13/2024	3/13/2024	40	-	-	-	-	40
Mildred Toscano	TOSC031124	3/11/2024	3/11/2024	28	-	-	-	-	28
Sean Van Bussel	VANB031124	3/11/2024	3/11/2024	74	-	-	-	-	74
Theresa Vergel de Dios	VERG031124	3/11/2024	3/11/2024	54	-	-	-	-	54
Heather Vizzini	VIZZ030824	3/8/2024	3/8/2024	180	-	-	-	-	180
Paige Wall	WALL031224	3/12/2024	3/12/2024	161	-	-	-	-	161
Alison Waters	WATE031124	3/11/2024	3/11/2024	48	-	-	-	-	48
Phil Wenker	WENK031124	3/11/2024	3/11/2024	115	-	-	-	-	115
Taylor Whitmer	WHIT031124	3/11/2024	3/11/2024	54	-	-	-	-	54
Lauren Williams-Hackman	WILL031124	3/11/2024	3/11/2024	30	-	-	-	-	30
Jannel Wyant	WYAN031124	3/11/2024	3/11/2024	63	-	-	-	-	63
Jennifer Yip	YIPX031124	3/11/2024	3/11/2024	30	-	-	-	-	30
April Yi	YIXX031124	3/11/2024	3/11/2024	73	-	-	-	-	73
Pamela Zakhar	ZAKH031224	3/12/2024	3/12/2024	45	-	-	-	-	45
Kimberly A Zimmerman	ZIMM031324	3/13/2024	3/13/2024	115	-	-	-	-	115
			Total Outstanding Invoices	$ 2,883,043	$ -	$ -	$ -	$ 600	$ 2,883,643

California Online Public Schools Academy Central Valley

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Pearson Virtual Schools USA	91000015322	1/9/2024	2/8/2024	$ 388,794	$ -	$ -	$ -	$ -	388,794
			Total Outstanding Invoices	$ 388,794	$ -	$ -	$ -	$ -	$ 388,794

California Online Public Schools Northern California

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Charter Communications	219708101010124	1/1/2024	1/31/2024	$ (239)	$ -	$ -	$ -	$ -	(239)
Charter Communications	219708101020124	2/1/2024	3/2/2024	200	-	-	-	-	200
Charter Communications	219708101030124	3/1/2024	3/31/2024	200	-	-	-	-	200
AT&T	5011167807	3/7/2020	4/6/2020	-	-	-	-	1,074	1,074
Pearson Virtual Schools USA	91000015326	2/9/2024	3/6/2024	758,950	-	-	-	-	758,950
Law Offices of Young, Minney & Corr LLP	9469	3/7/2024	4/6/2024	785	-	-	-	-	785
			Total Outstanding Invoices	$ 759,896	$ -	$ -	$ -	$ 1,074	$ 760,970

California Online Public Schools Academy North Bay

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Pearson Virtual Schools USA	91000015325	2/9/2024	3/6/2024	$ 90,728	$ -	$ -	$ -	$ -	$ 90,728
			Total Outstanding Invoices	$ 90,728	$ -	$ -	$ -	$ -	$ 90,728

California Online Public Schools Monterey Bay

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Pearson Virtual Schools USA	91000015324	2/9/2024	3/6/2024	$ 235,856	$ -	$ -	$ -	$ -	$ 235,856
		Total Outstanding Invoices		$ 235,856	$ -	$ -	$ -	$ -	$ 235,856

California Online Public Schools Central Coast

Accounts Payable Aging

March 31, 2024

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Pearson Virtual Schools USA	91000015321	2/9/2024	3/8/2024	$ 67,336	$ -	$ -	$ -	$ -	$ 67,336
		Total Outstanding Invoices		$ 67,336	$ -	$ -	$ -	$ -	$ 67,336

California Online Public Schools Southern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10439	Anthony Ramos	Reimb - 01/24/24 - 01/26/24	3/14/2024	VOID
10471	CE Mechanical Inc	HVAC Repairs - 02/24	3/1/2024	$ 295
10472	Charter Impact	Business Mgmt Svcs - 03/24	3/1/2024	104,790
10473	Community Therapy Services	SpEd Svcs - 10/23	3/1/2024	14,008
10473	Community Therapy Services	SpEd Svcs - 11/23	3/1/2024	14,008
10473	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	14,008
10474	Jennifer Conley	Reimb - 02/21/24 - 02/22/24	3/1/2024	107
10475	Disneyland Resort	Grad Night 2024	3/1/2024	7,630
10476	Mackenzie Duran	Reimb - 02/02/24	3/1/2024	77
10477	Gina Glaze	Reimb - 02/16/24	3/1/2024	130
10478	Brian Kinnaman	Reimb - 01/30/24 - 02/21/24	3/1/2024	148
10479	Tate Murphy	Reimb - 02/21/24 - 02/22/24	3/1/2024	103
10480	Orange County Clerk-Recorder	Fictitious Business Name Filing Fee	3/1/2024	58
10481	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	4,113
10482	PC Connection Sales Corp	15.6 Inch Monitor - Credit	3/1/2024	2,113
10482	PC Connection Sales Corp	CSP-A Perp Perp Office Mac Std (5)	3/1/2024	2,113
10482	PC Connection Sales Corp	IT Svcs and State Environmental Fee	3/1/2024	2,113
10482	PC Connection Sales Corp	Office Supplies and Shipping	3/1/2024	2,113
10482	PC Connection Sales Corp	Recycling Fee - Credit	3/1/2024	2,113
10482	PC Connection Sales Corp	State Environmental Fee	3/1/2024	2,113
10483	Suzanne Platt	Reimb - 02/20/24 - 20/22/24	3/1/2024	108
10484	Emilio Rendon-Vargas	Reimb - 12/06/23 - 12/07/23	3/1/2024	50
10485	Richard Savage	Reimb - 12/05/23 - 02/02/24	3/1/2024	826
10486	Silver Springs Drinking Water	Drinking Water - 01/24	3/1/2024	70
10487	Spark Hire Inc	Licence - 02/02/24 - 02/02/25	3/1/2024	8,588
10488	Stanford Sierra Youth & Families	Professional Development - 01/31/24	3/1/2024	100,210
10488	Stanford Sierra Youth & Families	SpEd Svcs - 11/23	3/1/2024	100,210
10488	Stanford Sierra Youth & Families	SpEd Svcs - 12/23	3/1/2024	100,210
10489	Studies Weekly	School Supplies	3/1/2024	596
10490	US Bank Equipment Finance	Equipment Lease - 02/08/24 - 03/08/24	3/1/2024	1,051
10491	Brandastic, Inc.	Marketing - 03/24	3/6/2024	21,000
10492	Morrissa Berman	Reimb - 02/29/24	3/8/2024	34
10493	Brandastic, Inc.	Marketing - Fall Festival - Video Contract - Final Billing	3/8/2024	7,500
10493	Brandastic, Inc.	Marketing - Video Contract - Final Billing	3/8/2024	7,500
10494	Amy Chang	Reimb - 02/29/24	3/8/2024	37
10495	Charter Impact	Rush Processing Fee - 02/24	3/8/2024	150
10496	Jorgelina Corral	Reimb - 02/29/24	3/8/2024	207
10497	Katherine Duckworth	Reimb - 02/29/24	3/8/2024	102
10498	Edgility Consulting	Consulting Svcs	3/8/2024	3,000
10499	Every Special Child LLC	SpEd Svcs - 01/16/24 - 01/31/24	3/8/2024	6,210
10499	Every Special Child LLC	SpEd Svcs - 01/24	3/8/2024	6,210
10500	The Great Books Foundation	Curriculum	3/8/2024	2,751
10501	Brittany Javier	Reimb - 02/26/24	3/8/2024	25
10502	Melinda Medina O'Neill	Reimb - 02/26/24	3/8/2024	231
10503	Tate Murphy	Reimb - 02/29/24	3/8/2024	101
10504	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/8/2024	47,445
10505	Scott Panaro	Reimb - 02/26/24	3/8/2024	40
10506	PC Connection Sales Corp	LCD (3) back cover, panel, bezel	3/8/2024	785
10507	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	6,120
10508	Pitney Bowes Global Financial Services LLC	Late Fees	3/8/2024	48
10509	Christine Quesada	Reimb - 02/22/24	3/8/2024	332
10510	Eric Thompson	Repairs - 02/23/24 - Remove 1 Bulletin Board	3/8/2024	173
10511	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	1,591
10512	T-Mobile	Communication Svcs - 01/21/24 - 02/20/24	3/8/2024	679
10513	T-Mobile	Communication Svcs - 01/21/24 - 02/20/24 MKV	3/8/2024	3,178
10514	UPS	Shipping Svcs - 02/24	3/8/2024	134
10515	Sean Van Bussel	Reimb - 02/27/24	3/8/2024	103
10516	Lyndsie Williams	Reimb - 02/28/24	3/8/2024	31
10517	Zoom Video Communications Inc	Communication Svcs - 02/28/24 - 06/30/24	3/8/2024	113
10518	Danielle Bouillerce	Reimb - 03/06/24	3/14/2024	96
10519	Lauren Bradley	Reimb - 03/01/24 - 03/03/24	3/14/2024	580
10520	Branche Jones	Consulting Svcs - 02/24	3/14/2024	4,000
10521	Center for Effective Philanthropy Inc	Youth Truth Student Survey, 4-2024, SY 23-24	3/14/2024	5,550
10522	Concur Technologies Inc	Software	3/14/2024	4,128
10523	Crown Facility Solutions Inc	Janitorial Svcs - 02/22/24	3/14/2024	1,338
10523	Crown Facility Solutions Inc	Janitorial Svcs - 03/24	3/14/2024	1,338
10524	Cara Deckert	Reimb - 03/05/24	3/14/2024	52

California Online Public Schools Southern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10525	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	30,036
10526	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	169,713
10527	Florida Virtual School	Enrichment Svcs	3/14/2024	1,900
10528	Cierra Guerra	Reimb - 02/20/24 - 20/22/24	3/14/2024	436
10529	Heritage Schools Inc	SpEd Svcs - 02/24	3/14/2024	17,435
10530	Jason King	Reimb - 03/06/24	3/14/2024	148
10531	Law Offices of Michelle Won	Legal Svcs - 02/24	3/14/2024	220
10532	Carrie Ann Manning	Reimb - 02/20/24 - 02/23/24	3/14/2024	135
10533	Michelle Mann	Reimb - 03/06/24	3/14/2024	20
10534	Michael Meza	Reimb - 02/21/24 - 02/23/24	3/14/2024	212
10535	Netrix	Professional Svcs - 03/01/24 - 03/31/24	3/14/2024	3,080
10536	Parchment LLC	Subscription - 11/01/23 - 10/31/24	3/14/2024	12,765
10537	Philadelphia Insurance Companies	Insurance - 03/24	3/14/2024	16,399
10538	Pitney Bowes Bank Inc Purchase Power	Postage - 02/24 - 03/24	3/14/2024	3,159
10539	Procurify Technologies Inc	Software	3/14/2024	24,600
10540	Anthony Ramos	Reimb - 01/24/24 - 01/26/24	3/14/2024	87
10541	RokkitWear	Office Supplies	3/14/2024	50,000
10542	Spirit Monkey LLC	School Supplies	3/14/2024	4,200
10543	Stanford Sierra Youth & Families	SpEd Svcs - 01/24	3/14/2024	53,130
10544	TTC4SUCCESS	SpEd Svcs - 01/24	3/14/2024	89,152
10545	UPS	Postage - 02/24	3/14/2024	490
10545	UPS	Postage - 03/24	3/14/2024	490
10546	Theresa Vergel de Dios	Reimb - 02/27/24	3/14/2024	39
10547	Paige Wall	Reimb - 01/25/24	3/14/2024	30
10548	Cassie Williams	Reimb - 03/06/24	3/14/2024	91
10549	April Yi	Reimb - 02/27/24	3/14/2024	44
10550	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 02/24	3/14/2024	178
10551	Zoom Video Communications Inc	Communication Svcs - 02/01/24 - 02/29/24	3/14/2024	97
10552	School Pathways LLC	License - 02/01/24 - 01/31/25, District Oversight Level	3/20/2024	1,175
022924		FY2324 Adm fee cost Jan24	3/1/2024	1,000,704
022924		FY2324 STRS Feb24	3/1/2024	1,000,704
ACH	InterPres Corporation	Rent - 03/24	3/5/2024	30,205
ACH	InterPres Corporation	Rent - 03/24	3/6/2024	880
ACH	InterPres Corporation	Rent - 04/24	3/20/2024	32,832
ACH	JP Morgan Chase - Credit Card	CC Pmt - 02/27/24	3/1/2024	141,331
ACH	Chase Bank	Bank Fee	3/15/2024	196
ACH	JP Morgan Chase - Credit Card	CC Pmt - 03/26/24	3/26/2024	68,906
ACH	Orange County Dept of Education	ADMIN FEE COST FEBRUARY 2024	3/12/2024	46
ACH	Orange County Dept of Education	FY2324 STRS 03/24	3/21/2024	354,754
ACH	Orange County Dept of Education	FY2324 STRS 03/24	3/21/2024	662,473
ACH	Orange County Dept of Education	STRS PENALTIES & INTEREST 03/24	3/25/2024	362

Total Disbursements Issued in March $ 4,389,831

California Online Public Schools Academy Central Valley

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40050	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	$ 960
40051	Crystal Dawn Photography	Photography - Mid-Year School Festival - Central Valley	3/1/2024	350
40052	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	1,742
40053	Tulare County Clerk	Fictitious Business Name Filing Fee	3/1/2024	52
40054	Jostens	School Supplies	3/8/2024	40
40055	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	1,780
40056	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	5,159
40057	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	34,920
ACH	Chase Bank	Bank Fee	3/15/2024	93
			Total Disbursements Issued in March	**$ 45,095**

California Online Public Schools Northern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60124	ADT	Alarm Monitoring - 01/30/24 - 03/25/24	3/1/2024	$ 103
60124	ADT	Alarm Monitoring - 02/29/24 - 03/29/24	3/1/2024	103
60125	Alhambra	Drinking Water - 01/24	3/1/2024	86
60126	C3 Builders, Inc.	Repairs - Exhaust Fan Repair	3/1/2024	313
60127	City of Ripon	Facility Rental - 03/21/24	3/1/2024	300
60128	Pitney Bowes Bank Inc Purchase Power	Postage - 01/22/24 - 01/28/24	3/1/2024	2,178
60128	Pitney Bowes Bank Inc Purchase Power	Postage - 02/11/24 - 02/12/24	3/1/2024	2,178
60129	San Joaquin County Recorder	Fictitious Business Name Filing Fee	3/1/2024	47
60130	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 12/23 - 07/24	3/8/2024	1,250
60131	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	1,490
60132	PG&E	Utility Svcs - 01/26/24 - 02/26/24	3/8/2024	203
60133	Pitney Bowes Global Financial Services LLC	Postage Machine Lease - 03/30/24 - 06/29/24	3/8/2024	284
60134	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	1,471
60135	Center for Accessible Technology	SpEd Svcs - 02/24	3/14/2024	112
60136	City Signs	Signs	3/14/2024	7,097
60137	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	12,057
60138	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	49,649
60139	Jostens	School Supplies	3/14/2024	101
60140	Teamwork Speech Therapy Inc	SpEd Svcs - 02/24	3/14/2024	300
60141	UPS	Postage - 03/24	3/14/2024	16
ACH	Chase Bank	Bank Fee	3/15/2024	107
ACH	Modesto Irrigation District	Utilities	3/25/2024	226
			Total Disbursements Issued in March	**$ 79,671**

California Online Public Schools Academy North Bay

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30029	Lake County Clerk	Fictitious Business Name Filing Fee	3/1/2024	$ 45
30030	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	495
30031	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	7,816
			Total Disbursements Issued in March	**$ 8,356**

California Online Public Schools Monterey Bay

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20035	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	$ 755
20036	Santa Cruz County Clerk	Fictitious Business Name Filing Fee	3/1/2024	58
20037	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	290
20038	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	633
20039	Effectual Educational Consulting Servic	SpEd Svcs - 01/24	3/14/2024	7,193
20040	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	21,690
			Total Disbursements Issued in March	**$ 30,619**

California Online Public Schools Central Coast

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70024	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	$ 321
70025	Santa Barbara County Clerk Recor	Fictitious Business Name Filing Fee	3/1/2024	54
70026	Effectual Educational Consulting S	SpEd Svcs - 01/24	3/14/2024	320
70027	El Paseo Childrens Center Inc.	SpEd Svcs - 11/23 - 12/23	3/14/2024	3,444
			Total Disbursements Issued in March	**$ 4,139**

Coversheet

Student Achievement Update

Section: IV. Oral Reports
Item: E. Student Achievement Update
Purpose: FYI
Submitted by:
Related Material: Board Meeting SET Data Review Q3 23_24 (1).pptx.pdf

School Enhancement Target (SET)

Quarter 3
Data Review
SY 23/24

California Online Public Schools

School Enhancement Target (SET) Goals 23/24

- **Academic**

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

- **Engagement**

Every 10 weeks, 90% of students will receive 5 successful contacts.

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

Academics

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

PLC SMART Goal Data Q3 23/24

- **Schoolwide PLCs**:
  - **38.2%** of SMART goals were met.
- **Math PLCs**:
  - **28%** of SMART goals were met.

Academic: What We Learned and Next Steps

- Continuing PLC meetings twice a month and PLC Lead meetings monthly- what are the goal results telling us?
- Deeper evaluation of what worked and what needs to be revise for Q4.
- Data driven PLC goal refinement:
  - Working toward more data driven SMART goals in all PLCs with a focus on timeframe (10 weeks) and attainable goals.
  - Discussions around student lesson completion happening.

Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.

California Online Public Schools

Contact Data Details Q3 23/24

- Measure - The percentage of STs that received 5 or more contacts from February 2024 through April 2024
- SharePoint Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled (on or before 1/31/24)
- Contact Type - Face to Face, LL - Group, LL - Individual, Phone Call - Successful

Engagement Data – % of STs receiving 5 or more contacts in a 10 week period

School	Q1 23/24	Q2 23/24	**Q3 23/24**
School Wide	97%	99.3%	**97.3%**
Elementary	97%	99.6%	99.7%
Middle	96%	98.2%	93.6%
High	97%	99.5%	98.7%

Diagnostic 2 (Winter) - 23/24 SY Participation

i-Ready Reading

98%

i-Ready Math

98%

MAP Reading

96%

MAP Math

96%

Progress toward annual typical growth- iReady

- Comparing data collected from DI (September 2023) and D2 (February 2024) we are seeing expected growth
  - 67.5% growth in grades K-8.
- 48.1% of students improved their placement after D2.
  - For elementary the highest growth was in kinder
  - For middle school the highest growth was in 6th grade.

Engagement: What We Learned and Next Steps

- Celebrate efforts!
- Continue the focus on reaching our kids and families!
- Continued review iReady and MAP data and participation at all grade bands
  - Looking at growth data and how it correlates to CAASPP data.
- CAASPP Participation - focussed communication and planning
  - Parent/Student meetings
  - Parent/Student/ Staff Surveys
  - Parent Square notifications
  - Saturday testing sites
  - More HR/Advisory teacher support

Grad Rate

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

California Online Public Schools

All CalCA Schools 22/23 Grad Rate

School	Grad Rate
SoCal	78.4%
NorCal	73.2%
Central Valley	77.3%
North Bay	64.5%
Central Coast	100%
Monterey Bay	72.4%

10 week grade rate data: Rainbow List and Cohort Summary Report 20/21 cohort (2024 grads)

Rainbow List Data:

This report classifies a ST as on-track based on **the credits the ST has already earned plus the credits the ST is currently attempting** compared to the amount expected to be earned.

% = Green STs = 0 credits behind

School	20/21 Cohort (grad year 2024)
SoCal	86%
NorCal	86%
North Bay	83%
Monterey	84%
CV	74%
CC	87%
ALL SCHOOLS	84%

Cohort Summary Report:

This report classifies a ST as on-track based on **the credits the ST has already earned** compared to the amount expected to be earned at that point.

School	20/21 Cohort (grad year 2024)
SoCal	68%
NorCal	68.1%
North Bay	75.6%
Monterey	66.7%
CV	60.8%
CC	64.0%
ALL SCHOOLS	67.4%

Project Success Q3 Update 23/24

Data Description	Q1 23/24	Q2 23/24	Q2 23/24
# of STs Enrolled	208	191	**206**
# of STs Passed All Courses	186	179	183
# of STs Passed No Courses	4	0	1
# of Courses Passed	861	884	**934**
# of Courses Failed	45	17	42
Pass Rate	95%	98%	**96%**

Highlights!

- Highest Q3 pass rate!

-Highest number of courses passed in Q3

CHAMPS

Community
Helps
Achieve
My
Personal
Success

Purpose: CHAMPS student have a history of struggling

To identify our students who are either credit deficient, taking additional courses, or have shown a propensity to struggle academically in order to provide them with additional homeroom support. Generally students are 1 credit or more behind. However, CHAMPS students can struggle without failing or have a history of failing.

SPRING: 23/24:

91% of CHAMPS kids have had their second-semester conference!

What is a CHAMPS conference?: A conference between HR teacher, student, parent, and counselor to discuss current high school status, which includes, credits, grades, courses, summer school, grad plans, etc.

Grad Rate: What We Learned and Next Steps

- Continuing our focus on our credit deficient students: late enrollees, homeless youth, etc
- Project Success is going strong and focussing on meeting students needs
  - encouraging June 2024 grad date and not waiting until summer.
  - Looking closely at our smaller schools to impact grad rate.
  - Addition of “Q5”, June 12 - Jun 20, for select PS students
- Focus continues on how to keep students on cohort prior to their senior year through CHAMPS and Progress Monitoring Meetings (PMM).
- Summer School opening in July
- More discussions in PLC, Department Meetings, and grade band surrounding grad rate.

Thank you all for listening and please reach out at anytime with questions. Have a great evening!

Coversheet

Approval of Minutes from the April 02, 2024 Board Meeting, Adjourned to April 03, 2024 (attached)

Section: VI. Consent Items
Item: A. Approval of Minutes from the April 02, 2024 Board Meeting, Adjourned to April 03, 2024 (attached)
Purpose: Vote
Submitted by:
Related Material: 2024_04_02_board_meeting_minutes (1).pdf
2024_04_03_board_meeting_minutes (1).pdf

DRAFT

California Online Public Schools

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time
Tuesday April 2, 2024 at 3:30 PM

Location
CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA 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

Join Zoom Meeting
https://zoom.us/j/93762840563
Meeting ID: 937 6284 0563
Dial In:
+1 (669) 444-9171 ext. 93762840563# US

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.

Directors Present

Directors Absent
A. Pulsipher, B. Hartelt, D. Rivas, E. Pavlich, E. Wickliffe, M. Henjum, P. Hedrick

Guests Present
E. McGahey, Member of the Public (remote), Member of the Public (remote), R. Savage (remote), S. Ford (remote)

I. Opening Items

A. Call the Meeting to Order

B. Notice of Adjournment

Quorum not met.

Notice of Adjournment per Brown Act; Cal. Gov't Code §54955

Hereby given to the members of the CalOPS Board and the general public that the CalOPS Board will adjourn the meeting originally scheduled for Tuesday, April 02, 2024 at 3:30 p.m. to continue the meeting, which will be open to the public on:

Date and Time

Tuesday, April 3, 2024 at 3:30 PM PDT

C. Roll Call

D. Approval of Agenda

II. Closing Items

A. Adjourn Meeting

The meeting was adjourned at 3:37 PM to be continued April 3, 2024 at 3:30 PM.

Respectfully Submitted,
R. Savage

DRAFT

California Online Public Schools

California Online Public Schools

Minutes

Continued California Online Public Schools (CalOPS) Board Meeting

Date and Time
Wednesday April 3, 2024 at 3:30 PM

Location
CalCA NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalCA 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
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contacting the school offices prior to the Board meeting in compliance with California open meeting law.

Directors Present
A. Pulsipher (remote), D. Rivas (remote), E. Wickliffe (remote), P. Hedrick (remote)

Directors Absent
B. Hartelt, E. Pavlich, M. Henjum

Guests Present
A. Larsen (remote), Aali Stelly (remote), Amy Hickey (remote), E. McGahey, Elnora Harris (remote), Felicia Scrivner (remote), Felicia Scrivner (remote), H. Tamayo (remote), J. Colombero (remote), J. Sitomer (remote), Jasmine Samuels (remote), Julia Davis (remote), K. Eng (remote), Kara Mannix (remote), Kathryn Plowman (remote), L. Dombek (remote), L. Johnson (remote), M. White (remote), Meena Duguay (remote), Member of the public (remote), R. Dreifus (remote), R. Romero (remote), R. Savage (remote), S. Ford (remote), Sarah Sulman (remote), Shannon Doss (remote), Shayla DeShay (remote), Tammy Nettles (remote), Tiffany Carrasco (remote), V. Acosta, Z. Kidd (remote)

I. Opening Items

A. Call the Meeting to Order

D. Rivas called a meeting of the board of directors of California Online Public Schools to order on Wednesday Apr 3, 2024 at 3:42 PM.

B. Roll Call

CalOPS Staff
Aali Stelly - Teacher
Amy Hickey - Teacher
Ashley Larsen - Administrative Assistant
Elnora Harris - Teacher
Eva McGahey - Administrative Assistant - SoCal Office
Felicia Scrivner - Executive Assistant
Heather Tamayo - Middle School Principal
Jasmine Samuels - Teacher
Julia Davis - Teacher
Julie Colombero - Director of California Family Outreach
Kara Mannix - High School Principal
Kathryn Plowman - Teacher
Kristina Craig - Teacher
Leslie Dombek - Director of Student Achievement
Marcus White - Elementary School Principal

Meena Duguay - Teacher
Phil Wenker - Interim Director of Student Services
Richard Savage - Superintendent
Richie Romero - Deputy Superintendent
Ryan Dreifus - Assistant Director of Human Resources
Sarah Sulman - Teacher
Shannon Doss - Social Worker
Stephen Ford - Assistant Superintendent of Human Resources
Tammy Nettles - Teacher
Tiffany Carrasco - Assistant Director of Finance
Viridiana Acosta - Executive Assistant - NorCal Office
Zana Kidd - Director of Human Resources

Contracted Staff
Kate Eng - Charter Impact Director of Client Finance
Jason Sitomer - Charter Impact Managing Director
Laura Johnson - PVS School Success Partner

4 Members of the Public

C. Approval of Agenda

P. Hedrick made a motion to approve the Agenda.
A. Pulsipher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

B. Hartelt	Absent
E. Wickliffe	Aye
D. Rivas	Aye
E. Pavlich	Absent
A. Pulsipher	Aye
M. Henjum	Absent
P. Hedrick	Aye

II. Public Comment

A. 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/
A member of the public was in attendance and wanted to bring attention to some things which had affected their education as a student at CalCA. The student noted that this was their first year attending CalCA and they were enrolled in several classes at the beginning of the year. The student expressed dissatisfaction with their experience and requested the board adjust their grade from a B to an A.

R. Savage clarified that, as per the California State Ed code, the teacher's grade cannot be altered, and congratulated the member of the public on passing such a demanding course.

D. Rivas concluded the public comment section of the agenda by reminding attendees that board meetings are intended for board members and additional attendees are not allowed to make comments moving forward with the rest of the agenda items.

No action is taken.

III. Oral Reports

A. Superintendent's Report

R. Savage offered updates on relationship with Authorizing Districts. Constant communication is ongoing with CAPO, informal meeting to come after Spring Break. This will be prior to CAPO's next board meeting where they will have a public hearing and recognize the CalOPS name change. Been in contact with Scott's Valley Unified. Have heard from Ripon Unified. Recently discovered Middletown Unified has a new Superintendent, to be reached out to after Spring Break to develop relationships.

Updates on CCSA Conference were all positive. There was plenty of attention on DEI and student success. There was a lot of presence from online school options, which was comforting.

R. Savage also mentioned the high registration rate for state testing, the upcoming spring break, and the preparation efforts of teachers.

B. Principals' Report (attached)

M. White mentioned a generally positive mood with Spring Break in the upcoming week. Teachers have been developing plans to catch up students that are behind in coursework. The school year has been moving quickly and upon returning from Spring Break, elementary school will jump into state testing.

H. Tamayo emphasized the work of the A-Team to provide a great testing environment for students. Physical fitness testing for 7th grade is complete and upon returning from Spring Break, middle school will be diving into state testing. Middle school has been working to build relationships with families to ensure students have continuous support while some teachers are out for state testing. Staff has been taking trainings on new curriculum and look forward to the upcoming year with a fun, positive energy.

K. Mannix spoke about how quickly things will go once returned from Spring Break. There is focus on the balance in supporting students and families with state testing and coursework. There are upcoming mid-semester conferences which will wrap up soon. With the transition, this year has been intensive, but very exciting and motivating.

C. Charter Impact Financial Report for CalOPS

K. presented in place of M. Percin, highlighting a strong yield and a surplus forecast for the year, despite a slight drop in attendance. She noted an increase in expenses primarily due to benefits and emphasized the strong cash position of the schools.

Highlights include:

- Total enrollment forecasted at 8,491 students
- Total attendance forecasted at 8,324
- Revenue forecasted at $122M; no major changes
- Expenses forecasted at $112M; up 1%
- Surplus forecasted at $9M with an ending fund balance forecasted at $32.3M.
- Cash balance of $41.5M
- Enrollment: strong; no changes
- Revenues: stable at $122M
- Expenses: $1.2M increase in total (+1%)
- Surplus: $9M total; $1.9M decrease
- Fund balance: $32.3M
- Cash: $41.5M; down from $52.5M (PVS invoices)

A. Pulsipher asked about invoices due to PVS.

K. Eng answered that a recent payment in the past week brought CalOPS up to date and the schools will be caught up for the remainder of the year.

R. Romero added that payments were only delayed because they were withheld during negotiations on the amendment to the statement of agreement. It was not an inability to pay on CalOPS' end, but rather a strategic move to wrap up negotiations in December.

D. Policy, Compliance, and State Accountability Report

R. Romero filled in for D. Hertzler to present. He brought attention to the report from FCMAT and the legislative office, both of which were intended to look at the fiscal impact of non-classroom based schools. CSDC, CCSA and A+ organizations have authored Bill 1409 to ensure non-classroom based schools have representation. Nothing official yet, so CalOPS will have more to share, likely in August.

E. Student Achievement Update

L. Dombek shared kudos to the A Team for their preparation efforts ahead of state testing scheduled from April 20 to May 24. She highlighted the new addition of smaller testing sites and 3 Saturday testing sites, developed directly in response to family needs and requests from prior years. This has been received positively by both staff and families, as shown by high registration rates. Staff trainings have been ongoing and she will report back with updates as they come.

IV. Consent Items

A. Approval of Minutes from the March 05, 2024 Board Meeting (attached)

B. Approval of Staffing Report (attached)

C. Approval of Expenditures over $20k (attached)

D. Approval of Check Registry (attached)

E. Approval of Updated Admission Policy, Effective for the 24-25 SY (attached)

F. Ratification of Special Education Service Contracts (attached)

P. Hedrick made a motion to approve the Consent Agenda, Items A-F.
E. Wickliffe seconded the motion.
D. Rivas asks about a charge on the check registry and K. confirms it is nothing to worry about and explains the need for the $1 charge.
The board **VOTED** to approve the motion.

Roll Call
A. Pulsipher Aye
P. Hedrick Aye

Roll Call

D. Rivas Aye
E. Pavlich Absent
E. Wickliffe Aye
B. Hartelt Absent
M. Henjum Absent

V. Action Items

A. Approval of Raise and Salary Schedule (attached)

A. Pulsipher made a motion to approve a 20% increase to all CalOPS staff members' salaries effective July 1, 2024. This 20% raise to all staff members salaries includes an increase of $51,571.90 to the Superintendents Salary.
D. Rivas seconded the motion.
S. Ford notes the health of the CalOPS fiscal budget and the need to be competitive going into hiring for the next school year. Notes a mistake in the salary schedule that will be corrected and brought to the board for revision next month. The purpose is to attract and retain talent, improve education, and secure future success.

A. Pulsipher asks about fiscal impact.

R. Romero states that conservatively, there is a 5-7% reserve (7.5-10M) and we can be penalized for having too high a reserve. CalOPS works to balance the appreciation for staff and compensation, and fiscal responsibility.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher Aye
P. Hedrick Aye
E. Pavlich Absent
D. Rivas Aye
B. Hartelt Absent
M. Henjum Absent
E. Wickliffe Aye

B. Approval of Bonus

A. Pulsipher made a motion to approve a one-time bonus of 20% of an employees base salary pay, based on the 24-25 annual salary for all employees who have been with CalOPS during the 2023-24 school year prior to June 1, 2024, to be disbursed on July 10, 2024. This 20% Bonus to all staff members includes a bonus of $61,886.28 to the Superintendent.
E. Wickliffe seconded the motion.
S. Ford proposes a one time 20% bonus on the 24-25 base salary for employees that have been with CalOPS prior to June 1, 2024 and are still with us upon dispersal. This is

a strategic move to keep talent and show appreciation to staff, keeping CalOPS a competitive employer.
The board **VOTED** to approve the motion.

Roll Call

P. Hedrick Aye
E. Wickliffe Aye
A. Pulsipher Aye
D. Rivas Aye
B. Hartelt Absent
M. Henjum Absent
E. Pavlich Absent

C. Approval of 2023-24 Auditor Selection (attached)

A. Pulsipher made a motion to approve Action Item C, 2023-24 Auditor Selection.
E. Wickliffe seconded the motion.
T. Carrasco introduces this item in substitute of L. Carter. Ed code requires CalOPS to select an auditor, this item is to ask for selection for this years auditor. CLA has been used for auditing in the previous 5 years and has a great understanding of . They have proven themselves to be very accessible which is helpful throughout the process and they also have a relationship with Charter Impact $73,870 annual fee is in line with comparable auditors.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher Aye
B. Hartelt Absent
E. Pavlich Absent
P. Hedrick Aye
D. Rivas Aye
E. Wickliffe Aye
M. Henjum Absent

VI. Closed Session

A. Motion to Move to Closed Session

Motion to move to closed session and pause recording of the board meeting.
The board **VOTED** to approve the motion.

Roll Call

M. Henjum Absent
B. Hartelt Absent
E. Wickliffe Aye
A. Pulsipher Aye
E. Pavlich Absent
P. Hedrick Aye

Roll Call

D. Rivas Aye

Brown Act; California Gov't Code §54957

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

D. Rivas notes that closed session did not result in any action taken. Discussion was held regarding the above.

VII. Closing Items

A. Adjourn Meeting

A. Pulsipher made a motion to adjourn the CalOPS Board Meeting, and confirm next meeting on May 7, 2024.

D. Rivas seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe Aye

P. Hedrick Aye

B. Hartelt Absent

A. Pulsipher Aye

E. Pavlich Absent

D. Rivas Aye

M. Henjum Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:57 PM.

Respectfully Submitted,

D. Rivas

Coversheet

Ratification of Special Education Service Contracts (attached)

Section:	VI. Consent Items
Item:	B. Ratification of Special Education Service Contracts (attached)
Purpose:	Vote
Submitted by:	
Related Material:	SpED Education Service Provider Contracts.pdf SpED Contract & Addendum for May 7 Board Meeting.pdf

SpED Education Service Provider Contracts.

Finance and the Student Services department continue to work together to explore quality providers to serve our growing special education needs. Below are the new contracts or addendums created since the last board meeting for the 2023-24 School Year. We are also preparing contracts for Extended School Year (ESY) services and for the 2024-25 school year and will share those as they are completed.

NEW CONTRACTS	
2023-24 SERVICE PROVIDERS/VENDORS	**Contract Status**
Language Line Services, Inc.	FULLY EXECUTED 3/28/2024
Mindful Neuron Psychological Services, PC	FULLY EXECUTED 4/4/2024

NEW ADDENDA		
2023-24 SERVICE PROVIDERS/VENDORS	**Addendum Notes**	**Addendum Status**
FeldCare Therapy, Inc.	Rate change for specific student and physical therapist	FULLY EXECUTED 4/11/2024

Language Line Services, Inc.

Statement of Work

LanguageLine® Phone℠ and InSight Video Interpreting®

Client Name ("Customer"): **California Online Public Schools – OPI Per CA Multiple Award Schedule (CMAS) 4-23-06-1037**	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

Powered by BoardOnTrack

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

Language Line Services, Inc.

Statement of Work

LanguageLine® Phone℠ 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℠ (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

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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

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

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Language Line Services, Inc.

Statement of Work

LanguageLine® Phone℠ 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: L. Carter	Signature: DocuSigned by: Bonaventura Cavaliere BDC191FC317A43C...
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: _____

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: _____

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Chief Clinical Officer

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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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Chief Clinical Officer

Contact
(323) 638-7660
Dr.alvarado@mindfulneuron.org

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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Bilingual Clinical Neuropsychologist
Chief Clinical Officer

Contact
(323) 638-7660
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

Dr. Heather Alvarado, Ph.D., Chief Clinical Director

Date: 4/4/2024

California Online Public Schools (California Connections Academy)

Client Representative's Signature: Richie Romero, Ed.D.

Printed Name: Richie Romero

Title: Deputy Superintendent

Date: 4/4/2024

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FELDCARE
CONNECTS

RATE CHANGE ADDENDUM

Date of Request 2/1/2024

Agency Name: California Connections Academy

Patient name: [redacted]

Discipline: PT Clinician: Dionisio Wilkins

DOS: 3/5/2024 (cert 1/27-3/26, 3/27-5/25, 5/26-7/24)

Physical Therapy Evaluation/ FRA/ Discharge (DC) Rate Requested at $190 per session

Follow-up visits at $175 per session

Agency: California Online Public Schools

DocuSigned by:

LaChelle Carter, Director of Finance 4/11/2024

California Online Public Schools
Name of Agency Representative date

Molly Siciliano 4/9/24

Molly Siciliano, Finance Mngr date

FeldCare Connects

Coversheet

Approval of Staffing Report (attached)

Section: VI. Consent Items
Item: C. Approval of Staffing Report (attached)
Purpose: Vote
Submitted by:
Related Material: CALCA_Staffing Report_04.2024.pdf
Courtney Roney Resume.pdf
Lailah Yoon Resume.pdf
Pamela Ucan Resume.pdf
Yazmin Crotty Resume.pdf

CALCA Staffing Report

New Hires

Name	Area	Compensation	Bonus Potential	Start Date
Crotty, Yazmin	Teacher - Elementary	$90,554.11		04/01/2024
Roney, Courtney	Digital Content Coord	$80,500.00		04/01/2024
Ucan, Pamela	Payroll & Benefits Admin	$31.74		04/01/2024
Yoon, Lailah	School Counselor	$71,005.03		04/01/2024

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
N/A	N/A	N/A	N/A	N/A	N/A

Courtney Roney

EXPERIENCE

JMI Sports | University of Kentucky Sports & Campus Marketing **Apr 2023 - Present**
Account Executive | New Partnerships Lexington, KY

- Cross sell advertising assets for all University of Kentucky Athletic programs/teams
- Build unique marketing campaigns and packages for prospective partners including in-venue signage, social media and digital assets, community events sponsorships, entitlements, etc.
- Prospect new partnerships through online networking, LinkedIn and personal connections
- Attend lunches and networking events to build strong client relationships
- Pitch, negotiate and close multi-year new partnership deals
- Closed six new partnership deals in first year of employment, generating over $250,000 in revenue

Utah Jazz | Smith Entertainment Group **Aug 2021 - Mar 2023**
Account Executive | Corporate & Premium Partnerships Salt Lake City, Utah

- Prospect new potential partnerships for the Utah Jazz through online networking, LinkedIn and personal connections
- Attend lunches and networking events to build strong client relationships
- Collaborate with Utah Jazz marketing department to ideate and development proposals that align with prospective partners' strategic direction and marketing goals
- Pitch, negotiate and close multi-year new partnership deals
- Exceeded annual new partnership goal by 340% by end of year one, generating over $1,000,000 in revenue
- Exceeded annual new premium seating goal by 175% by end of year one, generating over $500,000 in revenue

My New Enterprise **Nov 2020 - Aug 2021**
Marketing & Sales Manager Remote

- Sell a series of business courses targeted to women entrepreneurs to Women's Business Centers around the country
- Manage all social media platforms including Facebook, Instagram, YouTube and Pinterest
- Create ads targeted to our client demographic and manage all advertising statistics
- Contact and communicate with potential and existing clients through phone calls and email campaigns

Utah State University Athletics **Jan 2020 - Aug 2021**
Game Production & Marketing Assistant Logan, UT

- Execute game day media elements for crowds of 10,000+ people at all sports events, increasing attendance by 20%
- Create long-term and short-term marketing objectives and strategies for al USUI collegiate teams
- Write marketing plans for men's basketball and football with upcoming season projections and new initiatives
- Photograph and interview student athletes for new creative content
- Emcee football, men's and women's basketball
- Write gameday scripts for women's volleyball and women's basketball
- Run sound and music for women's volleyball

Hutchings Museum & Institute **May 2020 - Aug 2020**
Social Media & Content Coordinator Lehi,UT

- Ran all social media accounts including Instagram, Facebook, LinkedIn, Google My Business and Twitter
- Created and ran Google Ad campaigns and increased social media following by 200%
- Designed all graphics for social media, billboards, and other promotional channels

EDUCATION

Utah State University, Jon M. Huntsman School of Business **December 2021**
Bachelor of Science in Marketing

VOLUNTARY SERVICE

Small Enterprise Education & Development Program **Sep 2019 - Dec 2019**
Business Development Intern Trujillo, Peru

- Mentored and taught business principles to over 30 impoverished small business owners and families
- Prepared and taught Sales and English classes for over 50 students in a local learning and development center
- Planned and taught entrepreneurial business classes for over 100 individuals in two locations across the city
- Made possible for families to send children to school through increased revenue generated by sales of improved products and services

Lailah Yoon

Education

Master of Arts in Educational Counseling (September 2007-July 2008)
Pupil Personnel Services Credential (September 2007-July 2008)
Azusa Pacific University

Master of Arts in Education (January 2005-July 2007)
California State University, Long Beach

Multiple Subject Teaching Credential (September 2003-December 2004)
California State University, Long Beach

Bachelor of Arts in Political Science (September 2000-June 2003)
University of California, San Diego

Experience

Administrative Assistant (October 2016-Present)
Biola University, La Mirada, CA

- Support the Dean's office by providing administrative assistance to the Dean and Operations Coordinator
- Coordinate and schedule appointments, travel details, and other various commitments for the Dean
- Assist the Operations Coordinator in staff, adjunct and full-time faculty hiring and contracts
- Assist the Operations Coordinator with sabbatical, promotion and tenure applications and processes
- Assist the Dean with various reports and data collection required by various institutional offices including of the Provost and the President.
- Assist the Dean with overseeing various financial responsibilities, including:
    - Managing the Dean's Office budget
    - Coordinating oversight of the various department budgets in line with division and institutional priorities
    - Monitoring budget expenditures and provide accurate financial reporting and data entry for the school
- Provide any additional planning/administrative/operational support related to Dean's institutional responsibilities, as needed

Elementary Student Support Specialist (September 2015-October 2016)
Eastwood Elementary School, La Mirada, CA

- Provided individual and group support to students with identified behavioral concerns and needs.
- Consulted and collaborated with parents/guardians, teachers, administrators, and other education/community resources regarding students with identified behavioral concerns and needs.
- Implemented, monitored, and tracked student data in the implementation of PBIS, MTSS and RTI.
- Provided outreach and support to parents/guardians in order to promote positive school/family relationship and enhance student learning.
- Collected and generated reports based on student behavioral and academic data to monitor and track student discipline referral information, and assist the administrative team with discipline data disaggregation.
- Part of SST Team working with students with IEPs and 504 Plans

Counselor (April 2012-June 2012)
Los Coyotes Middle School, La Mirada, CA

- Provided teacher support and guidance in curriculum and instruction
- Counseled students with conflict resolution strategies, problem solving skills and discipline
- Created a summer intervention program for students who have failed their Language Arts and Math courses
- Coordinated the administration of CST testing
- Developed outreach programs such as Career Day by establishing networks with local businesses and citizens in the community

ELD Student Support Specialist (March 2009-June 2013)
Los Coyotes Middle School, La Mirada, CA

- Provided ELD students and families with instruction and support
- Worked with teachers to develop instructional practices targeting at-risk ELD students.
- Taught reading comprehension, literary analysis and writing skills to ELD students

Intern Counselor (April 2008-May 2008)
Los Coyotes Middle School, La Mirada, CA

- Performed conflict resolution with individuals and groups
- Conducted AB1802 counseling with students and parents
- Advised students and parents about high school graduation and college requirements
- Participated and assisted in the planning and implementation of College Day
- Administered and assisted in the coordination of the STAR Test

Intern Counselor (January 2008-April 2008)
Warren High School, Downey, CA

- Conducted academic, personal, college and career counseling
- Administered and assisted the coordination of the CAHSEE
- Evaluated student records and transcripts for class scheduling according to graduation and college requirements
- Developed four-year academic learning plans with students promoting graduation, post secondary education and career goals
- Presented admission requirements for colleges, universities and vocational schools to students

CELDT Site Coordinator
(Fall 2006, Summer 2007, Fall 2007, Summer 2007, Fall 2009)

- Organized and coordinated the testing of all limited English proficient students at various elementary, middle and high school sites throughout the district
- Administered the CELDT to elementary, middle and high school students

Teacher (June 2006- July 2006)
Escalona Elementary School, La Mirada, CA
Designed and taught interactive and engage lessons to meet the needs of at-risk students

Teacher/ STAR Test Curriculum Developer (January 2006-June 2006)
Johnston Elementary School, Norwalk, CA

- Developed test preparation curriculum based on STAR test content
- Provide daily instruction to students
- Administered and assisted in the coordination of the STAR Test

Substitute Teacher (June 2005- June 2008)
Norwalk La Mirada School District, Norwalk, CA

- Created and executed lesson plans for grades K-12 in accordance to California State Standards
- Implemented effective classroom management conducive to effective teaching and optimal learning

Additional Skills and Training

Fluent in Korean
MTSS
RTI
ADHD
504

Pamela Ucan

I am energetic and optimistic with over 2 years of professional experience in solving complex issues with customer service (including translating documents). In previous jobs I have strived to be a leader through being keen with customer support skills and communication.

Work Experience

HR Coordinator
The Emme Group - Ontario, CA
March 2022 to Present

As an Hr Coordinator , some of my tasks include submitting biweekly payroll for our restaurant locations, following up with workers comp claims and closing them out, and submitting our Mod Reports quarterly, as well as doing month-to-month trainings for safety. As we are a growing company, I also do recruitment in different locations and cities, which has let me learn to adapt to each different environment and personalities . I work with each restaurant to ensure our time management is as efficient as can be, which includes keeping labor low during slower seasons.

HR Supervisor
Paolino Logistics - Ontario, CA
April 2021 to February 2022

My position as an HR supervisor includes keeping a track record of everyone's attendance along with keeping everybody's I-9 information in organized files. One of my skills that has helped me out a lot is being bilingual with English and Spanish. I run recruiting along with all on boarding processing and I also do payroll.

Sales Representative
STARCREST OF CALIFORNIA - Perris, CA
April 2020 to October 2021

During my time at star crest my duties included taking orders from customers through the phone and assisting them with any trouble they had in their orders remotely and an office occasionally. Working at Starcrest my bilingual ability was put into use as I was able to help many Spanish-speaking customers.

Academic Specialist
THINK Together - Moreno Valley, CA
August 2018 to April 2020

During the time I have been at Think Together (an after school program) I have lead a role which included doing admin paperwork, entering data, filing, and facilitating lessons.

Clerk
Hemlock Family Plaza - Moreno Valley, CA
February 2019 to March 2020

During my internship as a clerk at Hemlock Medical Plaza Pharmacy my duties included data entry, filing paperwork, helping with mail out orders, and also filled prescriptions. I also did medical billing and took calls with patients which helped me improve my customer service skills.

Education

Certificate in Pharmacy technician
Moreno Valley Adult School - Moreno Valley, CA
August 2018 to June 2019

High school or equivalent
Moreno Valley High School - Moreno Valley, CA
August 2014 to June 2018

Skills

- Microsoft office (2 years)
- Typing 57 wpm
- Bilingual- Spanish
- Data Entry (3 years)
- Clerical work (4 years)
- Customer Service (4 years)
- Communications (3 years)
- Organizational Skills
- Public Speaking
- Microsoft Word
- Team Building (2 years)
- Microsoft Excel
- Quality Assurance
- Leadership
- Medical billing
- Conflict management
- Recruiting
- Logistics
- OSHA
- FMLA
- Human Resources
- Payroll
- Human Resources Management
- Employment & labor law (2 years)
- ADP (3 years)
- Workers' Compensation

Languages

- Spanish - Fluent

Certifications and Licenses

Pharmacy Technician

Driver's License

Assessments

Sales skills — Proficient
February 2021

Influencing and negotiating with customers
Full results: Proficient

Administrative support professional fit — Proficient
February 2021

Measures the traits that are important for successful administrative support professionals
Full results: Proficient

Indeed Assessments provides skills tests that are not indicative of a license or certification, or continued development in any professional field.

YAZMIN CROTTY

OBJECTIVE

Obtain the position of Elementary School ELD teacher for California Connections Academy

PROFESSIONAL SUMMARY

Goal-oriented professional with strong leadership and interpersonal skills seeking to utilize a well-recognized work ethic as a school educator and an eagerness to enhance the education culture through collaboration, and innovative learning. Equipped with several years of leading and improving the curriculum of students using a holistic approach to learning and development focused on versatility, sustainability, and quality.

EXPERIENCE

Manufacturing Analyst (Northrop) **July 2024 - Present**

- Supported the hiring process by posting requisitions, sourcing candidates, forecasting needs, and scheduling interviews
- Supported the new hire onboarding process by creating the onboarding packet and training new staff on systems and processes
- Managed and maintained a 6 million dollar budget for maintenance and repairs and wrote work statements for any repairs needed
- Created the badging process for Tooling, and trained analysts on the process to support supplier badges
- Supported with War Room maintenance and updates

Vice Principal - Desert Pathways Behavior School (AVUHSD) **2022-April 2023**

- Interview, hire, and manage certificated and classified staff & collect data on their performance to implement yearly evaluations
- Plan & facilitate staff professional development, meetings, and school-wide parent meetings to support programs and instruction
- Implement school-wide programs; Boys Town, Habitudes, EL, Wolf Connection, Special Education
- Facilitate Individual Education Plan meetings, Back to School Night, and Open Houses, school-wide
- Coordinate parent workshops, site-based leadership meetings, and district-wide leadership meetings to determine program success
- Maintain Inventory of the school supplies including technology, office supplies, and classroom supply
- Maintain and write a school safety plan to ensure that school facilities are up to code by district and state standards
- Implement the Education Code for student discipline to ensure school safety
- Implement all state and board policies to ensure the equity of all students' success
- Review district-wide and school data such as credits earned, grades (current & past), grade point average, A-G, attendance, and state and district-wide assessments to ensure academic success for all students

- Maintain school-wide procedures and schedules to ensure the success of pick up and drop off, lunches, breaks, and passing periods
- Coordinate teacher and staff schedules to ensure that students are supported 100% of the time as dictated by student IEPs
- Implement IEPs to ensure that students are accessing their services: Speech, Counseling, & Adaptive Physical Education

***Antelope Valley High School District EL Teacher on Special Assignment* 2020 - 2022**

- Coordinated English Language Advisory Committees at site and district level
- Ensured the efficiency and compliance of state EL mandates through the implementation of the EL Roadmap & English Language Development Standards through district-wide professional development
- Determined and enrolled students placement in designated programs
- Ensure security, administration, and training for the summative and initial English Language Proficiency Assessment for California
- Supported school sites with ELD through the implementation of school-wide interventions designed
- students by coaching teachers through lesson planning and instruction and the implementation of school interventions

***Teacher on Special Assignment SPED at Lancaster High School (AVUHSD)* 2016-2017 & 2018-2020**

- Coordinated the organization of Special Education Department caseloads, and Master Schedule
- Facilitated compliance with IEP writing and IEP implementation
- Generated and facilitated professional development for school-site and district-site stakeholders regarding compliance and IEP-related information
- Supported student enrollment and student placement
- AVUHSD Admin Representative at Individualized Education Plan meetings

***Instructional Partner at Knight High School (AVUHSD)* 2015-2016**

- Provided curriculum and professional development to school-site stakeholders.
- Implemented data-driven instruction & facilitated classroom walkthroughs
- Facilitated Professional Learning Communities to develop curriculum for special education programs

***Special Education Teacher* 2012-2017 & 2018**

- Taught Resources, Pre-Algebra, Algebra 1A, Algebra 1B, Social Skills, ESS Health, and ESS Science
- Provided instruction to all types of learners (Mild/Moderate, Moderate/Severe, EL)
- Utilized research-based strategies in the classroom to support student learning
- Reviewed student data to improve instruction
- Developed implemented, and facilitated student IEPs
- Established open communication with families and all stakeholders
- Implemented Holistic teaching strategies
- Created and maintain a safe classroom environment for all learners
- Provided students with lessons on daily life skills not limited to organization, time management, and self-advocay

Experience and Proficiencies

- Trained staff on non-crisis interventions and district-wide programs - AESOP, PowerSchool and Google
- Trained certificated staff in curriculum development, social-emotional learning, crisis intervention strategies, state policies and instruction
- Utilized data analytics and tracking for performance metric, educational progression, and attendance
- Tracked suspension rates, graduation rates and test scores by subcategories to determine progress of different subgroups
- Proficient in Microsoft: Powerpoint, Word, Excel, Google: Drive, Docs, Sheets, Slides, Jamboard, Meets, Classroom,Prezi, Zoom and Padlet

Education and Professional Committees

Master of Administrative Education May 2023
- **Brandman University**

Mild-Moderate Special Education Credential June 2011
- **Brandman University**

Bachelor of Arts in Liberal Studies June 2009
- **California State University, Bakersfield**

Committees:
- **A-G Committee** - District committee in charge of implementing learning opportunities for a learners interested in attending a four year university
- **Equity Champion Leadership Team** - District committee facilitating a district wide approach to ensure that all student have equal access to an education
- **Habitudes Leadership** - District wide Social Emotional curriculum writing
- **AVID** - Advance Via Individual Determination Committee to facilitate the road for students interested in applying for a four year college
- **Homeless and Foster Representative** - Implementing AB 740 and Mckinney Vento district wide

Certifications:
- NCLB Compliant in Math
- Compliant in EL authorization
- Compliant in Autism Authorization
- Minor in English

Coversheet

Approval of Expenditures over $20k (attached)

Section:	VI. Consent Items
Item:	D. Approval of Expenditures over $20k (attached)
Purpose:	Vote
Submitted by:	
Related Material:	23-24 CalOPS Over 20k Summary - May Board Meeting.pdf 23-24 CalOPS Over 20k.xlsx-May Board Meeting (1).pdf PO Over 20k Board Docs May 2024.pdf

CalOPS Purchase Orders Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2023-24-100	4/26/2024	Than/Britnie	Instructure	Renewal of learning management system/Canvas by instructure	$162,542.00

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
3/21/2024		InterPres Corporation	April	03/21/2024	$32,832.00	Office Rent	SoCal
3/26/2024		JP Morgan Chase Bank		03/25/2024	$68,905.80	District Corporate Card Purchases - AutoPay	All Schools
	3/28/2024	Oxford Consulting Services Inc	163252	01/31/2024	$37,975.04	SPED Services	SoCal
	3/28/2024	Oxford Consulting Services Inc	163253	01/31/2024	$90,633.60	SPED Services	All Schools
	3/28/2024	TTC4Success	1362	03/4/2024	$98,809.38	SPED Services	See school Allocation on Invoice
4/2/2024		GHA Technologies, Inc.	2777309	03/25/2024	$408,062.50	Student Chromebooks	All Schools
	4/5/2024	Class Technologies, Inc.	INV4971	04/1/2024	$142,089.93	Professional Services: Other School Contracted Services	All Schools
	4/5/2024	Charter Impact	15783	04/1/2024	$104,790.00	Professional Services: Other School Contracted Services	All Schools
	4/14/2024	Nasco	P775143	04/10/2024	$248,017.50	Professional Services: Other School Contracted Services	All Schools
4/18/2024		GHA Technologies, Inc.	2805997	04/17/2024	$405,505.00	Student Chromebooks	All Schools
	4/19/2024	Oxford Consulting Services Inc	163593	02/29/2024	$71,260.20	SPED Services	All Schools
	4/19/2024	Oxford Consulting Services Inc	163586	02/29/2024	$31,896.79	SPED Services	SoCal
	4/19/2024	Stanford Sierra Youth & Families	Feb-2024	02/29/2024	$48,510.00	SPED Services	Please allocate by school breakdown
	4/19/2024	Milestones Therapy Group	1119	03/29/2024	$58,586.74	SPED Services	Please allocate by school breakdown
	4/19/2024	Milestones Therapy Group	1114	03/8/2024	$71,015.32	SPED Services	Please allocate by school breakdown
4/24/2024		JP Morgan Chase Bank		04/23/2024	$231,951.49	District Corporate Card Purchases - AutoPay	All Schools
	4/24/2024	The Hartford	17143054	04/8/2024	$44,454.20	Governance: Insurance Expenses	All Schools
	4/25/2024	Effectual Educational Consulting Services	12135	02/29/2024	$28,617.50	SPED Services	SoCal
4/26/2024		InterPres Corporation	May	04/26/2024	$30,499.23	Office Rent	SoCal
	4/28/2024	Clifton Larson Allen	L241085637	02/26/2024	$24,297.00	Professional Services: Accounting Services/Audit	All Schools
	Pending Board Approval	UC Regents	#4643	04/30/2024	$29,614.00	Graduation	All Schools
	Pending Board Approval	Zoom Video Communications Inc.	INV231237492	12/12/2023	$125,660.85	Professional Services: Other School Contracted Services	All Schools
	Pending Board Approval	Cigna Healthcare	653639	04/17/2024	$100,702.00	Professional Services: Other School Contracted Services	All Schools
	Pending Board Approval	Capistrano Unified School District	68TI1252	04/19/2024	$41,187.00	May Oversight Fees	SoCal
	Pending Board Approval	Brandastic	1207065	04/29/2024	$21,000.00	Marketing	All Schools
	5/2/2024	Charter Impact	15901	05/1/2024	$104,790.00	Professional Services: Other School Contracted Services	All Schools
	Pending Board Approval	Pearson	91000015703	04/09/2024	$56,633.82	Schedule of Fees	Central Coast
	Pending Board Approval	Pearson	91000015704	04/09/2024	$341,685.96	Schedule of Fees	Central Valley
	Pending Board Approval	Pearson	91000015705	04/09/2024	$215,865.51	Schedule of Fees	Monterey Bay
	Pending Board Approval	Pearson	91000015706	04/09/2024	$69,976.44	Schedule of Fees	North Bay
	Pending Board Approval	Pearson	91000015707	04/09/2024	$679,772.64	Schedule of Fees	NorCal
	Pending Board Approval	Pearson	91000015708	04/09/2024	$2,688,508.78	Schedule of Fees	SoCal

J.P.Morgan

JPMORGAN CHASE BANK NA
P.O. BOX 15918
MAIL SUITE DE1-1404
WILMINGTON DE 19850

ACCOUNT NUMBER	4485 9279 0004 8836
PAYMENT DUE DATE	03/25/2024
AMOUNT DUE	$68,905.80
CURRENT BALANCE	$68,905.80

Remit To: JPMORGAN CHASE BANK NA
P.O. BOX 4475
CAROL STREAM, IL 60197-4475

AMOUNT ENCLOSED $

CALOPS
DEBORAH LARSON
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675-4842

** 0000000

44859279000488360689058006890580 3

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: 4485927900048836

CLOSING DATE	02-29-24
CREDIT LIMIT	650,000
AVAILABLE CREDIT	581,094

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

PREVIOUS BALANCE	141,331.38
PURCHASES AND OTHER CHARGES	73,283.11
CASH ADVANCES	.00
CREDITS	4,377.31
PAYMENTS	141,331.38-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**68,905.80**
TOTAL PAYMENT DUE	68,905.80
DISPUTED AMOUNT	.00

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

COMMERCIAL ACCOUNT ACTIVITY

CALOPS
4485-9279-0004-8836

TOTAL COMMERCIAL ACTIVITY
$141,331.38CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-26	02-26		AUTO PAYMENT DEDUCTION	141,331.38 CR

INDIVIDUAL CARDHOLDER ACTIVITY

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
BERNADETTE JAMERO 4485-9200-0441-9334	$0.00	$514.95	$0.00	$514.95

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-13	02-12	24717054043170431776666	SCHOOL SERVICES OF CALIFO 916-4467517 CA P.O.S.: 1077751 SALES TAX: 0.00	275.00
			Total Purchasing Activity	$275.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-14	02-12	24692164044103988748148	SOUTHWES 5262256062190 800-435-9792 TX QUINTIA JAMERO/BERNA DEPART: 03-18-24 P.O.S.: SALES TAX: $0.00 SMF WN F LGB WN F SMF	239.95
			Total Travel Activity	$239.95

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
ASHLEY MALDONADO 4485-9200-1168-3492	$0.00	$269.97	$0.00	$269.97

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-21	02-19	24692164051109435828391	SOUTHWES 5262258685237 800-435-9792 TX MALDONADO/ASHLEY CHA DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN E SMF WN E SNA	269.97
			Total Travel Activity	$269.97

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
RYAN DREIFUS 4485-9200-2671-8184	$400.00	$984.96	$0.00	$584.96

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24755424034150347827042	CSUF CAREER CENTER 714-2787127 CA P.O.S.: 8740177 SALES TAX: 0.00	650.00
02-19	02-15	74388944047939116979394	CHICO 800-3398131 CA P.O.S.: 2828351 SALES TAX: 0.00	400.00 CR

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Purchasing Activity	$250.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-09	02-07	24692164039100023304694	SOUTHWES 5262254220554 800-435-9792 TX DREIFUS/RYAN DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	334.96
			Total Travel Activity	$334.96

RICHARD SAVAGE 4485-9200-2831-6078	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$1,961.54	$8,926.26	$0.00	$6,964.72

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-30	24445004031300570258089	OPC*PISMO CITY BEACH 925-855-5000 CA P.O.S.: NONE SALES TAX: 0.00	478.00
02-01	01-30	24445004031300570258162	OPC MSC*SERVICE FEE 024 800-487-4567 NE P.O.S.: NONE SALES TAX: 0.00	17.40
02-02	01-31	24692164032107013439320	603 FLIGHT STOP S. RDU MORRISVILLE UT P.O.S.: 00000000000000000 SALES TAX: 2.15	29.95
02-05	02-02	24692164034108810246890	LGB LBBJ/562 EXP LONG BEACH CA P.O.S.: 20219 SALES TAX: 1.39	23.30
02-06	02-05	24943814036900015042768	USA TRADEMARKS PATENT 888-3439968 MD P.O.S.: 4661294008 SALES TAX: 0.00	425.00
02-08	02-07	24071054038939178619280	CITY OF WEST SACRAMENT 000-0000000 CA P.O.S.: R507839 SALES TAX: 0.00	576.00
02-08	02-07	24275394038900014424032	NATL ALLIANCE PUBLIC 202-2892700 DC P.O.S.: 799103 SALES TAX: 0.00	1,070.00
02-08	02-07	24492154038719794358847	CALIFORNIA CHARTER SCHOOL 213-244-1446 CA P.O.S.: 79435884 SALES TAX: 0.00	750.00
02-09	02-09	24011344040000014361639	AMAZON RET* 113-388709 WWW.AMAZON.CO WA P.O.S.: opsnticnfs2i6 SALES TAX: 0.00	57.24
02-13	02-12	24011344043000037766365	BUTLERZEVENTRENTALS HTTPSWWW.BUTL CA P.O.S.: opsnt9n60r4ngx SALES TAX: 0.00	508.00
02-14	02-13	24943814044900015583993	USA TRADEMARKS PATENT 888-3439968 MD P.O.S.: 4694854208 SALES TAX: 0.00	425.00
02-16	02-15	24011344046000063124965	BUTLERZEVENTRENTALS HTTPSWWW.BUTL CA P.O.S.: opsntebs4az SALES TAX: 0.00	508.00
02-19	02-16	24399004047295485043089	BEST BUY 00009449 IDAHO FALLS ID P.O.S.: 00000000000000000 SALES TAX: 5.40	95.38
02-20	02-20	24692164051108882544238	AMZN MKTP US*RI7LX7VI1 AMZN.COM/BILL WA P.O.S.: 113-6634291-99434 SALES TAX: 5.34	94.34
			Total Purchasing Activity	$5,057.61

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-30	24502814031900011101251	KNEADERS OF CITY CREEK 801-2217064 UT P.O.S.: 1706665035 SALES TAX: 0.00	10.54
02-02	02-01	24137464032100506065311	TST* TEN ASIAN BISTRO IRV IRVINE CA P.O.S.: 3HKQ8NQwUZh5tY9s/ SALES TAX: 11.57	193.57
02-02	01-31	24692164032107227668490	IN-N-OUT LONG BEACH LONG BEACH CA P.O.S.: 061897 SALES TAX: 0.00	13.95
02-02	01-31	24692164032107245463510	MARRIOTT SALT LAKE CIT SALT LAKE CIT UT 34656 ARRIVAL: 01-30-24	382.89
02-05	02-02	24164074033060208029498	NATIONAL CAR RENTAL LONG BEACH CA 857572995	206.07
02-05	02-02	24493984034207552802084	DEL TACO # 1148 FARR WEST UT	8.64
02-05	02-01	24692164033107971552568	TST* PUESTO - PARK PLACE IRVINE CA P.O.S.: 00014285015833306949aa SALES TAX: 0.00	440.35
02-05	02-03	24692164034108794279792	SLC AIRPORT PARKING SALT LAKE CIT UT P.O.S.: 085964 SALES TAX: 0.00	36.00
02-05	02-02	24692164034109134171343	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5926 ARRIVAL: 01-31-24	496.66
02-07	02-05	24692164037101404745713	SOUTHWES 5262253381285 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SLC WN B OAK WN B SLC	616.96
02-07	02-05	24692164037101404745721	SOUTHWES 5262253479075 800-435-9792 TX LARSEN/ASHLEY DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G OAK WN G SNA	299.96
02-19	02-15	74011334049900016971508	RENAISSANCE NEWPORT BEACH NEWPORT BEACH CA	1,961.54 CR
02-29	02-27	24692164059105891946265	SOUTHWES 5262262029737 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 03-05-24 P.O.S.: SALES TAX: $0.00 SLC WN B SMF	420.98
02-29	02-27	24692164059105891946273	SOUTHWES 5262262035521 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 03-07-24 P.O.S.: SALES TAX: $0.00 ONT WN B PHX WN B SLC	399.98
02-29	02-27	24692164059105891946281	SOUTHWES 5262262035719 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 03-06-24 P.O.S.: SALES TAX: $0.00 SMF WN B ONT	324.98
			Total Travel Activity	$1,889.99

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24034544033000226101762	76 - CAR CARE WEST INC LONG BEACH CA P.O.S.: P06016 SALES TAX: 0.03	17.12
			Total Fleet Activity	$17.12

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
ALLY IRELAND 4485-9200-2855-9339	$0.00	$434.96	$0.00	$434.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106490960	SOUTHWES 5262252430912 800-435-9792 TX IRELAND/ALLYN MAY DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	434.96
			Total Travel Activity	$434.96

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
JERRI KELM 4485-9200-5377-5768	$0.00	$335.98	$0.00	$335.98

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-12	02-10	24034544041001121110353	CITY OF FRESNO AIRPORT PA FRESNO CA P.O.S.: P53000081 SALES TAX: 0.45	15.00
			Total Purchasing Activity	$15.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-12	02-09	24164074040060219236505	NATIONAL CAR RENTAL SAN DIEGO CA 238030036	94.92
02-12	02-09	24540454041213100564661	LOU & MICKEYS 310-6144021 CA P.O.S.: 000000105551370116 SALES TAX: 13.41	223.56
02-12	02-09	24943000404120688818723 0	CITYSD PARKING 28881 SAN DIEGO CA P.O.S.: 100003470776475 SALES TAX: 0.00	2.50
			Total Travel Activity	$320.98

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
TRACY LE 4485-9200-5420-8462	$0.00	$409.96	$0.00	$409.96

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-28	02-27	24492164058000041601527	YOUNG, MINNEY & CORR WWW.YMCLEGAL. CA P.O.S.: opsntdlran2mq SALES TAX: 0.00	75.00
			Total Purchasing Activity	$75.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-09	02-07	24692164039100023303183	SOUTHWES 5262254226266 800-435-9792 TX LE/TRACY DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	334.96
			Total Travel Activity	$334.96

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

HANNAH HURLEY 4485-9200-6978-8037	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$336.96	$0.00	$336.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-09	02-07	24692164039100023304736	SOUTHWES 5262254400524 800-435-9792 TX HURLEY/HANNAH DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 BOI WN P LAS WN P OAK WN F BOI	336.96
			Total Travel Activity	$336.96

ASHLEY TAYLOR 4485-9200-8565-3280	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$307.96	$0.00	$307.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-09	02-07	24692164039100023302078	SOUTHWES 5262254220132 800-435-9792 TX TAYLOR/ASHLEY DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 ONT WN Z SMF WN C ONT	307.96
			Total Travel Activity	$307.96

HILARY BESSETTE 4485-9200-8762-2960	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,651.47	$0.00	$1,651.47

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-21	02-20	24035964051634001130947	AMERICAN AIR0012117878043 FORT WORTH TX BESSETTE/HILARY DEPART: 03-17-24 P.O.S.: SALES TAX: $0.00 BUF AA H CLT AA H DFW AA H SNA	928.89
02-21	02-20	24717054052870521285142	DELTA AIR 0062212655955 800-2211212 CA BESSETTE/HILARY DEPART: 04-12-24 P.O.S.: SALES TAX: $0.00 OAK DL Q LAX DL Q JFK DL Q BUF	443.60
02-22	02-20	24692164052100253915245	SOUTHWES 5262259226960 800-435-9792 TX BESSETTE/HILARY HEWI DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 BUF WN M DEN WN M OAK	278.98
			Total Travel Activity	$1,651.47

RICARDO ROMERO 4485-9200-9654-8339	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,187.45	$0.00	$1,187.45

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-31	24692164031106586067725	SQ *LONG BEACH EXCHANGE LONG BEACH CA P.O.S.: 00011529215136357 SALES TAX: 1.64	20.83
02-05	02-02	24692164034109134171335	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5918 ARRIVAL: 01-31-24	511.66

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-29	02-27	24692164059105891957569	SOUTHWES 5262262124671 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 03-06-24 P.O.S.: SALES TAX: $0.00 BUR WN O SMF WN Y BUR	654.96
			Total Travel Activity	$1,187.45

MARISSA CARTER 4485-9200-9937-2745	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$336.96	$0.00	$336.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-09	02-07	24692164039100023301179	SOUTHWES 5262254391044 800-435-9792 TX CARTER/MARISSA MCGRE DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 BOI WN P LAS WN P OAK WN F BOI	336.96
			Total Travel Activity	$336.96

FINANCE DEPARTMENT 4485-9201-0377-7327	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$1,848.24	$30,192.25	$0.00	$28,344.01

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24445004033200150487868	4TE*SONITROL OF ORANGE CO 949-297-4350 CA P.O.S.: 87A607E0367 SALES TAX: 0.00	236.05
02-09	02-08	24116414040083703051054	NEWEGG INC. 800-390-1119 CA P.O.S.: 559744571 SALES TAX: 17.83	252.82
02-09	02-08	24116414040083718840970	NEWEGG INC. 800-390-1119 CA P.O.S.: 559744611 SALES TAX: 0.00	265.00
02-12	02-10	24164074042105231904917	STAPLES INC STAPLES.COM MA P.O.S.: 00000000000000000 SALES TAX: 14.72	204.67
02-12	02-10	24164074042105664029331	STAPLES INC STAPLES.COM MA P.O.S.: 00000000000000000 SALES TAX: 88.32	1,228.02
02-13	02-12	24116414043083717883705	NEWEGG MARKETPLACE 800-390-1119 CA P.O.S.: 559744591 SALES TAX: 151.12	2,101.11
02-14	02-13	24198804044406710619366	PAYPAL *CALIFORNIAA 4029357733 CA P.O.S.: 404416321855 SALES TAX: 0.00	80.00
02-15	02-14	74083424046000000697634	ORGANIMI TORONTO ON	768.00
02-19	02-16	24198804049406831740211	PAYPAL *CALIFORNIAA 4029357733 CA P.O.S.: 404716533197 SALES TAX: 0.00	232.11
			Total Purchasing Activity	$5,367.78

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-01	24692164033108022672124	UNITED 0162361356098 UNITED.COM TX MORENO/TAYLORBERNADE DEPART: 02-20-24 P.O.S.: SALES TAX: $0.00 SBP UA W SFO UA H SNA UA H SFO UA W SBP	893.20
02-07	02-06	24692164037101402914469	HOTELSCOM7275430153908 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	394.02
02-07	02-06	24692164037101402934681	HOTELSCOM7275431626540 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	394.02
02-07	02-06	24692164037101435822960	HOTELSCOM7275432343822 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	580.09
02-07	02-06	24692164037101435827316	HOTELSCOM7275432634749 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	394.02
02-07	02-06	24692164037101435846332	HOTELSCOM7275433903001 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	343.80
02-07	02-06	24692164037101435855408	HOTELSCOM7275434515248 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	197.01
02-07	02-06	24692164037101435861901	HOTELSCOM7275434942068 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	343.80
02-07	02-06	24692164037101463602771	HOTELSCOM7275435741468 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	343.80
02-07	02-06	24692164037101463607903	HOTELSCOM7275436060546 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	394.02
02-07	02-06	24692164037101558860227	HOTELSCOM7275443421123 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74
02-07	02-06	24692164037101558867594	HOTELSCOM7275443888102 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74
02-07	02-06	24692164037101558889614	HOTELSCOM7275445132701 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74
02-08	02-07	24692164038102219194047	HOTELSCOM7275507853545 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74
02-08	02-07	24692164038102219215560	HOTELSCOM7275509043104 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74
02-08	02-07	24692164038102246185463	HOTELSCOM7275509617668 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,929.00
02-08	02-07	24692164038102246227356	HOTELSCOM7275511966304 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	964.50
02-08	02-08	24692164039102429459528	HOTELSCOM7275521878528 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	301.39
02-12	02-09	24692164041101665550681	SOUTHWES 5262255147868 800-435-9792 TX ISRAEL/GREGORY SCOTT DEPART: 03-07-24 P.O.S.: SALES TAX: $0.00 SMF WN I SNA WN O SMF	432.96
02-12	02-09	24692164041101665550699	SOUTHWES 5262255172317 800-435-9792 TX STRINGER/DOREEN ANNA DEPART: 03-07-24 P.O.S.: SALES TAX: $0.00 SMF WN I SNA WN O SMF	432.96

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-12	02-09	24692164041101665550707	SOUTHWES 5262255162823 800-435-9792 TX MANUEL/MICHAEL DENNI DEPART: 03-07-24 P.O.S.: SALES TAX: $0.00 SMF WN I SNA WN O SMF	432.96
02-15	02-14	24692164045104703456305	HOTELSCOM7276017083267 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	496.66
02-15	02-14	24692164045104729418206	HOTELSCOM7276017372527 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	744.99
02-15	02-14	24692164045104729422547	HOTELSCOM7276017584427 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	496.66
02-15	02-14	24692164045104729430862	HOTELSCOM7276017997142 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	496.66
02-15	02-14	24943000404572289178366 2	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA 16886166 ARRIVAL: 03-01-24	5,000.00
02-21	02-20	74692164051109459584594	HOTELSCOM7275511966304 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	964.50 CR
02-22	02-21	24692164052100204593596	HOTELSCOM7276532817802 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	591.80
02-22	02-21	24692164052100235631159	HOTELSCOM7276534397348 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	240.90
02-22	02-21	24803944053920004193572	HOTELSCOM7276532242347 HOTELS.COM NV P.O.S.: 280015136141343 SALES TAX: 0.00	591.80
02-22	02-21	74692164052100399836268	HOTELSCOM7275445132701 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	883.74 CR
02-23	02-22	24692164053101000342468	HOTELSCOM7276601898865 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	227.62
02-23	02-21	24692164053101046178835	SOUTHWES 5262259612280 800-435-9792 TX STURTEVANT/JONATHAN DEPART: 03-05-24 P.O.S.: SALES TAX: $0.00 RNO WN M LGB WN U RNO	384.96
02-23	02-21	24692164053101046178843	SOUTHWES 5262259656449 800-435-9792 TX VIZZINI/HEATHER MARI DEPART: 03-05-24 P.O.S.: SALES TAX: $0.00 SNA WN H SMF WN C SNA	458.96
02-23	02-22	24692164053101164318478	HOTELSCOM7276613298704 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	884.52
02-23	02-22	24692164053101192777406	HOTELSCOM7276614546464 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	252.72
02-26	02-22	24692164054101791302605	SOUTHWES 5262260102717 800-435-9792 TX THOMPSON/CHRISTINE C DEPART: 03-05-24 P.O.S.: SALES TAX: $0.00 ELP WN W LAS WN W SMF WN W LAS WN W ELP	765.97
			Total Travel Activity	$22,976.23

MARCUS WHITE 4485-9201-0693-8900	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$536.14	$0.00	$536.14

ACCOUNTING CODE:

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-31	24692164032106809330875	SQ *THE CHICKEN SHOP NEWPORT BEACH CA P.O.S.: 00011529215136366 SALES TAX: 2.48	34.48
02-05	02-02	24692164034109134171392	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5939 ARRIVAL: 01-31-24	501.66
			Total Travel Activity	$536.14

LAUREN WEED	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-0898-2336	$0.00	$434.96	$0.00	$434.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106490408	SOUTHWES 5262252444890 800-435-9792 TX WEED/LAUREN ALICE DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	434.96
			Total Travel Activity	$434.96

MACKENZIE DURAN	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-0993-6299	$0.00	$364.96	$0.00	$364.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106468990	SOUTHWES 5262252414176 800-435-9792 TX DURAN/MACKENZIE DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	364.96
			Total Travel Activity	$364.96

LACHELLE CARTER	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-1277-6922	$0.00	$763.05	$0.00	$763.05

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-31	24431064032091501003921	CHIPOTLE 2320 SIGNAL HILL CA P.O.S.: 0163993035954000 SALES TAX: 0.00	23.43
02-05	02-02	24055224034091123000308	BENNY & MARYS IRVINE CA P.O.S.: 7144391733 SALES TAX: 2.30	32.00
02-05	02-02	24692164033108265867795	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5846 ARRIVAL: 02-01-24	213.94
02-05	02-02	24692164034109134171251	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5846 ARRIVAL: 02-01-24	252.72
02-09	02-07	24692164039100023302912	SOUTHWES 5262254276369 800-435-9792 TX CARTER/LACHELLE N DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 LGB WN Z OAK WN A LGB	240.96
			Total Travel Activity	$763.05

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INDIVIDUAL CARDHOLDER ACTIVITY

STEPHEN FORD 4485-9201-2531-5460	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,897.71	$0.00	$1,897.71

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-19	02-15	24137464047100367366421	BARNES & NOBLE HENDERSONVILL TN	29.50
			Total Purchasing Activity	$29.50

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-03	24164074035060209768845	NATIONAL CAR RENTAL INGLEWOOD CA 857572505	248.08
02-05	02-04	24492154035713223132447	LYFT RIDE SAT 10PM 855-865-9553 CA P.O.S.: 02H64LTS3URO SALES TAX: 2.00	79.63
02-05	02-02	24692164034109134171285	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5862 ARRIVAL: 01-31-24	471.66
02-08	02-06	24692164038102191092995	SOUTHWES 5262253944948 800-435-9792 TX FORD/STEPHEN E DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 DAL WN B OAK WN B DAL	528.96
02-23	02-22	24035964053634001168655	AMERICAN AIR0012118397669 FORT WORTH TX FORD/SHANNON DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 DFW AA S SNA	249.10
02-26	02-22	24692164054101791305749	SOUTHWES 5262260023121 800-435-9792 TX FORD/SHANNON DEPART: 03-27-24 P.O.S.: SALES TAX: $0.00 SNA WN I LAS WN I DAL	218.98
02-26	02-22	24692164054101791305756	SWA*EARLYBRD5264230365785 800-435-9792 TX FORD/SHANNON DEPART: 0- 0- 0 P.O.S.: SALES TAX: $0.00	20.00
			Total Travel Activity	$1,816.41

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-03	24034544034000346376913	76 - ROCKET 619 INGLEWOOD CA P.O.S.: P81029 SALES TAX: 0.03	51.80
			Total Fleet Activity	$51.80

JULIE COLOMBERO 4485-9201-2888-3134	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$167.53	$15,421.75	$0.00	$15,254.22

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-31	24204294031000211639071	FACEBK GDH77XK462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	250.00
02-05	02-03	74481324034000000177847	WPML-ATE WANCHAI (FOREIGN CURRENCY) $19.57 EUR 02/03 (RATE) 0.9175	21.33

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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-03	74481324034000000177847	INTERNATIONAL TRANSACTION FEE	0.32
02-06	02-05	24204294036001208140052	FACEBK CJZWKWB462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	250.00
02-07	02-06	24145724037900010514676	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80263212690 SALES TAX: 0.00	7,143.83
02-12	02-09	24204294040000230582087	FACEBK 6MQD4XB562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	48.70
02-12	02-09	24204294040000716077024	FACEBK NSDH9YX462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	129.19
02-14	02-14	24204294045000312172083	FACEBK SGLMWX7562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	250.00
02-19	02-19	24204294050000013355088	FACEBK CJQM4XP462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	250.00
02-26	02-23	74208474054000013974578	YOUCANBOOK.ME BEDFORD	42.00
02-27	02-27	24204294058000407678055	FACEBK RWZMCXB462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	400.00
02-27	02-26	24692164057104378399298	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZvfG7b SALES TAX: 0.00	10.00
02-27	02-26	24692164057104430729680	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26734276 SALES TAX: 54.54	796.54
02-27	02-26	24692164057104430734433	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26734829 SALES TAX: 21.89	311.86
02-27	02-26	24692164057104430735042	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26734954 SALES TAX: 13.46	212.85
02-27	02-26	24692164057104493568785	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZvwCjs SALES TAX: 0.00	50.00
02-28	02-27	24492154058713235298675	VISTAPRINT 866-207-4955 MA P.O.S.: 23529867 SALES TAX: 0.00	323.23
02-28	02-27	24492154058745234735679	VISTAPRINT 866-207-4955 MA P.O.S.: 23473567 SALES TAX: 0.00	476.24
02-28	02-27	24492154058745235973394	VISTAPRINT 866-207-4955 MA P.O.S.: 23597339 SALES TAX: 0.00	161.96
02-28	02-27	24692164058104720516275	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZvWt7U SALES TAX: 0.00	200.00
02-28	02-27	24692164058105210834102	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26734624 SALES TAX: 25.53	397.48
02-28	02-27	24755424059150591585106	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	400.33
02-28	02-27	24755424059150591585130	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	423.30
02-29	02-28	24692164059105641358399	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0Zy6Cqg SALES TAX: 0.00	350.00
02-29	02-28	24692164059106019415431	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26735079 SALES TAX: 16.46	343.78

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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-29	02-28	24692164059106019419631	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26734447 SALES TAX: 25.53	527.45
			Total Purchasing Activity	$13,770.39

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-31	24906414031192618878744	PY *STOR IT CLOVIS 559-32 559-3249675 CA P.O.S.: 65b9574cc803916c1 SALES TAX: 49.92	624.00
02-05	02-01	24692164033108265868058	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 8660 ARRIVAL: 01-31-24	381.47
02-05	02-02	24692164034109134171442	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5953 ARRIVAL: 02-01-24	217.72
02-05	02-05	74692164034108979963165	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 9073 ARRIVAL: 01-01-84	167.53 CR
02-12	02-09	24431064041036608128716	ALASKA AIR 0272360812871 SEATTLE WA COLOMBERO/JULIE DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA AS V STS	238.19
02-14	02-12	24692164044103988748304	SOUTHWES 5262256278759 800-435-9792 TX COLOMBERO/JULIE BETH DEPART: 04-12-24 P.O.S.: SALES TAX: $0.00 OAK WN E SNA	189.98
			Total Travel Activity	$1,483.83

AMY PHILLIPS 4485-9201-3459-5177	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$309.96	$0.00	$309.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-14	02-12	24692164044103988745193	SOUTHWES 5262256180748 800-435-9792 TX PHILLIPS/AMY CATHERI DEPART: 06-03-24 P.O.S.: SALES TAX: $0.00 SMF WN E SNA WN E SMF	309.96
			Total Travel Activity	$309.96

LESLIE DOMBEK 4485-9201-4073-4588	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,548.57	$0.00	$1,548.57

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-01	01-30	24431064031036597110552	ALASKA AIR 0272359711055 SEATTLE WA DOMBEK/LESLIE DEPART: 01-31-24 P.O.S.: SALES TAX: $0.00 STS AS L SNA	35.00
02-02	02-01	24492154032713753001189	DD DOORDASH MENDOCINO 855-973-1040 CA P.O.S.: MNCWYJN58559731040 SALES TAX: 0.00	39.33
02-02	01-31	24692164032107242816801	STARBUCKS STORE 00541 FULLERTON CA P.O.S.: D88529E47B84735232 SALES TAX: 0.00	12.00

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-04	24164074035060209789460	NATIONAL CAR RENTAL SANTA ANA CA 659006135	385.10
02-05	02-03	24431064035036602093120	ALASKA AIR 0272360209312 SEATTLE WA DOMBEK/LESLIE DEPART: 02-04-24 P.O.S.: SALES TAX: $0.00 SNA AS M STS	35.00
02-05	02-02	24692164034109134171277	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5860 ARRIVAL: 01-31-24	511.66
02-05	02-02	24733094034400541000724	JERSEY MIKES 20102 IRVINE CA P.O.S.: 017897778009166264 SALES TAX: 1.01	14.09
02-29	02-27	24431064059036624854120	ALASKA AIR 0272362485412 SEATTLE WA DOMBEK/LESLIE DEPART: 03-18-24 P.O.S.: SALES TAX: $0.00 STS AS V SNA AS L STS	516.39
			Total Travel Activity	$1,548.57

HAROLD RONEY 4485-9201-4885-6524	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,322.73	$0.00	$1,322.73

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-02	02-01	24137464032100506085525	TST* WABA GRILL - WG0270 TUSTIN CA	20.97
02-05	02-02	24164074033060208026163	NATIONAL CAR RENTAL SANTA ANA CA 659010377	133.27
02-05	02-02	24692164034108787572641	RUBY'S DINER SNA SANTA ANA CA P.O.S.: 5008 SALES TAX: 0.00	23.13
02-05	02-02	24692164034109134171327	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5917 ARRIVAL: 01-31-24	501.66
02-08	02-08	24116414039742853204663	HOTELS EMBASSYSUITE 800-242-5419 CA P.O.S.: 8WR4KZ278002425419 SALES TAX: 0.00	230.37
02-09	02-08	24431064040400673001466	CHIPOTLE 0479 OCEANSIDE CA P.O.S.: 0155987607216904 SALES TAX: 0.00	21.81
02-12	02-10	24164074042060220941331	NATIONAL CAR RENTAL SANTA ANA CA 659089700	186.99
02-12	02-08	24551944040030031168553	THE LIBERTY LATIN CHEF SAN DIEGO CA	36.50
02-12	02-09	24755424041170419580486	EMBASSY SUITES SAN DIEGO CA 1392467 ARRIVAL: 02-08-24	88.18
			Total Travel Activity	$1,242.88

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-12	02-10	24692164041101830355990	CHEVRON 0095418 IRVINE CA P.O.S.: V000001000000 SALES TAX: 11.42	79.85
			Total Fleet Activity	$79.85

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

DANIEL HERTZLER 4485-9201-5003-7583	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$449.41	$0.00	$449.41

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109134171467	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 6032 ARRIVAL: 02-01-24	252.72
02-23	02-21	24692164053101046180724	SOUTHWES 5262259767642 800-435-9792 TX HERTZLER/DANIEL DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 LGB WN A SMF WN A LGB	196.69
			Total Travel Activity	$449.41

ZANA KIDD 4485-9201-5911-2338	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$557.68	$0.00	$557.68

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109134171418	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5947 ARRIVAL: 02-01-24	257.72
02-09	02-07	24692164039100023302821	SOUTHWES 5262254246892 800-435-9792 TX BOWENS/ZANA DIANE DEPART: 04-12-24 P.O.S.: SALES TAX: $0.00 OAK WN G SNA	164.98
02-09	02-07	24692164039100023302839	SOUTHWES 5262254245170 800-435-9792 TX BOWENS/ZANA DIANE DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 LGB WN F OAK	134.98
			Total Travel Activity	$557.68

HEATHER TAMAYO 4485-9201-5987-5843	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$446.26	$0.00	$446.26

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-03	74083424035000000276143	GOWINSTON.AI MONTREAL BC	29.00
			Total Purchasing Activity	$29.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-22	02-21	24801974052400184000012	THE STAND SAN JUAN CAPIS HTTPS://WWW.T CA P.O.S.: 165901749495001519 SALES TAX: 0.00	213.13
02-26	02-23	24692164054101521914489	PANERA BREAD #204140 O 949-498-2387 CA P.O.S.: 00000000000000000 SALES TAX: 0.00	204.13
			Total Travel Activity	$417.26

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
HAZEL ENG 4485-9201-6164-2025	$0.00	$309.97	$0.00	$309.97

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106467547	SOUTHWES 5262252420624 800-435-9792 TX ENG/HAZEL DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 ONT WN F SMF WN P ONT	309.97
			Total Travel Activity	$309.97

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
MICHELE RUSHING 4485-9201-6255-0029	$0.00	$364.96	$0.00	$364.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106469477	SOUTHWES 5262252414329 800-435-9792 TX RUSHING/MICHELE LAUR DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN I SNA	364.96
			Total Travel Activity	$364.96

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
JENNIFER BRUNNER 4485-9201-7126-5320	$0.00	$327.96	$0.00	$327.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24692164034109106469527	SOUTHWES 5262252407230 800-435-9792 TX BRUNNER/JENNIFER L DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN G SMF WN C SNA	327.96
			Total Travel Activity	$327.96

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
ASHLEY LARSEN 4485-9201-9282-6654	$0.00	$445.61	$0.00	$445.61

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-28	02-27	24011344058000024476095	AMAZON RET* 112-606494 WWW.AMAZON.CO WA P.O.S.: opsntdj3bw2r SALES TAX: 0.00	254.98
02-28	02-27	24789304058175100559735	OLD NAVY ON-LINE 800-6536289 OH P.O.S.: 1HWXPPG SALES TAX: 0.00	190.63
			Total Purchasing Activity	$445.61

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
KARA MANNIX 4485-9280-5146-8864	$0.00	$1,891.34	$0.00	$1,891.34

ACCOUNTING CODE:

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-05	02-02	24037614035900011975534	RDM AIRPORT PARKING REDMOND OR	60.00
02-05	02-02	24164074033060208023574	NATIONAL CAR RENTAL SANTA ANA CA 659012544	132.21
02-05	02-02	24692164034109134171319	RENAISSANCE NEWPORT BE NEWPORT BEACH CA 5911 ARRIVAL: 01-31-24	501.66
02-07	02-05	24692164037101221520638	UNITED 0162362460941 UNITED.COM TX MANNIX/KARALYNN DEPART: 03-26-24 P.O.S.: SALES TAX: $0.00 RDM UA T SFO UA T SNA UA Q SFO UA W RDM	628.55
02-07	02-05	24692164037101221520646	UNITED 0162362462009 UNITED.COM TX MANNIX/KARALYNN DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 RDM UA T SFO UA T RDM	328.77
02-09	02-07	24692164039102778823761	UNITED 0162363093224 UNITED.COM TX MANNIX/KARALYNN DEPART: 03-06-24 P.O.S.: SALES TAX: $0.00 RDM UA K SFO UA K RDM	235.55
			Total Travel Activity	$1,886.74

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
02-02	01-31	24003414032900013565166	DANCING RIVER CAFE REDMOND OR	4.60
			Total Fleet Activity	$4.60

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Invoice

Date	Invoice #
1/31/2024	163253

Bill To
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services Provided in january 2024		
		Paraprofessional Services Grade Band Para Support		
	2,014.08	CalOPS Grade Band Para Support	45.00	90,633.60
		Verification forms attached		
			Total	$90,633.60

GRACE DANO - JANUARY 2024

Service Provider/ Therapist Name	Service Provided (Please use SEIS Service Code	Service Date (Actual Service Date)	Service Duration - Hourly (Actual Length of Service)	Monthly hours	Hourly Fee (Rate from Signed	Amount Due (Service Duration x Hourly Fee)	Notes
Natalie Hoss	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/3/2024	6.50		$45.00	$292.50	
Natalie Hoss	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Natalie Hoss	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				125.50			
Laurelle Flax	Paraprofessional	1/2/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/3/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/4/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/5/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/8/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/9/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/10/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/11/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/12/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/16/2024	6.50		$45.00	$292.50	
Laurelle Flax	Paraprofessional	1/17/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/18/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/19/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/22/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/23/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/25/2024	7.50		$45.00	$337.50	
Laurelle Flax	Paraprofessional	1/26/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/29/2024	7.00		$45.00	$315.00	
Laurelle Flax	Paraprofessional	1/30/2024	7.25		$45.00	$326.25	
Laurelle Flax	Paraprofessional	1/31/2024	7.00		$45.00	$315.00	
				154.75			
Lauren Clemison	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/3/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/5/2024	0.00		$45.00	$0.00	
Lauren Clemison	Paraprofessional	1/8/2024	0.00		$45.00	$0.00	
Lauren Clemison	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/12/2024	1.00		$45.00	$45.00	
Lauren Clemison	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	

Lauren Clemison	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Lauren Clemison	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				108.00			
Kourtney Clark	Paraprofessional	1/2/2024	6.83		$45.00	$307.35	
Kourtney Clark	Paraprofessional	1/3/2024	7.00		$6.50	$45.50	
Kourtney Clark	Paraprofessional	1/4/2024	6.50		$45.00	$292.50	
Kourtney Clark	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Kourtney Clark	Paraprofessional	1/8/2024	6.67		$45.00	$300.15	
Kourtney Clark	Paraprofessional	1/9/2024	6.50		$45.00	$292.50	
Kourtney Clark	Paraprofessional	1/10/2024	6.42		$45.00	$288.90	
Kourtney Clark	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Kourtney Clark	Paraprofessional	1/12/2024	7.00		$45.00	$315.00	
Kourtney Clark	Paraprofessional	1/16/2024	6.75		$45.00	$303.75	
Kourtney Clark	Paraprofessional	1/17/2024	6.58		$45.00	$296.10	
Kourtney Clark	Paraprofessional	1/18/2024	6.25		$45.00	$281.25	
Kourtney Clark	Paraprofessional	1/19/2024	3.00		$45.00	$135.00	
Kourtney Clark	Paraprofessional	1/22/2024	6.75		$45.00	$303.75	
Kourtney Clark	Paraprofessional	1/23/2024	6.58		$45.00	$296.10	
Kourtney Clark	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Kourtney Clark	Paraprofessional	1/25/2024	6.50		$45.00	$292.50	
Kourtney Clark	Paraprofessional	1/26/2024	7.00		$45.00	$315.00	
Kourtney Clark	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Kourtney Clark	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Kourtney Clark	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				142.25			
Gabriella Martinez	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/3/2024	7.00		$45.00	$315.00	
Gabriella Martinez	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/10/2024	7.00		$45.00	$315.00	
Gabriella Martinez	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/17/2024	7.00		$45.00	$315.00	
Gabriella Martinez	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Gabriella Martinez	Paraprofessional	1/25/2024	6.50		$45.00	$292.50	
Gabriella Martinez	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Gabriella Martinez	Paraprofessional	1/31/2024	7.00		$45.00	$315.00	
				131.50			
Edna Guerrera	Paraprofessional	1/2/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/3/2024	6.75		$45.00	$303.75	
Edna Guerrera	Paraprofessional	1/4/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/5/2024	7.25		$45.00	$326.25	

Edna Guerrera	Paraprofessional	1/8/2024	6.75		$45.00	$303.75	
Edna Guerrera	Paraprofessional	1/9/2024	6.75		$45.00	$303.75	
Edna Guerrera	Paraprofessional	1/10/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/11/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/12/2024	6.75		$45.00	$303.75	
Edna Guerrera	Paraprofessional	1/16/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/17/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/18/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/19/2024	6.50		$45.00	$292.50	
Edna Guerrera	Paraprofessional	1/22/2024	7.25		$45.00	$326.25	
Edna Guerrera	Paraprofessional	1/23/2024	6.50		$45.00	$292.50	
Edna Guerrera	Paraprofessional	1/24/2024	8.00		$45.00	$360.00	
Edna Guerrera	Paraprofessional	1/25/2024	7.50		$45.00	$337.50	
Edna Guerrera	Paraprofessional	1/26/2024	8.00		$45.00	$360.00	
Edna Guerrera	Paraprofessional	1/29/2024	8.00		$45.00	$360.00	
Edna Guerrera	Paraprofessional	1/30/2024	7.50		$45.00	$337.50	
Edna Guerrera	Paraprofessional	1/31/2024	8.00		$45.00	$360.00	
				167.25			
Heather Hilaman	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/3/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Heather Hilaman	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				126.00			
Lauren Fleischmann	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/3/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	

Lauren Fleischmann	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				1620			
Raquel Salazar	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/3/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Raquel Salazar	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				2160			
Lorie Nieva	Paraprofessional	1/2/2024	8.00		$45.00	$360.00	
Lorie Nieva	Paraprofessional	1/3/2024	8.00		$45.00	$360.00	
Lorie Nieva	Paraprofessional	1/4/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/5/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/8/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/9/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/10/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/11/2024	8.00		$45.00	$360.00	
Lorie Nieva	Paraprofessional	1/12/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/16/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/17/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/18/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/19/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/22/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/23/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/24/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/25/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/26/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/29/2024	7.75		$45.00	$348.75	
Lorie Nieva	Paraprofessional	1/30/2024	8.00		$45.00	$360.00	

Lorie Nieva	Paraprofessional	1/31/2024	7.75		$45.00	$348.75	
				953.75			
Patricia Cruz	Paraprofessional	1/2/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/3/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/4/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/5/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/8/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/9/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/10/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/11/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/12/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/16/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/17/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/18/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Patricia Cruz	Paraprofessional	1/22/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/23/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/25/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Patricia Cruz	Paraprofessional	1/29/2024	7.00		$45.00	$315.00	
Patricia Cruz	Paraprofessional	1/30/2024	8.00		$45.00	$360.00	
Patricia Cruz	Paraprofessional	1/31/2024	7.00		$45.00	$315.00	
				146.00			
Leticia Filer	Paraprofessional	1/2/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/3/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/4/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/5/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/8/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/9/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/10/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/11/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/12/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/16/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/17/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/18/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/19/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/22/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/23/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/25/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/26/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/29/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/30/2024	7.00		$45.00	$315.00	
Leticia Filer	Paraprofessional	1/31/2024	5.00		$45.00	$225.00	
				145.00			
Jessica Johnson	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/3/2024	7.00		$45.00	$315.00	
Jessica Johnson	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	

Jessica Johnson	Paraprofessional	1/10/2024	7.00		$45.00	$315.00	
Jessica Johnson	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/12/2024	2.50		$45.00	$112.50	
Jessica Johnson	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/17/2024	7.00		$45.00	$315.00	
Jessica Johnson	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Jessica Johnson	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Jessica Johnson	Paraprofessional	1/31/2024	7.00		$45.00	$315.00	
				7.7.50			
Amy Ziello	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/3/2024	7.00		$45.00	$315.00	
Amy Ziello	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/10/2024	7.00		$45.00	$315.00	
Amy Ziello	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/17/2024	7.00		$45.00	$315.00	
Amy Ziello	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/23/2024	0.00		$45.00	$0.00	
Amy Ziello	Paraprofessional	1/24/2024	7.00		$45.00	$315.00	
Amy Ziello	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Amy Ziello	Paraprofessional	1/31/2024	7.00		$45.00	$315.00	
				125.50			
Evelyn Wimby	Paraprofessional	1/2/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/3/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/4/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/5/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/8/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/9/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/10/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/11/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/12/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/16/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/17/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/18/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/19/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/22/2024	6.00		$45.00	$270.00	

Evelyn Wimby	Paraprofessional	1/23/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/24/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/25/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/26/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/29/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/30/2024	6.00		$45.00	$270.00	
Evelyn Wimby	Paraprofessional	1/31/2024	6.00		$45.00	$270.00	
				[illegible]			
TOTALS			**2014.08**	**2014.08**		**$ ~~90,364.10~~**	

90633.60

Corporate Headquart
300 Corporate Center Dr
Manalapan, NJ 077
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Invoice

Date	Invoice #
1/31/2024	163252

Bill To
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 January 2024		
	1	Counseling services provided by Kimberely Springer	107.00	107.00
	5	Counseling services provided by Jessica Ghermezi	107.00	535.00
	1	Counseling services provided by Aidee Salinas	107.00	107.00
	41.42	Counseling services provided by Ana Rosario	107.00	4,431.94
	10.25	Counseling services provided by Takia Fischer	107.00	1,096.75
	7.5	Psych services provided by Joyce Carrillo	107.00	802.50
	23.58	BCBA services provided by Karly Tipton	125.00	2,947.50
	30.75	BCBA services proided by Sheri Kennedy	125.00	3,843.75
	2.25	PT services provided by Daryl Murdock	108.00	243.00
	9.5	PT services provided by Michelle Perry	108.00	1,026.00
	2.5	OT services provided by Megan Velasco (Play Grow, Thrive)	107.00	267.50
	6	OT services provided by Jocelyn Del Rosario	107.00	642.00
	34.42	OT services provided by Dyanne Van Peter	107.00	3,682.94
			Total	

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Invoice

Date	Invoice #
1/31/2024	163252

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
	19.91	OT services provided by Alexis Wilson	107.00	2,130.37
	1	OT eval provided by Alexis Wilson student MO	600.00	600.00
	21.74	ST services provided by Catherine Bogues	107.00	2,326.18
	62.79	ST services provided by Nichole Dziama	107.00	6,718.53
	26.59	ST services provided by Nohemi Mofatt	107.00	2,845.13
	14.35	ST services provided by Laura Kovalenko	107.00	1,535.45
	1	ST services provided by Christine Torio	107.00	107.00
	18.5	ST services provided by Kylie Buatsi	107.00	1,979.50
			Total	$37,975.04

Counseling

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/11/2024	Kimberley Springer	Connections Academy- SoCal	[redacted]	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	[redacted]
								1.00	
							1.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/22/2024	Jessica Ghermezi	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:45 PM	0.75	Regular	[redacted]
									0.75
01/18/2024	Jessica Ghermezi	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	Regular	
									1.00
01/16/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
01/23/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
01/23/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
01/30/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
									2.00
01/26/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	No Show	
									0.50
01/22/2024	Jessica Ghermezi	Connections Academy- SoCal		IEP Attendance	12:00 PM	12:15 PM	0.25	IEP Attenda	
01/26/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
									0.75
							5.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/24/2024	Aidee Salinas	Connections Academy- SoCal	[redacted]	Student Onboarding	11:00 AM	12:00 PM	1.00	No Show	[redacted]
								1.00	
							1.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/03/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:45 PM	0.75	No Show	[redacted]
01/10/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	05:30 PM	06:00 PM	0.50	PR	
01/24/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
01/31/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
									4.25
01/03/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	09:30 AM	0.50	Regular	
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	09:30 AM	0.50	No Show	
01/22/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	11:00 AM	11:30 AM	0.50	PR	
									1.50
01/08/2024	Ana Rosario Urena	Connections Academy- SoCal		IEP Prep	11:30 AM	12:00 PM	0.50	IEP Prep	
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	11:00 AM	11:30 AM	0.50	PR	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
								1.00	[redacted]
01/03/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
01/10/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Progress Reporting	08:00 AM	08:30 AM	0.50	PR	[redacted]
01/24/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
01/31/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	No Show	[redacted]
								2.17	[redacted]
01/02/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:00 AM	10:00 AM	1.00	Regular	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/09/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	10:00 AM	11:00 AM	1.00	Regular	[redacted]
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	10:00 AM	1.00	Regular	
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	06:00 PM	06:30 PM	0.50	PR	
01/23/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	10:00 AM	1.00	Regular	
01/30/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	10:00 AM	1.00	Regular	
							5.50		
01/02/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	[redacted]
01/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Late Cancel	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	03:00 PM	03:30 PM	0.50	Regular	[redacted]
01/23/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	03:00 PM	03:30 PM	0.50	Regular	[redacted]
01/30/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	03:00 PM	03:30 PM	0.50	Regular	[redacted]
								2.50	
01/03/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	11:00 AM	11:30 AM	0.50	No Show	[redacted]
								0.50	
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:30 PM	0.50	Regular	[redacted]
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:30 PM	0.50	Late Cancel	[redacted]
01/22/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Progress Reporting	10:30 AM	11:00 AM	0.50	PR	[redacted]
01/23/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/26/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:30 PM	0.50	Regular	[redacted]
								2.50	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	08:30 AM	09:00 AM	0.50	No Show	[redacted]
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	Regular	
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	07:00 AM	07:30 AM	0.50	PR	
01/19/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	Regular	
01/26/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	Regular	
									2.50
01/02/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
01/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Typ	Note
									[redacted]
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	10:00 AM	10:30 AM	0.50	PR	
01/23/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
01/30/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
								3.00	
01/22/2024	Ana Rosario Urena	Connections Academy- SoCal		IEP Attendance	02:15 PM	03:45 PM	1.50	IEP Attenda	
								1.50	
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	11:00 AM	11:30 AM	0.50	Regular	
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	06:00 PM	06:30 PM	0.50	PR	
01/19/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	11:00 AM	11:30 AM	0.50	Regular	
								1.50	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/03/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	04:00 PM	04:30 PM	0.50	Regular	[redacted]
01/10/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	Regular	
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	10:30 AM	11:00 AM	0.50	PR	
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	No Show	
01/24/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:30 PM	05:00 PM	0.50	No Show	
01/31/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	No Show	
									3.00
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	No Show	
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal		Progress Reporting	06:30 PM	07:00 PM	0.50	PR	
01/19/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/26/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
								2.50	
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/11/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	06:00 PM	07:00 PM	1.00	IEP Prep	[redacted]
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	11:30 AM	12:00 PM	0.50	No Show	[redacted]
01/16/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	IEP Attendance	02:00 PM	02:30 PM	0.50	IEP Attenda	[redacted]
01/18/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Progress Reporting	05:30 PM	06:00 PM	0.50	PR	[redacted]
01/19/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	11:30 AM	12:00 PM	0.50	No Show	[redacted]
01/26/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	11:30 AM	12:00 PM	0.50	No Show	[redacted]
								4.00	
01/05/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:30 PM	0.50	Late Cancel	[redacted]
01/12/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	08:00 AM	08:30 AM	0.50	Regular	[redacted]
01/17/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:30 AM	10:30 AM	1.00	IEP Prep	[redacted]
01/19/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/26/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:30 PM	0.50	Late Cancel	[redacted]

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/29/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	
									3.50
							41.42		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/04/2024	Takia Fischer	Connections Academy- SoCal	[redacted]	IEP Prep	09:00 AM	09:45 AM	0.75	IEP Prep	[redacted]
01/05/2024	Takia Fischer	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attenda	
01/08/2024	Takia Fischer	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attenda	
01/12/2024	Takia Fischer	Connections Academy- SoCal		Progress Reporting	08:00 AM	08:30 AM	0.50	Regular	
								3.25	
01/04/2024	Takia Fischer	Connections Academy- SoCal		Counseling	01:30 PM	02:00 PM	0.50	Late Cancel	
01/12/2024	Takia Fischer	Connections Academy- SoCal		Progress Reporting	08:30 AM	09:00 AM	0.50	PR	
								1.00	
01/08/2024	Takia Fischer	Connections Academy- SoCal		Counseling	02:30 PM	03:00 PM	0.50	No Show	
01/12/2024	Takia Fischer	Connections Academy- SoCal		Progress Reporting	11:00 AM	11:30 AM	0.50	PR	
01/22/2024	Takia Fischer	Connections Academy- SoCal		Counseling	02:30 PM	03:00 PM	0.50	No Show	
01/29/2024	Takia Fischer	Connections Academy- SoCal		Counseling	02:30 PM	03:00 PM	0.50	Regular	
								2.00	
01/08/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
01/12/2024	Takia Fischer	Connections Academy- SoCal		Progress Reporting	11:30 AM	12:00 PM	0.50	PR	
01/22/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
01/29/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
								2.00	
01/04/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
01/12/2024	Takia Fischer	Connections Academy- SoCal		Progress Reporting	10:30 AM	11:00 AM	0.50	PR	
01/18/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
								2.00	
							10.25		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/02/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/04/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/08/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/11/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/16/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/16/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Progress Reporting	08:00 AM	08:15 AM	0.25	PR	[redacted]
01/17/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/18/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
			[redacted]					3.75	[redacted]
01/16/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Progress Reporting	10:00 AM	10:15 AM	0.25	Regular	[redacted]
			[redacted]					0.25	[redacted]
01/05/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:30 PM	1.00	Regular	[redacted]
01/12/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/16/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Progress Reporting	08:30 AM	08:45 AM	0.25	PR	[redacted]
01/19/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/26/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/31/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
			[redacted]					3.25	[redacted]
01/31/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Student Onboarding	05:00 PM	05:15 PM	0.25	Regular	[redacted]
			[redacted]					0.25	[redacted]
			[redacted]				7.50		[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/19/2024	Karly Tipton	Connections Academy- SoCal	[redacted]	Progress Reporting	11:00 AM	11:30 AM	0.50	PR	[redacted]
01/23/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	
01/24/2024	Karly Tipton	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attenda	
01/31/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	11:30 AM	12:00 PM	0.50	Regular	
								3.00	
01/11/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:30 AM	10:00 AM	0.50	Regular	
01/18/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Late Cancel	
01/25/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Regular	
01/25/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	01:00 PM	01:30 PM	0.50	PR	
01/31/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	12:00 PM	12:30 PM	0.50	Regular	
								2.50	
01/03/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:45 AM	11:15 AM	0.50	Regular	
01/05/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	01:30 PM	02:00 PM	0.50	Regular	
01/10/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	04:15 PM	04:45 PM	0.50	Regular	
01/12/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	08:30 AM	09:00 AM	0.50	PR	
01/17/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	03:30 PM	03:45 PM	0.25	PR	
01/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	04:00 PM	04:30 PM	0.50	Regular	
01/31/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	12:30 PM	01:00 PM	0.50	Regular	
								3.25	
01/17/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	03:45 PM	04:00 PM	0.25	PR	
01/23/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	No Show	
01/24/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Make-Up	
01/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	No Show	
								1.75	
01/05/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
01/05/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	01:00 PM	01:30 PM	0.50	Regular	
01/12/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
01/12/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:30 AM	11:00 AM	0.50	Regular	
01/18/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	09:30 AM	10:00 AM	0.50	PR	
01/19/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
01/19/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:30 AM	11:00 AM	0.50	Regular	
01/24/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:45 AM	11:15 AM	0.50	Make-Up	
								5.50	
01/05/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	11:30 AM	12:00 PM	0.50	Regular	
01/11/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	10:30 AM	0.50	Regular	
01/16/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	01:30 PM	02:00 PM	0.50	PR	
01/23/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	No Show	
01/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	01:00 PM	01:30 PM	0.50	Regular	
								2.50	
01/03/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	10:40 AM	0.67	No Show	
01/10/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	10:40 AM	0.67	Regular	
01/16/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	02:00 PM	03:00 PM	1.00	IEP Attenda	
01/17/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:20 AM	10:00 AM	0.67	Regular	
01/17/2024	Karly Tipton	Connections Academy- SoCal		Progress Reporting	10:00 AM	10:45 AM	0.75	PR	
01/18/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	10:40 AM	0.67	Make-Up	
01/24/2024	Karly Tipton	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	10:40 AM	0.67	Regular	
								5.08	
							23.58		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/08/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:00 PM	02:30 PM	0.50	Regular	
01/12/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	09:30 AM	10:00 AM	0.50	PR	
01/22/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	02:00 PM	02:15 PM	0.25	No Show	
								1.25	
01/02/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	
01/09/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	
01/16/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	
01/16/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	08:00 AM	08:30 AM	0.50	PR	
01/23/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	
01/30/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	
								5.50	
01/03/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:00 PM	01:00 PM	1.00	Late Cancel	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/08/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	[redacted]
01/10/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	
01/16/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	12:30 PM	0.50	PR	
01/17/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	
01/22/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
01/24/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/29/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
01/31/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	
								8.50	
01/02/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	08:00 AM	08:30 AM	0.50	No Show	
								0.50	
									[redacted]
01/02/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	
01/05/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	
01/05/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	01:30 PM	03:00 PM	1.50	IEP Prep	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/09/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	[redacted]
01/12/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	[redacted]
01/16/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	03:00 PM	04:00 PM	1.00	Late Cancel	[redacted]
01/19/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	[redacted]
01/23/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/26/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	
									[redacted]
01/30/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	
								10.50	
									[redacted]
01/11/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	
01/12/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:30 AM	09:00 AM	0.50	PR	
									[redacted]
01/18/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	
01/22/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:30 PM	04:00 PM	1.50	IEP Attend	
01/22/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	07:00 AM	08:00 AM	1.00	IEP Prep	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/25/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	[redacted]
								4.50	
							30.75		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/03/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therap	03:30 PM	04:00 PM	0.50	Regular	
01/17/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therap	03:30 PM	04:00 PM	0.50	Regular	
01/19/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therap	02:15 PM	02:30 PM	0.25	PR	
01/19/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therap	03:30 PM	04:00 PM	0.50	Regular	
01/26/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therap	03:30 PM	04:00 PM	0.50	Regular	
								2.25	
							2.25		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/08/2024	Michelle Perry	Connections Academy- SoCal	[redacted]	Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/22/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/29/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
								1.50	
01/18/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/25/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
								1.00	
01/09/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:00 AM	09:30 AM	0.50	Regular	
01/16/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	
01/23/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	
01/30/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	
								2.00	
01/17/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	01:00 PM	01:30 PM	0.50	No Show	[redacted]
01/24/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/31/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	
								1.50	
01/29/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	
								0.50	
01/12/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/19/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/26/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
								1.50	
01/18/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/25/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/30/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
								1.50	
							9.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/26/2024	Megan Velasco	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	[redacted]
01/31/2024	Megan Velasco	Connections Academy- SoCal		Progress Reporting	08:45 AM	09:15 AM	0.50	PR	
								1.00	
01/22/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	No Show	[redacted]
01/29/2024	Megan Velasco	Connections Academy- SoCal	[redacted]	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/29/2024	Megan Velasco	Connections Academy- SoCal		Progress Reporting	08:30 AM	09:00 AM	0.50	PR	
								1.50	
							2.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/03/2024	Jocelyn Del Rosario	Connections Academy- SoCal	[redacted]	Occupationa	02:00 PM	03:00 PM	1.00	Regular	[redacted]
01/10/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupationa	02:10 PM	03:10 PM	1.00	Regular	
01/17/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupationa	02:00 PM	03:00 PM	1.00	Regular	
01/24/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupationa	02:00 PM	03:00 PM	1.00	Late Cancel	
01/26/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupationa	11:30 AM	12:30 PM	1.00	Regular	
01/31/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupationa	02:00 PM	03:00 PM	1.00	Regular	
								6.00	
							6.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Decl	Session Type	Note
01/04/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Student Onboarding	04:00 PM	04:30 PM	0.50	Regular	ST Onboarding [redacted]
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	First Schedu	[redacted]
01/24/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	10:45 AM	11:00 AM	0.25	PR	
01/31/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
								2.25	
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	
01/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	12:30 PM	12:45 PM	0.25	PR	
01/30/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
								2.75	
01/05/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:00 AM	09:30 AM	0.50	Late Cancel	[redacted]
01/12/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:00 AM	09:30 AM	0.50	Late Cancel	
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:00 AM	09:30 AM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	10:30 AM	10:45 AM	0.25	PR	
								1.75	
01/03/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Typ	Note
01/10/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	11:30 AM	11:45 AM	0.25	PR	
01/31/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
									1.75
01/04/2024	Dyanne Van Peter	Connections Academy- SoCal		Student Onboarding	03:30 PM	04:00 PM	0.50	Regular	
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	First Schedu	
01/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	11:00 AM	11:15 AM	0.25	PR	
									1.75
01/22/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	12:30 PM	12:45 PM	0.25	IEP Attenda	
01/22/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Prep	09:00 AM	09:15 AM	0.25	IEP Prep	
									0.50
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	09:00 AM	09:15 AM	0.25	PR	
									0.25
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	09:15 AM	09:30 AM	0.25	PR	
									0.25
01/04/2024	Dyanne Van Peter	Connections Academy- SoCal		Student Onboarding	03:00 PM	03:30 PM	0.50	Regular	
01/12/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	First Schedu	
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/24/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:10 PM	0.67	IEP Attenda	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	11:15 AM	11:30 AM	0.25	PR	
									2.42
01/03/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:30 PM	02:00 PM	0.50	No Show	
01/11/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/18/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	[redacted]
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	01:00 PM	01:15 PM	0.25	PR	
								1.75	
01/03/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	Regular	[redacted]
01/10/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	09:30 AM	09:45 AM	0.25	PR	
01/31/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	Make-Up	
								1.75	
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	12:00 PM	12:15 PM	0.25	PR	
01/30/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
								2.25	
01/05/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	[redacted]
01/12/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/26/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	[redacted]
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	03:30 PM	03:45 PM	0.25	PR	
								2.25	[redacted]
01/05/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/12/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
01/26/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	01:45 PM	02:00 PM	0.25	PR	
								1.75	[redacted]
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/03/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/10/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/24/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	01:30 PM	01:45 PM	0.25	PR	
01/30/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
01/31/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Dec	Session Type	Note
								4.75	
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attenda	[redacted]
01/12/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	
01/19/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	09:45 AM	10:00 AM	0.25	PR	
								2.25	
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	[redacted]
01/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	
01/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	
								1.25	
01/02/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	[redacted]
01/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Late Cancel	
01/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Progress Reporting	03:00 PM	03:15 PM	0.25	PR	
01/30/2024	Dyanne Van Peter	Connections Academy- SoCal	Zechariah Gomez	Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
								2.75	
							34.42		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/18/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	03:00 PM	03:15 PM	0.25	Regular	[redacted]
								0.25	
01/04/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	
01/11/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:00 PM	02:05 PM	0.08	PR	
01/18/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	
01/25/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	
								1.76	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:05 PM	02:10 PM	0.08	PR	
01/22/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/24/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
								1.08	
01/04/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/11/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:25 PM	02:30 PM	0.08	PR	
01/18/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/25/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
								2.08	
01/05/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	IEP Prep	
01/05/2024	Alexis Wilson	Connections Academy- SoCal		OT Evaluation				Regular	
01/09/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:45 PM	02:00 PM	0.25	No Show	
01/10/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	11:30 AM	01:00 PM	1.50	IEP Attenda	
01/22/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:15 PM	0.75	IEP Attenda	
01/25/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	03:15 PM	03:30 PM	0.25	Regular	
01/25/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:45 PM	0.25	Regular	
01/30/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:30 PM	01:45 PM	0.25	Regular	
								3.75	
01/02/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
01/09/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
01/16/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:30 PM	02:35 PM	0.08	PR	
01/23/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	IEP Attenda	
01/23/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	
01/30/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
								2.75	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:10 PM	02:15 PM	0.08	PR	
01/26/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:45 PM	0.75	Regular	
01/30/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	03:15 PM	0.75	Regular	
								1.58	
01/02/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Make-Up	
01/09/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/16/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:20 PM	02:25 PM	0.08	PR	
01/23/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Dec	Session Type	Note
01/30/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
								2.58	
01/03/2024	Alexis Wilson	Connections Academy- SoCal		IEP Prep	01:30 PM	02:00 PM	0.50	IEP Prep	
01/10/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Late Cancel	
01/16/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Late Cancel	
01/17/2024	Alexis Wilson	Connections Academy- SoCal		Progress Reporting	02:15 PM	02:20 PM	0.08	PR	
01/22/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:30 PM	04:00 PM	1.50	IEP Attenda	
01/24/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Late Cancel	
01/31/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
								4.08	
							19.91		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Dec	Session Type	Note
01/02/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/09/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
01/17/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	03:30 PM	04:00 PM	0.50	Make-Up	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Progress Reporting	02:50 PM	03:10 PM	0.33	PR	[redacted]
			[redacted]						1.83
01/02/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	[redacted]
01/03/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	[redacted]
01/08/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Make-Up	[redacted]
01/09/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/10/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/16/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/17/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Progress Reporting	02:00 PM	02:30 PM	0.50	PR	[redacted]
01/23/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/24/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/30/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
01/31/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
			[redacted]						6.00
01/02/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	[redacted]
01/08/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Make-Up	[redacted]
01/09/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/16/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Progress Reporting	02:30 PM	02:50 PM	0.33	PR	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/23/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	[redacted]
01/30/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	[redacted]
			[redacted]					3.33	[redacted]
01/10/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/17/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Progress Reporting	03:10 PM	03:30 PM	0.33	PR	[redacted]
01/24/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
01/31/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
			[redacted]					2.33	[redacted]
01/02/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	[redacted]
01/08/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Make-Up	[redacted]
01/09/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/10/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/16/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/17/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Progress Reporting	01:30 PM	02:00 PM	0.50	PR	[redacted]
01/18/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Make-Up	[redacted]
01/19/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	IEP Prep	03:00 PM	03:15 PM	0.25	IEP Prep	[redacted]
01/22/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	IEP Attendance	02:30 PM	04:00 PM	1.50	IEP Attenda	[redacted]
01/22/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Make-Up	[redacted]
01/23/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/24/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
01/30/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	[redacted]
01/31/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
								8.25	
							21.74		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/10/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Progress Reportin	03:00 PM	03:30 PM	0.50	PR	[redacted]
01/31/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	
								1.50	
01/03/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	
01/10/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	03:00 PM	03:30 PM	0.50	PR	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/19/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	No Show	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:00 PM	0.50	IEP Attends	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
01/31/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
								6.00	
01/03/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	02:30 PM	03:00 PM	0.50	PR	
01/10/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/31/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/03/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/05/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	10:00 AM	10:30 AM	0.50	PR	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/10/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
01/31/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
								9.0	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	02:30 PM	03:00 PM	0.50	PR	
								0.5	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/04/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	03:00 PM	03:30 PM	0.50	PR	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/11/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/18/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/25/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/30/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	[redacted]
								5.00	
01/04/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/05/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	10:30 AM	11:00 AM	0.50	PR	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/11/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/18/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
01/25/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
								4.00	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	03:30 PM	04:00 PM	0.50	PR	
								0.50	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/04/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/11/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/12/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	09:00 AM	09:30 AM	0.50	PR	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/18/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/30/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
								5.00	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/05/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	12:30 PM	01:00 PM	0.50	PR	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Late Cancel	
01/30/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
								3.00	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/04/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/11/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/12/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportin	11:30 AM	12:00 PM	0.50	PR	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/18/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/25/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
01/30/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
								5.00	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/04/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	[redacted]
01/11/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	02:30 PM	03:00 PM	0.50	PR	
01/18/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
01/25/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
								2.50	
01/05/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	11:30 AM	12:00 PM	0.50	PR	
								0.50	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	03:00 PM	03:30 PM	0.50	PR	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
01/30/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
								4.50	
01/02/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/03/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/10/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/12/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	09:30 AM	10:00 AM	0.50	PR	
01/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/17/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/19/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	08:00 AM	09:00 AM	1.00	IEP Prep	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/23/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	02:00 PM	02:30 PM	0.50	IEP Attenda	
01/24/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:20 PM	0.33	Late Cancel	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/30/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
01/31/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
								6.29	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
01/12/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	12:00 PM	12:30 PM	0.50	PR	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
								2.00	
01/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/09/2024	Nichole Dziama	Connections Academy- SoCal		Progress Reportir	03:30 PM	04:00 PM	0.50	PR	
01/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
01/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
								2.00	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/02/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/04/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/09/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/11/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/16/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Progress Reporti	03:30 PM	04:00 PM	0.50	PR	[redacted]
01/16/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/18/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/23/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/25/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
01/30/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	[redacted]
								5.00	
01/12/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Progress Reporti	12:30 PM	01:00 PM	0.50	PR	[redacted]
								0.50	
							62.79		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/03/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Student Onboarding	03:00 PM	03:30 PM	0.50	Regular	[redacted]
01/05/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	
01/12/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/17/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	11:30 AM	12:00 PM	0.50	PR	
01/26/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/30/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
									3.5
01/03/2024	Nohemi Moffatt	Connections Academy- SoCal		Student Onboarding	04:45 PM	05:15 PM	0.50	Regular	
01/16/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	09:30 AM	10:35 AM	1.08	Regular	
01/16/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	07:30 AM	08:00 AM	0.50	Regular	
01/17/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	07:15 AM	08:00 AM	0.75	Regular	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Progress Reporting	05:00 PM	05:30 PM	0.50	PR	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
									[redacted]
01/26/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	peech Therapy	03:30 PM	04:00 PM	0.50	Regular	
01/30/2024	Nohemi Moffatt	Connections Academy- SoCal		peech Therapy	02:30 PM	03:00 PM	0.50	No Show	
								4.33	
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		rogress Reporting	11:30 AM	12:00 PM	0.50	PR	
01/22/2024	Nohemi Moffatt	Connections Academy- SoCal		EP Prep	09:30 AM	10:00 AM	0.50	IEP Prep	
01/25/2024	Nohemi Moffatt	Connections Academy- SoCal		EP Attendance	02:00 PM	02:35 PM	0.58	IEP Attenda	
01/26/2024	Nohemi Moffatt	Connections Academy- SoCal		EP Prep	08:30 AM	09:00 AM	0.50	IEP Prep	
01/30/2024	Nohemi Moffatt	Connections Academy- SoCal		omp Time ST	01:30 PM	02:00 PM	0.50	Late Cancel	
								2.58	
01/03/2024	Nohemi Moffatt	Connections Academy- SoCal		tudent Onboarding	02:30 PM	03:00 PM	0.50	Regular	
01/08/2024	Nohemi Moffatt	Connections Academy- SoCal		peech Therapy	11:00 AM	11:30 AM	0.50	Regular	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal		rogress Reporting	02:30 PM	03:00 PM	0.50	PR	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Typ	Note
01/22/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	[redacted]
01/29/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
									3.00
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	09:00 AM	09:15 AM	0.25	IEP Prep	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	03:30 PM	04:00 PM	0.50	PR	
01/22/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	12:30 PM	12:45 PM	0.25	IEP Attenda	
									1.00
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	08:30 AM	09:00 AM	0.50	PR	
									0.50
01/03/2024	Nohemi Moffatt	Connections Academy- SoCal		Student Onboarding	12:00 PM	12:30 PM	0.50	Regular	
01/08/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	No Show	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	10:15 AM	10:45 AM	0.50	PR	
01/19/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	No Show	
01/22/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	Regular	
01/23/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	08:30 AM	09:00 AM	0.50	IEP Prep	
01/24/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:15 PM	0.75	IEP Attenda	
01/30/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:00 PM	03:45 PM	0.75	Late Cancel	
									5.25
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	02:00 PM	02:30 PM	0.50	PR	
									0.50
01/02/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	02:30 PM	03:00 PM	0.50	PR	
									1.00
01/04/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:25 PM	0.42	Late Cancel	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/11/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.42	Regular	[redacted]
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	01:30 PM	02:00 PM	0.50	PR	
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:25 PM	0.42	Late Cancel	
01/25/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:25 PM	0.42	Regular	
								2.18	
01/03/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	04:00 PM	04:45 PM	0.75	Regular	
01/17/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	04:00 PM	04:45 PM	0.75	No Show	
01/18/2024	Nohemi Moffatt	Connections Academy- SoCal		Progress Reporting	03:00 PM	03:30 PM	0.50	PR	
01/29/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	
								2.75	
							26.59		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Dec	Session Type	Note
01/02/2024	Laura Kovalenko	Connections Academy- SoCal	[redacted]	Speech Therapy	02:10 PM	02:30 PM	0.33	No Show	[redacted]
01/09/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:10 PM	02:30 PM	0.33	Regular	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		Progress Reportin	10:00 AM	10:15 AM	0.25	Regular	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	01:10 PM	01:30 PM	0.33	No Show	
01/23/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:10 PM	02:30 PM	0.33	Late Cancel	
01/30/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	05:00 PM	05:20 PM	0.33	Late Cancel	
								1.92	
01/02/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
01/09/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		Progress Reportin	09:45 AM	10:00 AM	0.25	Regular	
01/23/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
01/30/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
								4.25	
01/25/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	Regular	
								1.00	
01/02/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Tyn	Note
01/09/2024	Laura Kovalenko	Connections Academy- SoCal	[redacted]	Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	[redacted]
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		Progress Reportin	09:30 AM	09:45 AM	0.25	Regular	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	01:30 PM	01:55 PM	0.42	Regular	
01/23/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	
01/30/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	
								2.35	
01/03/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:10 PM	0.67	Regular	
01/10/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:35 PM	03:15 PM	0.67	Regular	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Prep	09:00 AM	09:30 AM	0.50	Regular	
01/16/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	Regular	
01/17/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:10 PM	0.67	Late Cancel	
01/24/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:10 PM	0.67	No Show	
01/31/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:10 PM	0.67	No Show	
								4.84	
							14.35		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/17/2024	Christine Torio	Connections Academy- SoCal	[redacted]	Speech Therapy	01:00 PM	01:15 PM	0.25	Regular	[redacted]
01/17/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:15 PM	01:30 PM	0.25	Make-Up	
01/25/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
							1.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/04/2024	Kylie Buatsi	Connections Academy- SoCal	[redacted]	Progress Reporti	02:00 PM	02:30 PM	0.50	PR	[redacted]
								0.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	06:00 PM	06:30 PM	0.50	PR	
								0.50	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	11:00 AM	11:30 AM	0.50	PR	
								0.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	03:30 PM	04:00 PM	0.50	PR	
								0.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	04:00 PM	04:30 PM	0.50	PR	
								0.50	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	11:30 AM	12:00 PM	0.50	PR	
								0.50	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	10:00 AM	10:30 AM	0.50	PR	
								0.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	05:30 PM	06:00 PM	0.50	PR	
								0.50	
01/03/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	No Show	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	08:00 AM	08:30 AM	0.50	PR	
01/10/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Late Cancel	
01/24/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	
01/31/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	
								1.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	02:30 PM	03:00 PM	0.50	PR	
								0.50	
01/02/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attenda	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	01:30 PM	02:00 PM	0.50	PR	
								2.00	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal	an	Progress Reporti	03:00 PM	03:30 PM	0.50	PR	
								0.50	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	07:00 AM	07:30 AM	0.50	PR	
								0.50	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	09:30 AM	10:00 AM	0.50	PR	
								0.50	
01/02/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
01/04/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reporti	08:30 AM	09:00 AM	0.50	PR	
01/09/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
01/10/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	11:30 AM	01:00 PM	1.50	IEP Attenda	
01/16/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
01/22/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	11:30 AM	12:15 PM	0.75	IEP Attenda	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
01/23/2024	Kylie Buatsi	Connections Academy- SoCal	[redacted]	Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	[redacted]
01/30/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
								5.25	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reportii	07:00 AM	07:30 AM	0.50	PR	
								0.50	
01/05/2024	Kylie Buatsi	Connections Academy- SoCal		Progress Reportii	10:30 AM	11:00 AM	0.50	PR	
01/31/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	
								1.00	
01/19/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:00 AM	07:45 AM	0.75	IEP Prep	
01/22/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	02:30 PM	04:00 PM	1.50	IEP Attenda	
								2.25	
							18.50		

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.: 1362
Terms: Net 30
Invoice date: 03/04/2024
Due date: 04/03/2024

#	Date	Product or service	SKU	Qty	Rate	Amount
1.		**SPED Services** Feb 2024 Southern CA		1	$56,944.98	$56,944.98
2.		**SPED Services** Feb 2024 Northern CA		1	$32,533.65	$32,533.65
3.		**SPED Services** Feb 2024 North Bay		1	$3,888.90	$3,888.90
4.		**SPED Services** Feb 2024 Monterrey Bay		1	$3,079.80	$3,079.80
5.		**SPED Services** Feb 2024 Central Coast		1	$247.95	$247.95
6.		**SPED Services** Feb 2024 Central Valley		1	$2,114.10	$2,114.10
			Total			**$98,809.38**

2023-2024 PAYMENT REQUEST

Payment Request Number: 2023- 24 - 46

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 03/28/2024

Date Needed (Optional): _____

Invoice Number: 2777309

Vendor/Payable To: GHA Technologies, Inc.

Address: Dept. #2090
PO Box 29661

City: Phoenix

State: Arizona

Zip: 85038

Date Delivered or Mailed:

California Online Public Schools

California Online Public Schools
dba California Connections Academy Southern California
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 467-1667 Phone (949) 240-7895 Fax

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	1000	$ 342,000.00
Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	$ 33.00	1000	$ 33,000.00
E-Waste Fee	Fee	$ 4.00	1000	$ 4,000.00
Tax (7.7500%)				$ 29,062.50
				$ -
				$ -
			Order Total:	$ 408,062.50

Approvals

DocuSigned by:
Britnie Anderson
Requestor (Signature) — *Date* 3/28/2024

DocuSigned by:
Richie Romero
Administrator (Signature or Email Approval) — *Date* 3/28/2024

Audited By (Signature) — *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 Invoice

Date
Mar 13, 2024 01:15 PM CDT

Modified Date
Mar 25, 2024 05:13 PM CDT

Invoice #
2777309

Description
HP Fortis G11 / Warranty / Google OS License

SalesRep
Dang, Khoi
(P) 214-547-8865
(F) 480-951-6956

Customer Contact

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

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

Customer PO:
2023 - 24 - 80

Terms:
Purchase Order (Net 30 Days)

Ship Via:
FedEx Ground

Special Instructions:

Carrier Account #:

#	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	1000	$342.00	$342,000.00
2	Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	Yes	1000	$33.00	$33,000.00
3	E-Waste Fee	Fee	No	1000	$4.00	$4,000.00

Subtotal:	**$379,000.00**
Tax (7.7500%):	$29,062.50
Shipping:	$0.00
Misc:	$0.00
Total:	**$408,062.50**

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.

ation, gender identity, national origin, disability, marital or veteran status, or any other basis that is prohibited by law.

-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

class Technologies Inc.

Invoice

Class Technologies, Inc.
1717 N St NW, Ste 1
Washington, DC 20036
+1 (888) 975-1112 Ext 860
accounting@class.com

Date	4/1/2024
Invoice #	INV4971
Terms	Net 30
Due Date	5/1/2024
PO #	
Sales Rep	
Start Date	7/1/2024
End Date	6/30/2027

Bill To

California Online Public Schools
33272 Valle Rd
San Juan Capistrano CA 92675
United States

ACH/Wire Instructions

Bank: Silicon Valley Bank
3003 Tasman Drive
Santa Clara, CA 95054
Routing Number: 121140399
Account Number: 3303049714
SWIFT code: SVBKUS6S

Item	Qty	Description	Rate	Amount	Tax Rate	Discount
Class for Zoom K12 Institutions with 10,000 - 19,999 FTE	1	Class for Zoom K12 Tier 6 for the period from 07/01/2024 to 06/30/2025	47,000.00	47,000.00	7.75%	
Premium Training	1	Premium Training for the period from 07/01/2024 to 06/30/2025	0.00	0.00	0.0%	
Premium Support	1	Premium Support for the period from 07/01/2024 to 06/30/2025	0.00	0.00	0.0%	
Premium Support	1	Implementation Customization Maintenance Fee (annual fee) for the period from 07/01/2024 to 06/30/2025	4,000.00	4,000.00	7.75%	
Class for Zoom K12 Institutions with 10,000 - 19,999 FTE	1	Class for Zoom K12 Tier 6 for the period from 07/01/2025 to 06/30/2026	49,350.00	49,350.00	7.75%	
Premium Training	1	Premium Training for the period from 07/01/2025 to 06/30/2026	0.00	0.00	0.0%	
Premium Support	1	Premium Support for the period from 07/01/2025 to 06/30/2026	0.00	0.00	0.0%	
Premium Support	1	Implementation Customization Maintenance Fee (annual fee) for the period from 07/01/2025 to 06/30/2026	4,000.00	4,000.00	7.75%	
Class for Zoom K12 Institutions with 10,000 - 19,999 FTE	1	Class for Zoom K12 Tier 6 for the period from 07/01/2026 to 06/30/2027	51,820.00	51,820.00	7.75%	
Premium Support	1	Implementation Customization Maintenance Fee (annual fee) for the period from 07/01/2026 to 06/30/2027	4,000.00	4,000.00	7.75%	
Premium Support	1	Premium Support for the period from 07/01/2026 to 06/30/2027	0.00	0.00	0.0%	
Premium Training	1	Premium Training Premium Training for the period from 07/01/2026 to 06/30/2027	0.00	0.00	0.0%	
Subtotal				160,170.00		
Line Item Discount		Multi-Year Upfront Payment Discount	-28,300.00	-28,300.00	0.0%	

Subtotal	131,870.00
Tax Total	10,219.93
Total	$142,089.93

CHARTER IMPACT

8500 Balboa Blvd., Suite 140
Northridge, CA 91325 US
+1 8184740322
info@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public
Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 15783
DATE 04/01/2024
DUE DATE 05/01/2024
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	1,621.00	1,621.00
Business Mgmt. Business Management Services - Central Valley	1	10,971.00	10,971.00
Business Mgmt. Business Management Services - Monterey	1	6,559.00	6,559.00
Business Mgmt. Business Management Services - North Bay	1	2,036.00	2,036.00
Business Mgmt. Business Management Services - NorCal	1	21,263.00	21,263.00
Business Mgmt. Business Management Services - SoCal	1	62,340.00	62,340.00

BALANCE DUE **$104,790.00**

Nasco
901 Janesville Avenue
Fort Atkinson, WI 53538
Phone: 920-563-2446
Toll Free: 800-558-9595
Web: nascoeducation.com

Pro Forma Invoice

TERMS: NET30

All Claims Must Be Made Within 10 Days After Receipt Of Goods

Date			Page
4/10/24			1
Order Number	Contract	P.O. Number	
56-1703	59160	2023-24-90	
Account	Invoice Number	Sls Code	Ws Id
460-691-00	P775143	1	LARS
Special Information		Cash with Order	
		714/202680	
Shipping Instructions		Request Date	
LTL RATE SHOP			

POSTAGE: FREE SHIPPING

CA ONLINE PUBLIC SCHOOLS
BESSETTE, HILARY
33272 Valle RD
SAN JUAN CAPISTRANO CA 92675-4842

REMIT PAYMENTS TO:
PO Box 737813
Dallas TX 75373-7813

Send this portion with your payment.
Keep this portion for your records

Account: 460-691-00 **PO Number:** 2023-24-90 **Order:** 56-1703 **Invoice:** P775143 **Date:** 4/10/24

Ordered	Shipped	B/O	U/M	Catalog#	Description	Price	Extended
					SPECIAL REMARKS NO NOTES		
6000	6000		KT	KI06759A	CA ONLINE PUBLIC SCHOOLS	37.75	226500.00

```
*********************************************************
*                                                       *
*  IMPORTANT!  New payment address. Please remit        *
*  checks to:          PO Box 737813                    *
*                      Dallas TX 75373-7813             *
*                                                       *
*********************************************************
```

THE TOTAL OF YOUR ORDER HAS BEEN REDUCED BY USING YOUR QUOTE. THANK YOU.

Sold To:
CA ONLINE PUBLIC SCHOOLS
BESSETTE, HILARY
33272 Valle RD
SAN JUAN CAPISTRANO CA 926

Shipped To:
CA ONLINE PUBLIC SCHOOLS
SANTOS, CECILIA
16215 MARQUARDT AVE
CERRITOS CA 90703

Net Total:	226,500.00
Shipping/Handling:	.00
Tax:	21,517.50
Sub Total:	248,017.50
Less:	.00
Total Due:	248,017.50

Nasco
901 Janesville Avenue
Fort Atkinson, WI 53538
Phone: 920-563-2446
Toll Free: 800-558-9595
Web: nascoeducation.com

THANK YOU
For Your Order

For proper credit to your account, please return the top portion of this document with your remittance and write your account number/ invoice# on your check. All claims for damages and/or shortages MUST be reported WITHIN 10 DAYS after receipt of merchandise. MERCHANDISE MAY NOT BE RETURNED WITHOUT AUTHORIZATION.

2023-2024 PAYMENT REQUEST

Payment Request Number: 2023- 24 - 50

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 04/18/2024

Date Needed (Optional): _____

Invoice Number: 2805997

Vendor/Payable To: GHA Technologies, Inc.

Address: Dept# 2090
PO Box 29661

City: Phoenix

State: Arizona

Zip: 85038

California Online Public Schools

California Online Public Schools

dba California Connections Academy Southern California

33272 Valle Road, San Juan Capistrano, CA 92675

(949) 467-1667 Phone (949) 240-7895 Fax

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	1000	$ 342,000.00
Google Chrome OS Management Console	CROS-SW-DIS-EDU-NEW	$ 33.00	1000	$ 33,000.00
E-Waste Fee	FEE	$ 4.00	1000	$ 4,000.00
Tax 7.75%				$ 26,505.00
				$ -
				$ -
			Order Total:	$ 405,505.00

Approvals

DocuSigned by:
Brittnie Anderson
D017BH61B67D...

Requestor (Signature) — *Date* 4/18/2024

DocuSigned by:
Richie Romero
D60D3B0B0491...

Administrator (Signature or Email Approval) — *Date* 4/18/2024

53EF3C0EE6DA47E...

Audited By (Signature) — *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 invoice

Date
Apr 17, 2024 11:24 AM CDT

Modified Date
Apr 17, 2024 11:24 AM CDT

Invoice #
2805997

Description
Proforma Invoice

SalesRep
Dang, Khoi
(P) 214-547-8865
(F) 480-951-6956

Customer Contact

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

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

Customer PO:
2023 - 24 - 80

Terms:
Purchase Order (Net 30 Days)

Ship Via:
FedEx Ground

Special Instructions:

Carrier Account #:

#	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	1000	$342.00	$342,000.00
2	Google Chrome OS Management Console License - academic	CROS-SW-DIS-EDU-NEW	No	1000	$33.00	$33,000.00
3	E-Waste Fee	Fee	No	1000	$4.00	$4,000.00

Subtotal:	**$379,000.00**
Tax (7.7500%):	$26,505.00
Shipping:	$0.00
Misc:	$0.00
Total:	**$405,505.00**

Thank you for your order. We value your business and will continue to provide you excellent service in addition to our comprehensive product line.

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-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.

ation, gender identity, national origin, disability, marital or veteran status, or any other basis that is prohibited by law.

-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

oxford OCS CONSULTING SERVICES, INC.

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
2/29/2024	163593

Bill To
California Online Public Schools LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
		Services Provided in February 2024		
		Paraprofessional Services Grade Band Para Support		
	1,583.56	CalOPS Grade Band Para Support	45.00	71,260.20
		Verification forms attached		
			Total	$71,260.20

Service Provider/ Therapist Name	Service Provided (Please use SEIS Service Code Number and Name)	Service Date (Actual Service Date)	Service Duration - Hourly (Actual Length of Service)	Hourly Fee (Rate from Signed Master	Amount Due (Service Duration x Hourly Fee)	Notes
Natalie Hoss	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/2/2024		$45.00	$0.00	
Natalie Hoss	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/7/2024	6.50	$45.00	$292.50	
Natalie Hoss	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/15/2024		$45.00	$0.00	
Natalie Hoss	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Natalie Hoss	Paraprofessional	2/22/2024		$45.00	$0.00	
Natalie Hoss	Paraprofessional	2/23/2024		$45.00	$0.00	
Natalie Hoss	Paraprofessional	2/26/2024		$45.00	$0.00	
Natalie Hoss	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Natalie Hoss	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Natalie Hoss	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			92.50		**$4,162.50**	
Laurelle Flax	Paraprofessional	2/1/2024	7.50	$45.00	$337.50	
Laurelle Flax	Paraprofessional	2/2/2024		$45.00	$0.00	
Laurelle Flax	Paraprofessional	2/5/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/6/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/7/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/8/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/9/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/12/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/13/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/14/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/15/2024	7.00	$45.00	$315.00	

Laurelle Flax	Paraprofessional	2/16/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/20/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Laurelle Flax	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Laurelle Flax	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Laurelle Flax	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Laurelle Flax	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Laurelle Flax	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			128.50		**$5,782.50**	
Lauren Clemison	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Lauren Clemison	Paraprofessional	2/2/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/5/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/6/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/7/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/8/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/9/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/12/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/13/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/14/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/15/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/16/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/20/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/21/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/22/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/23/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/26/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/27/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/28/2024		$45.00	$0.00	
Lauren Clemison	Paraprofessional	2/29/2024		$45.00	$0.00	
			6.00		**$270.00**	
Kourtney Clark	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/2/2024		$45.00	$0.00	
Kourtney Clark	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	

Kourtney Clark	Paraprofessional	2/6/2024	5.99	$45.00	$269.55	
Kourtney Clark	Paraprofessional	2/7/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/9/2024	6.75	$45.00	$303.75	
Kourtney Clark	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/13/2024	5.99	$45.00	$269.55	
Kourtney Clark	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/16/2024	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/21/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Kourtney Clark	Paraprofessional	2/23/2024	7.00	$45.00	$315.00	
Kourtney Clark	Paraprofessional	2/26/2024	6.83	$45.00	$307.35	
Kourtney Clark	Paraprofessional	2/27/2024	6.42	$45.00	$288.90	
Kourtney Clark	Paraprofessional	2/28/2024	6.50	$45.00	$292.50	
Kourtney Clark	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			118.48		**$5,331.60**	
Gabriella Martinez	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/2/2024		$45.00	$0.00	
Gabriella Martinez	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/7/2024	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/14/2024	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	

Gabriella Martinez	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Gabriella Martinez	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Gabriella Martinez	Paraprofessional	2/28/2024	8.00	$45.00	$360.00	
Gabriella Martinez	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			119.00		**$5,355.00**	
Edna Guerrera	Paraprofessional	2/1/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/2/2024		$45.00	$0.00	
Edna Guerrera	Paraprofessional	2/5/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/6/2024	6.75	$45.00	$303.75	
Edna Guerrera	Paraprofessional	2/7/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/8/2024	6.75	$45.00	$303.75	
Edna Guerrera	Paraprofessional	2/9/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/12/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/13/2024	6.25	$45.00	$281.25	
Edna Guerrera	Paraprofessional	2/14/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/15/2024	6.75	$45.00	$303.75	
Edna Guerrera	Paraprofessional	2/16/2024	7.25	$45.00	$326.25	
Edna Guerrera	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Edna Guerrera	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	2/27/2024	7.00	$45.00	$315.00	
Edna Guerrera	Paraprofessional	2/28/2024	6.00	$45.00	$270.00	
Edna Guerrera	Paraprofessional	2/29/2024	6.25	$45.00	$281.25	
			127.50		**$5,737.50**	

Heather Hilaman	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/2/2024		$45.00	$0.00	
Heather Hilaman	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/7/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/21/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/28/2024	6.00	$45.00	$270.00	
Heather Hilaman	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			114.00		**$5,130.00**	
Lauren Fleischmann	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/2/2024		$45.00	$0.00	
Lauren Fleischmann	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/7/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	

Lauren Fleischmann	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/21/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/28/2024	6.00	$45.00	$270.00	
Lauren Fleischmann	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			114.00		**$5,130.00**	
Raquel Salazar	Paraprofessional	2/1/2024		$45.00	$0.00	
Raquel Salazar	Paraprofessional	2/2/2024		$45.00	$0.00	
Raquel Salazar	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/7/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/21/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	

Raquel Salazar	Paraprofessional	2/28/2024	6.00	$45.00	$270.00	
Raquel Salazar	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			108.00		**$4,860.00**	
Lorie Nieva	Paraprofessional	2/1/2024		$45.00	$0.00	
Lorie Nieva	Paraprofessional	2/2/2024		$45.00	$0.00	
Lorie Nieva	Paraprofessional	2/5/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/6/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/7/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/8/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/9/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/12/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/13/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/14/2024	7.75	$45.00	$348.75	
Lorie Nieva	Paraprofessional	2/15/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/16/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/20/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/21/2024	8.00	$45.00	$360.00	
Lorie Nieva	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Lorie Nieva	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Lorie Nieva	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Lorie Nieva	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Lorie Nieva	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Lorie Nieva	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			131.50		**$5,917.50**	
Patricia Cruz	Paraprofessional	2/1/2024		$45.00	$0.00	
Patricia Cruz	Paraprofessional	2/2/2024		$45.00	$0.00	
Patricia Cruz	Paraprofessional	2/5/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/6/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/7/2024	7.00	$45.00	$315.00	

Patricia Cruz	Paraprofessional	2/8/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/12/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/13/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/14/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/15/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/20/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Patricia Cruz	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Patricia Cruz	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			119.00		**$5,355.00**	
Leticia Filer	Paraprofessional	2/1/2024		$45.00	$0.00	
Leticia Filer	Paraprofessional	2/2/2024		$45.00	$0.00	
Leticia Filer	Paraprofessional	2/5/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/6/2024		$45.00	$0.00	
Leticia Filer	Paraprofessional	2/7/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/8/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/9/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/12/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/13/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/14/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/15/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/16/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/20/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	

Leticia Filer	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Leticia Filer	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Leticia Filer	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Leticia Filer	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Leticia Filer	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Leticia Filer	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			114.00		**$5,130.00**	
Jessica Johnson	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/2/2024		$45.00	$0.00	
Jessica Johnson	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/7/2024	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/14/2024	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Jessica Johnson	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Jessica Johnson	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			118.00		**$5,310.00**	
Danielle Vasquez	Paraprofessional	2/1/2024		$45.00	$0.00	

Danielle Vasquez	Paraprofessional	2/2/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/5/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/6/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/7/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/8/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/9/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/12/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/13/2024		$45.00	$0.00	
Danielle Vasquez	Paraprofessional	2/14/2024	0.33	$45.00	$14.85	
Danielle Vasquez	Paraprofessional	2/15/2024	3.75	$45.00	$168.75	
Danielle Vasquez	Paraprofessional	2/16/2024	5.00	$45.00	$225.00	
Danielle Vasquez	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Danielle Vasquez	Paraprofessional	2/21/2024	7.00	$45.00	$315.00	
Danielle Vasquez	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Danielle Vasquez	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Danielle Vasquez	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Danielle Vasquez	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Danielle Vasquez	Paraprofessional	2/28/2024	7.00	$45.00	$315.00	
Danielle Vasquez	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			59.08		**$2,658.60**	
Evelyn Wimby	Paraprofessional	2/1/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/2/2024		$45.00	$0.00	
Evelyn Wimby	Paraprofessional	2/5/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/6/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/7/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/8/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/9/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/12/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/13/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/14/2024	6.00	$45.00	$270.00	

Evelyn Wimby	Paraprofessional	2/15/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/16/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/20/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/21/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/22/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/23/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/26/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/27/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/28/2024	6.00	$45.00	$270.00	
Evelyn Wimby	Paraprofessional	2/29/2024	6.00	$45.00	$270.00	
			114.00		**$5,130.00**	
TOTALS			**1,583.56**		**$ 71,260.20**	

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Bill To
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 February 2024		
	4	Counseling services provided by Jessica Ghermezi	107.00	428.00
	25.08	Counseling services provided by Ana Rosario	107.00	2,683.56
	7.5	Counseling services provided by Takia Fischer	107.00	802.50
	7.75	Psych services provided by Joyce Carrillo	107.00	829.25
	16	BCBA services provided by Karly Tipton	125.00	2,000.00
	22.5	BCBA services provided by Sheri Kennedy	125.00	2,812.50
	3	PT services provided by Daryl Murdock	108.00	324.00
	9.5	PT services provided by Michelle Perry	108.00	1,026.00
	4.33	OT services provided by Megan Velasco (Play Grow, Thrive)	107.00	463.31
	5	OT services provided by Jocelyn Del Rosario	107.00	535.00
	25.83	OT services provided by Dyanne Van Peter	107.00	2,763.81
	18	OT services provided by Alexis Wilson	107.00	1,926.00
			Total	

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300 Corporate Center Drive
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Invoice

Date	Invoice #
2/29/2024	163586

Bill To
California Online Public Schools So Cal LaChelle Carter-Finance Director 33272 Valle Road San Juan Capistrano, CA 92675

Serviced	Qty	Description	Rate	Amount
	1	OT eval provided by Alexis Wilson student BM	600.00	600.00
	15.58	ST services provided by Catherine Bogues	107.00	1,667.06
	59.64	ST services provided by Nichole Dziama	107.00	6,381.48
	19.42	ST services provided by Nohemi Mofatt	107.00	2,077.94
	10.34	ST services provided by Laura Kovalenko	107.00	1,106.38
	2.75	ST services provided by Christine Torio	107.00	294.25
	6.75	ST services provided by Kylie Buatsi	107.00	722.25
	1	ST eval provided by Kylie Buatsi student CE	600.00	600.00
	2	ST eval provided by Christine Torio for students AO and BB	600.00	1,200.00
	0.5	OT services provided by Anjana Boyanapalli	107.00	53.50
	1	ST eval services provided by Nohemi Moffatt	600.00	600.00
			Total	$31,896.79

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/06/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:40 PM	0.67	IEP Attenda	[redacted]
							0.67		
02/02/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	OT Evaluation				Regular	[redacted]
02/06/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	IEP Prep	09:00 AM	09:10 AM	0.17	IEP Prep	[redacted]
02/14/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:15 PM	03:00 PM	0.75	IEP Attenda	[redacted]
							0.92		[redacted] d
02/08/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	[redacted]
02/15/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:55 PM	0.42	No Show	[redacted] ved up
02/22/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	[redacted] form
02/29/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:55 PM	0.42	Regular	[redacted]
							1.65		[redacted]
02/05/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/20/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	[redacted]
							1.00		[redacted]
02/08/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted] eek
02/15/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
02/22/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
02/29/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
							2.00		[redacted]
02/06/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:45 PM	0.25	Regular	[redacted]
02/13/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	01:45 PM	0.25	Regular	[redacted]
02/22/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:15 PM	0.25	Regular	[redacted]
							0.75		[redacted]
02/06/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	[redacted]
02/13/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	[redacted]
02/20/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	[redacted] and g
							1.26		[redacted]
02/16/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	09:00 AM	09:45 AM	0.75	Regular	[redacted] etters
02/23/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	09:00 AM	09:45 AM	0.75	Regular	[redacted]
							1.50		[redacted] at
									[redacted] nutes
02/15/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	03:30 PM	1.00	No Show	[redacted] week.
02/22/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	03:30 PM	1.00	Late Cancel	[redacted] at the
									[redacted] he is sick cted
02/29/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:30 PM	03:30 PM	1.00	Regular	[redacted]
							3.00		[redacted]
02/06/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
02/13/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
02/20/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	[redacted]
02/26/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	IEP Prep	02:30 PM	02:45 PM	0.25	IEP Prep	[redacted]
02/27/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:00 PM	02:00 PM	1.00	IEP Attenda	[redacted]
									[redacted] oom week
02/29/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:30 PM	0.50	Make-Up	[redacted]
							3.25		[redacted]
02/07/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/14/2024	Alexis Wilson	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	02:15 PM	0.25	Regular	[redacted] Will
02/16/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:15 PM	02:30 PM	0.25	Make-Up	ece
02/21/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/28/2024	Alexis Wilson	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
							2.00		
							18.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/07/2024	Ana Rosario Urena	Connections Academy- SoCal	Aenghus Decker-Kneating	Counseling	12:00 PM	12:45 PM	0.75	Regular	[redacted]
02/14/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:45 PM	0.75	Regular	[redacted]
02/21/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:45 PM	0.75	Regular	[redacted]
02/28/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:00 PM	12:45 PM	0.75	Regular	[redacted]
									3.0
02/05/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	IEP Prep	10:40 AM	11:40 AM	1.00	IEP Prep	[redacted]
02/07/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/21/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:00 AM	09:30 AM	0.50	Regular	[redacted]
									2.0
02/07/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
02/14/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
02/21/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
02/28/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:20 PM	0.33	Regular	[redacted]
									1.3
02/06/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:00 AM	10:00 AM	1.00	Regular	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/13/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	09:00 AM	10:00 AM	1.00	Regular	[redacted]
02/20/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	10:00 AM	1.00	Regular	
02/27/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	09:00 AM	10:00 AM	1.00	Regular	
							4.00		
02/06/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	
02/13/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	
02/20/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	
02/27/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	
							2.00		
02/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	02:00 PM	02:30 PM	0.50	Regular	
02/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	02:00 PM	02:30 PM	0.50	Regular	
02/22/2024	Ana Rosario Urena	Connections Academy- SoCal		IEP Attendance	11:15 AM	12:00 PM	0.75	IEP Attenda	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/23/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	02:00 PM	02:30 PM	0.50	Regular	[redacted]
								2.25	
02/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	Regular	
02/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	No Show	
02/23/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	08:30 AM	09:00 AM	0.50	No Show	
								1.50	
02/06/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	Regular	
02/13/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/20/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/27/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
								2.00	
02/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	11:00 AM	11:30 AM	0.50	Regular	
								0.50	
02/07/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	Regular	
02/14/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	No Show	
02/21/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:30 PM	05:00 PM	0.50	No Show	
02/28/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	04:00 PM	04:30 PM	0.50	No Show	
								2.00	
02/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	No Show	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/16/2024	Ana Rosario Urena	Connections Academy- SoCal	[redacted]	Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
02/26/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	01:30 PM	02:00 PM	0.50	Regular	
							1.50		
02/09/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	11:30 AM	12:00 PM	0.50	Regular	
02/16/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	11:30 AM	12:00 PM	0.50	No Show	
02/26/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
							1.50		
02/05/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/12/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/26/2024	Ana Rosario Urena	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
							1.50		
							25.08		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/20/2024	Anjana Boyanapalli	Connections Academy- SoCal	[redacted]	Student Onboarding	10:35 AM	11:05 AM	0.50	Regular	[redacted]
								0.50	
							0.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/06/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/13/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	
							1.00		
02/06/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	
02/07/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/13/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	
02/14/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/20/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	No Show	
02/21/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/27/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/28/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
							4.00		
02/06/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/13/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/20/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	No Show	
02/27/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
							2.00		
02/07/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	
02/14/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/16/2024	Catherine Bogues	Connections Academy- SoCal		IEP Prep	02:20 PM	03:05 PM	0.75	IEP Prep	
02/21/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/22/2024	Catherine Bogues	Connections Academy- SoCal		IEP Attendance	08:00 AM	09:30 AM	1.50	Late Cancel	
02/28/2024	Catherine Bogues	Connections Academy- SoCal		IEP Prep	10:30 AM	10:50 AM	0.33	IEP Prep	
02/28/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
							4.58		
02/06/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/07/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/13/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/14/2024	Catherine Bogues	Connections Academy- SoCal	[redacted]	Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/20/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/21/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/27/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/28/2024	Catherine Bogues	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
							4.00		
							15.58		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/09/2024	Christine Torio	Connections Academy- SoCal	[redacted]	SLP Evaluation				Regular	[redacted]
02/12/2024	Christine Torio	Connections Academy- SoCal		SLP Evaluation				Regular	
02/28/2024	Christine Torio	Connections Academy- SoCal		SLP Evaluation				Regular	
02/28/2024	Christine Torio	Connections Academy- SoCal		IEP Attendance	08:00 AM	08:45 AM	0.75	IEP Attenda	
02/28/2024	Christine Torio	Connections Academy- SoCal		IEP Prep	09:00 AM	09:30 AM	0.50	IEP Prep	
							1.25		
02/08/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:15 PM	0.25	Regular	
02/08/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:15 PM	01:30 PM	0.25	Make-Up	
02/15/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:15 PM	0.25	Regular	
02/15/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:15 PM	01:30 PM	0.25	Make-Up	
02/22/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:15 PM	0.25	Regular	
02/29/2024	Christine Torio	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:15 PM	0.25	Late Cancel	
							1.50		
							2.75		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/09/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/16/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/23/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therapy	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/27/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	IEP Prep	08:00 AM	08:30 AM	0.50	IEP Prep	[redacted]
02/28/2024	Daryl Murdock	Connections Academy- SoCal	[redacted]	Physical Therapy	12:00 PM	01:00 PM	1.00	IEP Attenda	[redacted]
							3.00		
							3.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/07/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	[redacted]
02/14/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/21/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/28/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/06/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/15/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/20/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/27/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/28/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:00 AM	09:30 AM	0.50	No Show	
02/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:00 AM	09:30 AM	0.50	Regular	
02/07/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/14/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/21/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/28/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/20/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/27/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	[redacted]
02/05/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Prep	09:00 AM	09:20 AM	0.33	IEP Prep	
02/05/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attend	
02/06/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	02:00 PM	02:15 PM	0.25	IEP Attend	
02/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/08/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/15/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/22/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/29/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	Late Cance	
02/07/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/06/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/13/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/20/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/27/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	01:00 PM	01:15 PM	0.25	IEP Attend	
02/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/16/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/12/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Prep	11:00 AM	11:25 AM	0.42	IEP Prep	
02/12/2024	Dyanne Van Peter	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:35 PM	1.58	IEP Attend	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/16/2024	Dyanne Van Peter	Connections Academy- SoCal	[redacted]	Occupational Therapy	12:00 PM	12:30 PM	0.50	No Show	[redacted]
02/23/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
									3.00
02/06/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
02/07/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
02/13/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
02/15/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/21/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:30 PM	04:00 PM	0.50	Regular	
02/27/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
02/28/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	03:30 PM	04:00 PM	0.50	Regular	
									3.50
02/09/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	10:00 AM	10:30 AM	0.50	No Show	
									0.50
02/13/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/20/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/27/2024	Dyanne Van Peter	Connections Academy- SoCal		Occupational Therapy	11:30 AM	12:00 PM	0.50	Regular	
									1.50
							25.83		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/05/2024	Jessica Ghermezi	Connections Academy- SoCal	[redacted]	Counseling	01:30 PM	02:00 PM	0.50	Regular	[redacted]
							0.50		
02/09/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:30 PM	02:00 PM	0.50	No Show	
							0.50		
02/08/2024	Jessica Ghermezi	Connections Academy- SoCal		IEP Attendance	01:00 PM	01:30 PM	0.50	Regular	
02/09/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	No Show	
02/12/2024	Jessica Ghermezi	Connections Academy- SoCal		IEP Attendance	10:00 AM	10:30 AM	0.50	IEP Attenda	
							1.50		
02/09/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	No Show	
02/16/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	01:00 PM	01:30 PM	0.50	No Show	
							1.00		
02/09/2024	Jessica Ghermezi	Connections Academy- SoCal		Counseling	02:00 PM	02:30 PM	0.50	No Show	
							0.50		
							4.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/07/2024	Jocelyn Del Rosario	Connections Academy- SoCal	[redacted]	Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	[redacted]
02/14/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	
02/21/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	
02/23/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	
02/28/2024	Jocelyn Del Rosario	Connections Academy- SoCal		Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	
							5.00		5.00

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/06/2024	Joyce Carrillo	Connections Academy- SoCal	[redacted]	Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/08/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/13/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/15/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/20/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/22/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/27/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
02/29/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	03:30 PM	04:00 PM	0.50	Regular	
									4.00
02/08/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/15/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/23/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/29/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	12:30 PM	01:00 PM	0.50	Regular	
02/29/2024	Joyce Carrillo	Connections Academy- SoCal		Progress Reporting	08:00 AM	08:15 AM	0.25	PR	
									2.25
02/21/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	04:00 PM	04:15 PM	0.25	Regular	
02/23/2024	Joyce Carrillo	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attenda	
02/28/2024	Joyce Carrillo	Connections Academy- SoCal		Counseling	04:00 PM	04:15 PM	0.25	Regular	
									1.50
							7.75		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/08/2024	Karly Tipton	Connections Academy- SoCal	[redacted]	BII- BCBA	10:30 AM	11:00 AM	0.50	No Show	[redacted]
02/15/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	
02/21/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	
02/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	
							3.50		
02/08/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Late Cancel	
02/15/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Regular	
02/22/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Regular	
02/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	Regular	
							2.00		
02/08/2024	Karly Tipton	Connections Academy- SoCal		IEP Prep	09:30 AM	10:00 AM	0.50	IEP Prep	
02/08/2024	Karly Tipton	Connections Academy- SoCal		IEP Attendance	10:00 AM	10:30 AM	0.50	IEP Attenda	
02/12/2024	Karly Tipton	Connections Academy- SoCal		IEP Attendance	10:00 AM	10:30 AM	0.50	IEP Attenda	
							1.50		
02/12/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	09:30 AM	0.50	No Show	
02/15/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	11:30 AM	12:00 PM	0.50	No Show	
02/16/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	No Show	
02/21/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	11:30 AM	12:00 PM	0.50	Regular	
02/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	01:00 PM	01:30 PM	0.50	Regular	
							2.50		
02/16/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
02/16/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	10:30 AM	11:00 AM	0.50	Regular	
02/23/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	
02/23/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	02:00 PM	02:30 PM	0.50	Regular	
							3.00		
02/08/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	Late Cancel	
02/12/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	Regular	
02/15/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	Make-Up	
02/16/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	11:00 AM	11:30 AM	0.50	Make-Up	
02/27/2024	Karly Tipton	Connections Academy- SoCal		IEP Attendance	11:00 AM	12:00 PM	1.00	IEP Attenda	
02/29/2024	Karly Tipton	Connections Academy- SoCal		BII- BCBA	08:30 AM	09:00 AM	0.50	Regular	
							3.50		
							16.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/16/2024	Kylie Buatsi	Connections Academy- SoCal	[redacted]	SLP Evaluation				Regular	[redacted]
02/21/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:30 AM	08:00 AM	0.50	IEP Prep	
02/27/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	11:00 AM	12:15 PM	1.25	IEP Attenda	
									1.75
02/21/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	
									0.50
02/07/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Late Cancel	
02/14/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	
02/21/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	
02/27/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	
02/28/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:15 AM	0.25	Regular	
									1.50
02/06/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	
02/20/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	
02/29/2024	Kylie Buatsi	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
									1.50
02/05/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	12:00 PM	12:30 PM	0.50	IEP Attenda	
02/16/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	09:30 AM	10:00 AM	0.50	IEP Attenda	
02/21/2024	Kylie Buatsi	Connections Academy- SoCal		IEP Attendance	12:00 PM	12:30 PM	0.50	IEP Attenda	
									1.50
							6.75		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/06/2024	Laura Kovalenko	Connections Academy- SoCal	[redacted]	Speech Therapy	02:10 PM	02:30 PM	0.33	Regular	[redacted]
02/13/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:10 PM	02:30 PM	0.33	Regular	
02/20/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	12:10 PM	12:30 PM	0.33	Regular	
02/29/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:10 PM	02:30 PM	0.33	No Show	
							1.33		
02/06/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
02/13/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	Regular	
02/14/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Attendance	08:00 AM	08:30 AM	0.50	Regular	
02/20/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
02/27/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	03:00 PM	04:00 PM	1.00	No Show	
							4.50		
02/06/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	
02/13/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	
02/20/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Prep	10:00 AM	10:30 AM	0.50	Regular	
02/20/2024	Laura Kovalenko	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	Regular	
02/20/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	04:00 PM	04:25 PM	0.42	Regular	
02/27/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	02:55 PM	0.42	Regular	
							3.18		
02/07/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:35 PM	03:15 PM	0.67	No Show	
02/14/2024	Laura Kovalenko	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:10 PM	0.67	No Show	
							1.34		
							10.34		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/26/2024	Megan Velasco	Connections Academy- SoCal	[redacted]	Occupational Therapy	01:30 PM	02:20 PM	0.83	Regular	[redacted]
								0.83	
02/02/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	03:30 PM	04:00 PM	0.50	Regular	
								0.50	
02/02/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	
02/22/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	10:30 AM	11:00 AM	0.50	Regular	
								1.00	
02/26/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	
								0.50	
02/05/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	No Show	
02/12/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/26/2024	Megan Velasco	Connections Academy- SoCal		Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
								1.50	
							4.33		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/05/2024	Michelle Perry	Connections Academy- SoCal	[redacted]	Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	[redacted]
02/12/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/26/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
									1.50
02/08/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/15/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/20/2024	Michelle Perry	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attenda	
02/22/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/28/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
									3.00
02/20/2024	Michelle Perry	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attenda	
									1.00
02/06/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	
02/20/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	
									1.00
02/21/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/28/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
									1.00
02/09/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	09:30 AM	10:00 AM	0.50	No Show	
									0.50
02/06/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/20/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Late Cancel	
02/27/2024	Michelle Perry	Connections Academy- SoCal		Physical Therapy	12:30 PM	01:00 PM	0.50	Late Cancel	
									1.50
							9.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/06/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	IEP Attendance	12:00 PM	12:30 PM	0.50	IEP Attenda	[redacted]
								0.50	
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Late Cancel	
02/09/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	10:30 AM	12:00 PM	1.50	IEP Attenda	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	No Show	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:30 AM	11:00 AM	0.50	Regular	
								5.00	
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/16/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:30 PM	02:00 PM	0.50	Regular	
								3.50	
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:00 AM	08:30 AM	0.50	Regular	
								3.50	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/23/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	02:00 PM	03:15 PM	1.25	IEP Attenda	
								3.75	
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
								4.00	
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/06/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	02:00 PM	02:15 PM	0.25	IEP Attenda	
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	No Show	
								3.75	
02/06/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/22/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	[redacted]
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	03:30 PM	04:30 PM	1.00	IEP Prep	
							5.00		
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:15 PM	0.75	Regular	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:15 PM	0.75	Regular	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	03:15 PM	04:15 PM	1.00	IEP Prep	
02/16/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attenda	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Late Cancel	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Late Cancel	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
							5.00		
02/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Late Cancel	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	02:30 PM	03:00 PM	0.50	Regular	
							2.00		
02/06/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	10:00 AM	10:30 AM	0.50	Regular	
							4.00		
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/09/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	12:00 PM	01:00 PM	1.00	IEP Prep	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attenda	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:00 PM	0.50	Regular	
							4.00		
02/16/2024	Nichole Dziama	Connections Academy- SoCal		IEP Prep	02:00 PM	03:00 PM	1.00	IEP Prep	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		IEP Attendance	01:00 PM	01:30 PM	0.50	IEP Attenda	
							1.50		
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/06/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
							3.50		
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/07/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/09/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	09:30 AM	09:50 AM	0.33	Regular	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/14/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Late Cancel	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/21/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Late Cancel	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
02/28/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	12:30 PM	12:50 PM	0.33	Regular	
							3.64		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/05/2024	Nichole Dziama	Connections Academy- SoCal	[redacted]	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	[redacted]
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	01:00 PM	01:30 PM	0.50	Late Cancel	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
							1.50		
02/05/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/12/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
02/26/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
							1.50		
02/06/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/08/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/13/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/15/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/20/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/22/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/27/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	08:30 AM	09:00 AM	0.50	Regular	
02/29/2024	Nichole Dziama	Connections Academy- SoCal		Speech Therapy	11:30 AM	12:00 PM	0.50	Regular	
							4.00		
							59.64		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/09/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	[redacted]
02/16/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/23/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	No Show	
							1.50		
02/09/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	
02/16/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	No Show	
02/23/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	
							1.50		
02/05/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
02/26/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	11:00 AM	11:30 AM	0.50	Regular	
							1.50		
02/05/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	12:30 PM	01:30 PM	1.00	IEP Attenda	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	03:30 PM	04:00 PM	0.50	Regular	
							1.50		
02/09/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:30 AM	10:00 AM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/16/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	[redacted]
							1.00		
02/05/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	Regular	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	No Show	
02/26/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	09:00 AM	09:45 AM	0.75	Late Cancel	
							2.25		
02/08/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	09:00 AM	10:00 AM	1.00	IEP Prep	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	10:00 AM	11:00 AM	1.00	No Show	
							2.00		
02/22/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	09:00 AM	09:15 AM	0.25	IEP Prep	
02/23/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	12:00 PM	01:00 PM	1.00	No Show	
							1.25		
02/08/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:25 PM	0.42	Late Cancel	
02/08/2024	Nohemi Moffatt	Connections Academy- SoCal		SLP Evaluation				Regular	
02/09/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	05:00 PM	06:00 PM	1.00	IEP Prep	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Prep	07:00 AM	08:00 AM	1.00	IEP Prep	
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:30 PM	1.50	IEP Attenda	
02/15/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
02/22/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	Late Cancel	
02/29/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:00 PM	12:30 PM	0.50	No Show	
							5.42		
02/12/2024	Nohemi Moffatt	Connections Academy- SoCal	[redacted]	Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	
02/26/2024	Nohemi Moffatt	Connections Academy- SoCal		Speech Therapy	12:30 PM	01:15 PM	0.75	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
								1.50	
							19.42		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/05/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:00 PM	02:30 PM	0.50	No Show	[redacted]
02/12/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:00 PM	02:30 PM	0.50	Regular	[redacted]
02/26/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:00 PM	02:30 PM	0.50	Regular	[redacted]
							1.50		
02/01/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	IEP Attendance	02:00 PM	02:30 PM	0.50	IEP Attenda	[redacted]
02/06/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	[redacted]
02/13/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	11:00 AM	1.00	No Show	[redacted]
02/15/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	02:00 PM	02:30 PM	0.50	IEP Attenda	[redacted]
02/20/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	11:00 AM	1.00	Regular	[redacted]
02/27/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	10:00 AM	11:00 AM	1.00	Late Cancel	[redacted]
							5.00		
02/05/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	[redacted]
02/07/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	[redacted]
02/12/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	[redacted]
02/14/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:00 PM	01:00 PM	1.00	Late Cancel	[redacted]
02/21/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	12:00 PM	01:00 PM	1.00	No Show	[redacted]

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/26/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	09:00 AM	10:00 AM	1.00	Regular	[redacted]
02/28/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:00 PM	01:00 PM	1.00	Regular	7.00
02/05/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	10:00 AM	11:00 AM	1.00	IEP Attende	
02/06/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	
02/13/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	
02/16/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	
02/20/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	
02/23/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	12:30 PM	01:30 PM	1.00	Regular	
02/27/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	03:00 PM	04:00 PM	1.00	Regular	7.00
02/06/2024	Sheri Kennedy	Connections Academy- SoCal		BII- BCBA	08:00 AM	08:30 AM	0.50	Make-Up	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/15/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	[redacted]
02/22/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	[redacted]
02/29/2024	Sheri Kennedy	Connections Academy- SoCal	[redacted]	BII- BCBA	08:00 AM	08:30 AM	0.50	Regular	[redacted]
							2.00		
							22.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable Deci	Session Type	Note
02/14/2024	Takia Fischer	Connections Academy- SoCal	[redacted]	Comp Time Counseling	01:45 PM	02:15 PM	0.50	No Show	[redacted]
							0.50		
02/05/2024	Takia Fischer	Connections Academy- SoCal		Counseling	03:00 PM	03:30 PM	0.50	Regular	
02/12/2024	Takia Fischer	Connections Academy- SoCal		Counseling	02:30 PM	03:00 PM	0.50	No Show	
02/26/2024	Takia Fischer	Connections Academy- SoCal		Counseling	02:30 PM	03:00 PM	0.50	Regular	
							1.50		
02/05/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
02/12/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
02/13/2024	Takia Fischer	Connections Academy- SoCal		IEP Prep	04:00 PM	04:45 PM	0.75	IEP Prep	
02/26/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:30 PM	0.50	Regular	
02/28/2024	Takia Fischer	Connections Academy- SoCal		IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attenda	
							3.25		
02/01/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
02/15/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Late Cancel	
02/29/2024	Takia Fischer	Connections Academy- SoCal		Counseling	12:00 PM	12:45 PM	0.75	Regular	
							2.25		
							7.50		

Stanford Sierra Youth & Families

8912 Volunteer Lane, Sacramento, CA 95826

School	Direct Hours	Indirect Hours	Total Hours	Hourly Rate	Total Paid
Central Valley	9.83	50.2	60.03	$110.00	$6,603.82
SoCal	19.18	228.7	247.88	$110.00	$27,266.65
Northern California	7	44.62	51.62	$110.00	$5,678.58
North Bay	1	5.58	6.58	$110.00	$723.57
Central Coast	1.33	11.16	12.49	$110.00	$1,373.81
Monterey Bay	6.62	55.78	62.4	$110.00	$6,863.56
	44.96	**396.04**	**441**		**$48,510.00**

CS AP

Stanford Sierra Youth & Families

8912 Volunteer Lane, Sacramento, CA 95826

School	Client	Staff	Date	Service Code	Service Time
Central Coast	[redacted]	Christensen, Cheralyn	2/5/2024	Indirect GE (no code attached)	30
Central Coast	[redacted]	Christensen, Cheralyn	2/26/2024	Client No Show-510 Individual Counseling	30
Central Coast	[redacted]	Martinez, Stacie	2/8/2024	515-Counseling and Guidance	20
Central Coast	[redacted]	Martinez, Stacie	2/15/2024	515-Counseling and Guidance	20
Central Coast	[redacted]	Martinez, Stacie	2/22/2024	515-Counseling and Guidance	20
Central Coast	[redacted]	Martinez, Stacie	2/29/2024	515-Counseling and Guidance	20
Central Valley	[redacted]	Martinez, Stacie	2/5/2024	510-Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/13/2024	Client No Show-510 Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/20/2024	510-Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/27/2024	Client Cancellation	30
Central Valley	[redacted]	Martinez, Stacie	2/5/2024	Indirect GE (no code attached)	10
Central Valley	[redacted]	Martinez, Stacie	2/6/2024	510-Individual Counseling	45
Central Valley	[redacted]	Martinez, Stacie	2/23/2024	510-Individual Counseling	45
Central Valley	[redacted]	Martinez, Stacie	2/7/2024	510-Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/14/2024	510-Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/21/2024	510-Individual Counseling	30
Central Valley	[redacted]	Martinez, Stacie	2/28/2024	Client Cancellation	30
Central Valley	[redacted]	Christensen, Cheralyn	2/5/2024	Client No Show-510 Individual Counseling	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/5/2024	510-Individual Counseling	60
Central Valley	[redacted]	Randhawa, Rajdeep	2/7/2024	510-Individual Counseling	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/16/2024	510-Individual Counseling	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/19/2024	Client Cancellation	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/20/2024	510-Individual Counseling	60
Central Valley	[redacted]	Randhawa, Rajdeep	2/26/2024	510-Individual Counseling	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/28/2024	510-Individual Counseling	30
Central Valley	[redacted]	Christensen, Cheralyn	2/20/2024	515-Counseling and Guidance	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/2/2024	Client Cancellation	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/9/2024	Client No Show-515 Counseling and Guidance	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/16/2024	515-Counseling and Guidance	30
Central Valley	[redacted]	Randhawa, Rajdeep	2/20/2024	Client Cancellation	30
Central Valley	[redacted]	Martinez, Stacie	2/5/2024	Client No Show-515 Counseling and Guidance	20
Central Valley	[redacted]	Randhawa, Rajdeep	2/8/2024	510-Individual Counseling	25
Central Valley	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	25
Monterey Bay	[redacted]	Martinez, Stacie	2/16/2024	IEP Support	60
Monterey Bay	[redacted]	Martinez, Stacie	2/20/2024	Indirect GE (no code attached)	5
Monterey Bay	[redacted]	Christensen, Cheralyn	2/13/2024	Indirect GE (no code attached)	30
Monterey Bay	[redacted]	Christensen, Cheralyn	2/14/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	[redacted]	Christensen, Cheralyn	2/21/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	[redacted]	Christensen, Cheralyn	2/28/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/2/2024	Client Cancellation	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/9/2024	Client Cancellation	30

Monterey Bay	[redacted]	Randhawa, Rajdeep	2/16/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/21/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/26/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/5/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/9/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/16/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Martinez, Stacie	2/15/2024	510-Individual Counseling	15
Monterey Bay	[redacted]	Martinez, Stacie	2/29/2024	510-Individual Counseling	15
Monterey Bay	[redacted]	Christensen, Cheralyn	2/7/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	[redacted]	Christensen, Cheralyn	2/14/2024	Client No Show-510 Individual Counseling	30
Monterey Bay	[redacted]	Christensen, Cheralyn	2/20/2024	Indirect GE (no code attached)	25
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/2/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/9/2024	510-Individual Counseling	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/16/2024	510-Individual Counseling	8
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	20
Monterey Bay	[redacted]	Christensen, Cheralyn	2/6/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	[redacted]	Christensen, Cheralyn	2/13/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	[redacted]	Christensen, Cheralyn	2/20/2024	Client Cancellation	45
Monterey Bay	[redacted]	Christensen, Cheralyn	2/27/2024	Client No Show-510 Individual Counseling	45
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/6/2024	510-Individual Counseling	9
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/8/2024	Indirect GE (no code attached)	8
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/9/2024	Indirect GE (no code attached)	10
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/13/2024	Client Cancellation	30
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/20/2024	510-Individual Counseling	15
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/22/2024	IEP Support	36
Monterey Bay	[redacted]	Randhawa, Rajdeep	2/27/2024	510-Individual Counseling	15
North Bay	[redacted]	Christensen, Cheralyn	2/7/2024	IEP Support	60
North Bay	[redacted]	Christensen, Cheralyn	2/14/2024	510-Individual Counseling	60
Northern California	[redacted]	Randhawa, Rajdeep	2/26/2024	510-Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/13/2024	510-Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/15/2024	IEP Support	45
Northern California	[redacted]	Christensen, Cheralyn	2/6/2024	510-Individual Counseling	30
Northern California	[redacted]	DeCoursey, Sara	2/9/2024	IEP Support	90
Northern California	[redacted]	Christensen, Cheralyn	2/13/2024	510-Individual Counseling	30
Northern California	[redacted]	Christensen, Cheralyn	2/20/2024	510-Individual Counseling	30
Northern California	[redacted]	Christensen, Cheralyn	2/27/2024	510-Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/7/2024	510-Individual Counseling	45
Northern California	[redacted]	Martinez, Stacie	2/14/2024	Client Cancellation	45
Northern California	[redacted]	Martinez, Stacie	2/21/2024	510-Individual Counseling	45
Northern California	[redacted]	Martinez, Stacie	2/23/2024	IEP Support	15
Northern California	[redacted]	Martinez, Stacie	2/29/2024	IEP Support	60
Northern California	[redacted]	Martinez, Stacie	2/7/2024	Client No Show-510 Individual Counseling	30

Northern California	[redacted]	Martinez, Stacie	2/21/2024	Client No Show-510 Individual Counseling	30
Northern California	[redacted]	Randhawa, Rajdeep	2/6/2024	510-Individual Counseling	30
Northern California	[redacted]	Randhawa, Rajdeep	2/13/2024	Client No Show-510 Individual Counseling	30
Northern California	[redacted]	Randhawa, Rajdeep	2/27/2024	Client No Show-510 Individual Counseling	30
Northern California	[redacted]	Randhawa, Rajdeep	2/8/2024	510-Individual Counseling	30
Northern California	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/8/2024	Client No Show-510 Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/15/2024	510-Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/22/2024	Client No Show-510 Individual Counseling	30
Northern California	[redacted]	Martinez, Stacie	2/29/2024	510-Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/1/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/8/2024	Parent No Show	30
SoCal	[redacted]	Randhawa, Rajdeep	2/22/2024	520-Parent Counseling	15
SoCal	[redacted]	Randhawa, Rajdeep	2/22/2024	Indirect GE (no code attached)	10
SoCal	[redacted]	Randhawa, Rajdeep	2/29/2024	Client Cancellation	60
SoCal	[redacted]	Martinez, Stacie	2/6/2024	Indirect GE (no code attached)	5
SoCal	[redacted]	Martinez, Stacie	2/12/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/23/2024	IEP Support	15
SoCal	[redacted]	Martinez, Stacie	2/29/2024	IEP Support	60
SoCal	[redacted]	Randhawa, Rajdeep	2/7/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/21/2024	510-Individual Counseling	35
SoCal	[redacted]	Randhawa, Rajdeep	2/28/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/13/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/20/2024	520-Parent Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/6/2024	Client Cancellation	30
SoCal	[redacted]	Martinez, Stacie	2/13/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/20/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/27/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/13/2024	515-Counseling and Guidance	22
SoCal	[redacted]	Randhawa, Rajdeep	2/27/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Martinez, Stacie	2/6/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/20/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/5/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/12/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/23/2024	IEP Support	15
SoCal	[redacted]	Martinez, Stacie	2/27/2024	IEP Support	60
SoCal	[redacted]	Randhawa, Rajdeep	2/9/2024	510-Individual Counseling	10
SoCal	[redacted]	Martinez, Stacie	2/9/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Martinez, Stacie	2/12/2024	IEP Support	60
SoCal	[redacted]	Martinez, Stacie	2/20/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/6/2024	510-Individual Counseling	20

SoCal	[redacted]	Christensen, Cheralyn	2/6/2024	IEP Support	60
SoCal	[redacted]	Christensen, Cheralyn	2/7/2024	520-Parent Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/7/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/20/2024	Client No Show-520 Parent Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/2/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/8/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Randhawa, Rajdeep	2/22/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/26/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Randhawa, Rajdeep	2/29/2024	515-Counseling and Guidance	60
SoCal	[redacted]	Christensen, Cheralyn	2/6/2024	Client No Show-515 Counseling and Guidance	30
SoCal	[redacted]	Christensen, Cheralyn	2/13/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Christensen, Cheralyn	2/20/2024	Client No Show-515 Counseling and Guidance	30
SoCal	[redacted]	Christensen, Cheralyn	2/27/2024	Client No Show-515 Counseling and Guidance	30
SoCal	[redacted]	Christensen, Cheralyn	2/28/2024	IEP Support	60
SoCal	[redacted]	Randhawa, Rajdeep	2/22/2024	510-Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/28/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/9/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Martinez, Stacie	2/16/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Martinez, Stacie	2/23/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Martinez, Stacie	2/5/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie		No Services	0
SoCal	[redacted]	Christensen, Cheralyn	2/6/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/13/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/20/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/20/2024	Client No Show-520 Parent Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/27/2024	510-Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/2/2024	Indirect GE (no code attached)	2
SoCal	[redacted]	Randhawa, Rajdeep	2/6/2024	Indirect GE (no code attached)	50
SoCal	[redacted]	Randhawa, Rajdeep	2/21/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/28/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/6/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/13/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/20/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/21/2024	IEP Support	60
SoCal	[redacted]	Martinez, Stacie		No Services	0
SoCal	[redacted]	Randhawa, Rajdeep	2/5/2024	515-Counseling and Guidance	18
SoCal	[redacted]	Randhawa, Rajdeep	2/20/2024	Indirect GE (no code attached)	2
SoCal	[redacted]	Randhawa, Rajdeep	2/26/2024	515-Counseling and Guidance	15
SoCal	[redacted]	Randhawa, Rajdeep	2/27/2024	IEP Support	45
SoCal	[redacted]	Martinez, Stacie	2/16/2024	Client No Show-510 Individual Counseling	30

SoCal	[redacted]	Randhawa, Rajdeep	2/13/2024	510-Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/27/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn		No Services	0
SoCal	[redacted]	Martinez, Stacie	2/9/2024	Client Cancellation	30
SoCal	[redacted]	Martinez, Stacie	2/13/2024	IEP Support	60
SoCal	[redacted]	Martinez, Stacie	2/16/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/23/2024	Client Cancellation	30
SoCal	[redacted]	Martinez, Stacie	2/8/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/15/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/22/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/29/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/7/2024	510-Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/14/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/21/2024	IEP Support	60
SoCal	[redacted]	Randhawa, Rajdeep	2/1/2024	515-Counseling and Guidance	30
SoCal	[redacted]	Randhawa, Rajdeep	2/26/2024	IEP Support	89
SoCal	[redacted]	Randhawa, Rajdeep	2/1/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/29/2024	510-Individual Counseling	11
SoCal	[redacted]	Martinez, Stacie	2/9/2024	510-Individual Counseling	45
SoCal	[redacted]	Martinez, Stacie	2/15/2024	Client Cancellation	45
SoCal	[redacted]	Martinez, Stacie	2/22/2024	Client No Show-510 Individual Counseling	45
SoCal	[redacted]	Martinez, Stacie	2/29/2024	Client Cancellation	45
SoCal	[redacted]	Randhawa, Rajdeep	2/13/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/23/2024	IEP Support	53
SoCal	[redacted]	Randhawa, Rajdeep	2/27/2024	Client Cancellation	30
SoCal	[redacted]	Randhawa, Rajdeep	2/9/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/16/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/8/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/15/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/22/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/29/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/6/2024	510-Individual Counseling	30
SoCal	[redacted]	Randhawa, Rajdeep	2/20/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/7/2024	510-Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/21/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie		No Services	0
SoCal	[redacted]	Christensen, Cheralyn		No Services	0
SoCal	[redacted]	Martinez, Stacie		No Services	0
SoCal	[redacted]	Martinez, Stacie	2/16/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Martinez, Stacie	2/23/2024	Client No Show-510 Individual Counseling	30

SoCal	[redacted]	Christensen, Cheralyn	2/5/2024	Client No Show-510 Individual Counseling	30
SoCal	[redacted]	Christensen, Cheralyn	2/26/2024	510-Individual Counseling	30
					6428

INVOICE

Speech-Language Pathology Services - February 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

BILL TO
California Online Public Schools, Connections Academy
33272 Valle Road
San Juan Capistrano, California 92675
United States

Invoice Number: 1119
Invoice Date: March 29, 2024
Payment Due: May 13, 2024
Amount Due (USD): **$58,586.74**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (02/01/2024-02/29/2024)	$33,656.15
Speech-language pathology services NorCal (02/01/2024-02/29/2024)	$8,620.86
Speech-language pathology services Central Valley (02/01/2024-02/29/2024)	$10,345.68
Speech-language pathology services Central Coast (02/01/2024-02/29/2024)	$308.74
Speech-language pathology services Monterey Bay (02/01/2024-02/29/2024)	$4,219.09
Speech-language pathology services North Bay (02/01/2024-02/29/2024)	$1,436.22

INVOICE

Speech-Language Pathology Services - February 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

Subtotal:	$58,586.74
Total:	$58,586.74
Amount Due (USD):	**$58,586.74**

Pay Securely Online

link.waveapps.com/z72gdh-3jb4jt

Notes / Terms

For details of the services listed on this summary invoice, please:

Refer to the email attachment sent to sped-finance@californiaops.org

Thank you for your business!

INVOICE

Speech-Language Pathology Services - January 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

BILL TO
California Online Public Schools, Connections Academy
33272 Valle Road
San Juan Capistrano, California 92675
United States

Invoice Number: 1114
Invoice Date: March 8, 2024
Payment Due: April 22, 2024
Amount Due (USD): **$71,015.32**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (01/01/2024 - 01/31/2024)	$42,988.07
Speech-language pathology services NorCal (01/01/2024 - 01/31/2024)	$11,760.68
Speech-language pathology services Central Valley (01/01/2024 - 01/31/2024)	$9,390.96
Speech-language pathology services Central Coast (01/01/2024 - 01/31/2024)	$329.76
Speech-language pathology services Monterey Bay (01/01/2024 - 01/31/2024)	$4,593.73
Speech-language pathology services North Bay (01/01/2024 - 01/31/2024)	$1,952.12

INVOICE

Speech-Language Pathology Services - January 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

Subtotal:	$71,015.32
Total:	$71,015.32
Amount Due (USD):	**$71,015.32**

Pay Securely Online

link.waveapps.com/c7h2a4-82sckq

Notes / Terms

For details of the services listed on this summary invoice, please:

Refer to the email attachment sent to sped-finance@californiaops.org

Thank you for your business!

J.P.Morgan

JPMORGAN CHASE BANK NA
P.O. BOX 15918
MAIL SUITE DE1-1404
WILMINGTON DE 19850

ACCOUNT NUMBER	4485 9279 0004 8836
PAYMENT DUE DATE	04/23/2024
AMOUNT DUE	$231,951.49
CURRENT BALANCE	$231,951.49

Remit To: JPMORGAN CHASE BANK NA
P.O. BOX 4475
CAROL STREAM, IL 60197-4475

AMOUNT ENCLOSED $

CALOPS
DEBORAH LARSON
33272 VALLE RD
SAN JUAN CAPISTRANO CA 92675-4842

** 0000000

44859279000488362319514923195149 5

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: 4485927900048836

CLOSING DATE	03-29-24
CREDIT LIMIT	650,000
AVAILABLE CREDIT	418,049

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

PREVIOUS BALANCE	68,905.80
PURCHASES AND OTHER CHARGES	235,753.69
CASH ADVANCES	.00
CREDITS	3,802.20
PAYMENTS	68,905.80-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**231,951.49**
TOTAL PAYMENT DUE	231,951.49
DISPUTED AMOUNT	.00

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

COMMERCIAL ACCOUNT ACTIVITY

CALOPS
4485-9279-0004-8836

TOTAL COMMERCIAL ACTIVITY
$68,905.80CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-25		AUTO PAYMENT DEDUCTION	68,905.80 CR

INDIVIDUAL CARDHOLDER ACTIVITY

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
PHIL WENKER 4485-9200-0134-9682	$0.00	$505.97	$0.00	$505.97

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-25	24692164086108200799695	SOUTHWES 5262272730587 800-435-9792 TX WENKER/PHIL DEPART: 05-05-24 P.O.S.: SALES TAX: $0.00 BUR WN N HOU WN N SAV WN N BNA WN N BUR	505.97
			Total Travel Activity	$505.97

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
BERNADETTE JAMERO 4485-9200-0441-9334	$0.00	$1,756.04	$0.00	$1,756.04

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-06	24692164067102734138465	SOUTHWES 5262265484071 800-435-9792 TX QUINTIA JAMERO/BERNA DEPART: 03-14-24 P.O.S.: SALES TAX: $0.00 SMF WN H SNA WN H SMF	551.96
03-22	03-21	24022334081010061936132	SACCODEPTOFAIRPORTS SACRAMENTO CA	76.00
03-22	03-20	24943004081796979860746	HYATT CEN PIKE BEACH F&B LONG BEACH CA	16.04
03-25	03-21	24943004082796147861047	HYATT CENTRIC PIKE LNG B LONG BEACH CA 37742794 ARRIVAL: 03-18-24	1,112.04
			Total Travel Activity	$1,756.04

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
TRACY PINCKNEY 4485-9200-2045-3051	$0.00	$842.52	$0.00	$842.52

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-06	03-04	24692164065101151073744	SOUTHWES 5262264612501 800-435-9792 TX PINCKNEY/TRACY DEPART: 03-20-24 P.O.S.: SALES TAX: $0.00 OAK WN R PSP WN P OAK	435.96
03-22	03-21	24692164081104072694903	SQ *THE FRONT PORCH AT FA PALM SPRINGS CA P.O.S.: 00023058430194968 SALES TAX: 0.00	28.37

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-20	24744554081450000164331	THAI SMILE PALM SPRINGS PALM SPRINGS CA	29.72
03-25	03-22	24000974084321310448563	HOTEL ZOSO PALM SPRINGS CA 0000001503 ARRIVAL: 03-20-24	84.10
03-25	03-22	24040474084900019135242	LAZ PKG OAKLAND OAKLAND CA	69.50
03-25	03-22	24692164082104831302771	SQ *PS KOFFI CENTRAL PALM SPRINGS CA P.O.S.: 00011529215138044 SALES TAX: 0.79	15.40
03-25	03-22	24801974082400422000695	EL PATIO PALM SPRINGS PALM SPRINGS CA P.O.S.: 42200069 SALES TAX: 15.20	179.47
			Total Travel Activity	$842.52

RYAN DREIFUS 4485-9200-2671-8184	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,316.95	$0.00	$1,316.95

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	02-29	24755424061270614770356	HILTON ADVPURCH8002367113 800-2367113 TN P.O.S.: 1012015619 SALES TAX: 0.00	1,295.79
03-19	03-18	24231684079064831104579	CHILI'S LONG BEACH LONG BEACH CA	21.16
			Total Travel Activity	$1,316.95

RICHARD SAVAGE 4485-9200-2831-6078	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$57,582.29	$0.00	$57,582.29

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-01	24269794062500891372565	CITY OF MISSIONVIEJO CNP 949-470-3059 CA P.O.S.: 20240301090340775 SALES TAX: 0.00	720.00
03-05	03-04	24013394064000455398037	ACT*COC PARK RES 866-5610647 CA P.O.S.: whxqeoNG44866537 SALES TAX: 0.00	56.41
03-07	03-06	24492154066719696343868	CALIFORNIA CHARTER SCHOOL 213-244-1446 CA P.O.S.: 69634386 SALES TAX: 0.00	450.00
03-07	03-05	24801974066872082509209	BLACK CANYON SHOREVIEW MN P.O.S.: PO 065308250920 SALES TAX: 1.06	13.67
03-11	03-08	24343114068900014625276	RIDGECREST PARKS OTC 760-4995172 CA P.O.S.: 62080112024030812 SALES TAX: 0.00	160.00
03-11	03-08	24343114070900016125289	AMS*SERVICE FEE 203222 888-9147768 FL P.O.S.: 62080112024030812 SALES TAX: 0.00	4.72
03-20	03-19	24145724079900014049850	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80341272326 SALES TAX: 0.00	47.14
03-25	03-22	24445004083000915646587	T-MOBILE STORE # 8308 TORRANCE CA	65.99
03-29	03-28	24492164088000033217450	WWW.MARRIOTT.COM WWW.MARRIOTT. CA P.O.S.: opsntp4hthb2qw SALES TAX: 232.50	3,000.00
03-29	03-27	24999894088900010500028	ALAMEDA CO AG FAIR OFFICE 925-4267600 CA	9,600.00

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Purchasing Activity	$14,117.93

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	02-29	24445004061500443885801	BOWLERO RANCHO CUCAMONGA 909-945-9392 CA P.O.S.: 870x20994x2x1 SALES TAX: 0.00	7,456.41
03-04	03-01	24445004062500636358797	BOWLERO NORTH SACRAMENTO 916-332-7150 CA P.O.S.: 573x7880x2x1 SALES TAX: 0.00	159.88
03-04	03-01	24445004062500636358870	BOWLERO NORTH SACRAMENTO 916-332-7150 CA P.O.S.: 573x7744x2x1 SALES TAX: 0.00	6,313.76
03-04	03-01	24692164062108720851628	SOUTHWES 5262263635834 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 03-05-24 P.O.S.: SALES TAX: $0.00 SLC WN B DEN WN B SMF	102.00
03-07	03-06	24013394066000621999781	CARLS JR 1100421 SACRAMENTO CA	19.88
03-07	03-06	24013394066000714534867	SKIPS KITCHEN CARMICHAEL CA	48.96
03-07	03-06	24164074066060216286320	NATIONAL CAR RENTAL SACRAMENTO CA 238167687	118.06
03-08	03-06	24055234067207488500158	IRVINE LANES IRVINE CA P.O.S.: 48850015 SALES TAX: 305.53	4,247.64
03-08	03-06	24137464067100239624259	DEL TACO 0397 ONTARIO CA	13.33
03-08	03-07	24137464068001475428232	TST* CHIK-FIL-A - CFA ONT ONTARIO CA	20.08
03-08	03-07	24164074067060216342767	NATIONAL CAR RENTAL ONTARIO CA 778718641	104.12
03-08	03-06	24692164067102624391117	SPRINGHILL SUITES SACR SACRAMENTO CA 64761 ARRIVAL: 03-05-24	252.02
03-11	03-08	24692164068103251106066	SLC AIRPORT PARKING SALT LAKE CIT UT P.O.S.: 037604 SALES TAX: 0.00	36.00
03-11	03-07	24755424068260687412252	SHERATON ONTARIO CA 711723 ARRIVAL: 03-06-24	190.49
03-11	03-09	24943004069722892720128	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA 17238096 ARRIVAL: 03-22-24	6,800.00
03-19	03-18	24540454079011101310554	ISLANDS LONG BEACH PIK 760-2681800 CA P.O.S.: 000000105715662592 SALES TAX: 3.11	51.87
03-19	03-18	24744554079240000927157	ACE PARKING 0997 SAN DIEGO CA P.O.S.: FE19A304BEA14D4 SALES TAX: 0.00	15.00
03-20	03-19	24013394079002265010342	5TH AVE BAGELRY LONG BEACH CA	40.81
03-20	03-18	24055234079400182300167	LAZY DOG RESTAURANT 8 CERRITOS CA P.O.S.: 24031823001656240266 44 SALES TAX: 0.00	165.37
03-20	03-18	24692164079102365929329	MARRIOTT SALT LAKE CIT SALT LAKE CIT UT 44387 ARRIVAL: 03-17-24	220.74
03-22	03-20	24692164081104036486768	SOUTHWES 5262270946257 800-435-9792 TX SAVAGE/RICHARD SCOTT DEPART: 03-22-24 P.O.S.: SALES TAX: $0.00 LGB WN H SLC	183.00

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-20	24943004081894081012965	DISNEYLAND TICKETS 714-781-4669 CA P.O.S.: 08101296 SALES TAX: 0.00	5,341.00
03-25	03-22	24164074082060216384380	NATIONAL CAR RENTAL LONG BEACH CA 858053343	333.90
03-25	03-22	24164074082060216384497	NATIONAL CAR RENTAL LONG BEACH CA 858053343	181.28
03-25	03-23	24692164083105480781701	SLC AIRPORT PARKING SALT LAKE CIT UT P.O.S.: 091480 SALES TAX: 0.00	60.00
03-25	03-21	24755424082270828064526	LONG BEACH HILTON LONG BEACH CA 1439624 ARRIVAL: 03-18-24	120.00
03-25	03-22	24943004082722893814121	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA 17238096 ARRIVAL: 03-22-24	10,759.37
			Total Travel Activity	$43,354.97

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-06	03-05	24427334065730257500605	MAVERIK #507 KAYSVILLE UT P.O.S.: 00610000507VPRY7025750060 SALES TAX: 1.11	16.48
03-08	03-06	24122544067744006221942	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00622194 SALES TAX: 0.00	13.39
03-08	03-07	24137464068001475428158	SPEEDWAY 03049 9280 HAVEN RANCHO CUCAMO CA P.O.S.: 508730 SALES TAX: 0.14	2.12
03-08	03-07	24427334067740272990010	MAVERIK #644 MARRIOTT-SLAT UT P.O.S.: 00610000644VPRY7027299001 SALES TAX: 0.00	16.48
03-19	03-17	24427334078720200413266	MAVERIK CNTRY STRE 331 SALT LAKE CIT UT P.O.S.: 00610000331VPRY7020041326 SALES TAX: 1.38	19.25
03-25	03-22	24034544082002647289382	76 - CAR CARE WEST INC LONG BEACH CA P.O.S.: P99033 SALES TAX: 0.03	41.67
			Total Fleet Activity	$109.39

ALLY IRELAND 4485-9200-2855-9339	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$204.43	$0.00	$204.43

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24692164081104134824175	SQ *SAVOURY'S AT PALM SPR PALM SPRINGS CA P.O.S.: 00023058430194985 SALES TAX: 1.80	21.30
			Total Purchasing Activity	$21.30

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24055224081872904539750	LAZ PARKING ECOMMERCE 860-522-7641 CT P.O.S.: 081190453975 SALES TAX: 0.62	10.45
03-25	03-23	24000974084328105244933	HOTEL ZOSO PALM SPRINGS CA 0000001670 ARRIVAL: 03-21-24	84.10

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-23	24445004084100250950344	STARBUCKS 800-782-7282 800-782-7282 WA P.O.S.: None SALES TAX: 0.00	47.60
03-25	03-22	24692164082104831349251	SQ *PS KOFFI CENTRAL PALM SPRINGS CA P.O.S.: 00011529215138044 SALES TAX: 1.93	22.78
03-25	03-23	24692164084106486736599	STARBUCKS STORE 27292 CABAZON CA P.O.S.: 8A7443EAD1B5781806 SALES TAX: 0.00	18.20
			Total Travel Activity	$183.13

THANETTE SHORT 4485-9200-4711-7077	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$952.40	$0.00	$952.40

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-19	03-19	24492154079745845566187	LYFT RIDE MON 4PM 855-865-9553 CA P.O.S.: 02IIUSEPL07E SALES TAX: 3.10	22.33
03-22	03-21	24022334081010061936264	SACCODEPTOFAIRPORTS SACRAMENTO CA	76.00
03-25	03-21	24943004082796129827040	HYATT REGENCY LONG BEACH LONG BEACH CA 39403117 ARRIVAL: 03-18-24	854.07
			Total Travel Activity	$952.40

JERRI KELM 4485-9200-5377-5768	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$438.40	$0.00	$438.40

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-02	24034544062000215042997	CITY OF FRESNO AIRPORT PA FRESNO CA P.O.S.: P74003000 SALES TAX: 0.90	30.00
			Total Purchasing Activity	$30.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-01	24164074061060216424678	NATIONAL CAR RENTAL SAN DIEGO CA 238134986	206.30
03-04	02-29	24692164061107487630143	TST* MULLIGANS SAN CLEMENTE CA P.O.S.: 00024163016303937966aa SALES TAX: 0.00	38.80
03-04	02-29	24692164061107621584230	TWENTY/20 GRILL & WINE CARLSBAD CA P.O.S.: 13703680 SALES TAX: 0.86	16.94
03-04	03-01	24692164062108589143323	WESTIN CARLSBAD RESORT CARLSBAD CA 109773 ARRIVAL: 02-29-24	63.20
03-04	03-01	24755424062260622898413	SAN PRADO T2E 6251148 SAN DIEGO CA P.O.S.: 552030205080046 SALES TAX: 2.18	29.46
03-15	03-13	24445004074500528786051	BOWLERO CLOVIS 559-298-6555 CA P.O.S.: 584x16562x3x1 SALES TAX: 0.00	22.05

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$376.75

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-01	24316054062548236047659	SHELL OIL10008237017 SAN DIEGO CA P.O.S.: 000000 SALES TAX: 0.00	31.65
			Total Fleet Activity	$31.65

TRACY LE 4485-9200-5420-8462	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$919.95	$0.00	$919.95

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-18	24943004079970723008910	HYATT REGENCY LNG BCH F& LONG BEACH CA	19.87
03-21	03-20	24431064081206460316144	CITY OF LONG BEACH PRKNG LONG BEACH CA P.O.S.: 100003494840654 SALES TAX: 0.00	1.50
03-22	03-20	24692164081103988794542	STARBUCKS STORE 27432 LONG BEACH CA P.O.S.: 229CAEE26151671613 SALES TAX: 0.00	6.45
03-22	03-21	24692164081104073460163	SQ *SESAME DINETTE LONG BEACH CA P.O.S.: 00023058430194970 SALES TAX: 2.46	30.43
03-25	03-21	24943004082796169883119	HYATT REGENCY LONG BEACH LONG BEACH CA 39349386 ARRIVAL: 03-18-24	861.70
			Total Travel Activity	$919.95

HANNAH HURLEY 4485-9200-6978-8037	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$50.00	$0.00	$50.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-04	24492164064000003885177	WWW.THEEDUCATORSUMMIT. HTTPSWWW.THEE CA P.O.S.: opsntflmnnqah SALES TAX: 0.00	50.00
			Total Purchasing Activity	$50.00

ASHLEY TAYLOR 4485-9200-8565-3280	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$295.63	$0.00	$295.63

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-19	03-18	24231684079064831479781	CHILI'S LONG BEACH LONG BEACH CA	39.92
03-21	03-20	24137464080100251481896	TST* THE ORDINARIE LONG BEACH CA P.O.S.: aiFe2CZ//p0OPfKKH SALES TAX: 13.22	168.02
03-21	03-19	24692164080103169692565	STARBUCKS STORE 27432 LONG BEACH CA P.O.S.: C336B5B2B50C670386 SALES TAX: 0.00	10.40

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-20	24540454082015500141192	ISLANDS LONG BEACH PIK 760-2681800 CA P.O.S.: 000000105723624890 SALES TAX: 0.59	9.98
03-22	03-20	24943000408179699957942 5	HYATT CEN PIKE BEACH F&B LONG BEACH CA	19.31
03-25	03-21	24431064083016000596958	PIKE LONG BEACH CA P.O.S.: 12 SALES TAX: 0.00	48.00
			Total Travel Activity	$295.63

HILARY BESSETTE 4485-9200-8762-2960	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,905.74	$0.00	$2,905.74

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-18	03-16	24035964076634002388842	AMERICAN AIR0014430311767 FORT WORTH TX HILARY BESSETTE DEPART: 03-17-24 P.O.S.: SALES TAX: $0.00 BUF AA C CLT AA C DFW AA C SNA	35.00
03-19	03-17	24692164078101366323822	BEATRIX MARKET CLT CHARLOTTE NC P.O.S.: 9574 SALES TAX: 1.52	20.00
03-22	03-21	24540454082015500140426	ISLANDS LONG BEACH PIK 760-2681800 CA P.O.S.: 000000105727613137 SALES TAX: 5.36	89.36
03-25	03-24	24035964084634002203553	AMERICAN AIR0014430826382 FORT WORTH TX HILARY BESSETTE DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 SNA AA C ORD AA C BUF	35.00
03-25	03-21	24943000408279613567640 7	HYATT REGENCY LONG BEACH LONG BEACH CA 40031831 ARRIVAL: 03-17-24	2,726.38
			Total Travel Activity	$2,905.74

RICARDO ROMERO 4485-9200-9654-8339	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$778.95	$3,604.34	$0.00	$2,825.39

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-07	03-06	24164074066060216285520	NATIONAL CAR RENTAL SACRAMENTO CA 238169995	71.66
03-08	03-06	24013394067000759009428	BURBANK AIRPORT FOOD & BE BURBANK CA	36.40
03-08	03-06	24941684067091715000438	V.S.P. PARKING BURBANK BURBANK CA P.O.S.: 71500043 SALES TAX: 3.24	34.80
03-11	03-07	24692164068103572982419	SOUTHWES 5262265994356 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 06-13-24 P.O.S.: SALES TAX: $0.00 BUR WN M PHX WN M SJD WN S PHX WN S BUR	778.95
03-11	03-07	74692164068103578534698	SOUTHWES 5262265994356 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 03-07-24 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	778.95 CR

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24692164081103960430727	BOHEMIAN HOTEL SAVANNA SAVANNAH GA 76408 ARRIVAL: 05-05-24	421.15
03-22	03-20	24692164081104036487782	SOUTHWES 5262270771854 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 05-05-24 P.O.S.: SALES TAX: $0.00 BUR WN Y HOU WN Y SAV WN Y BNA WN Y BUR	1,366.96
03-25	03-21	24943004082796182020087	HYATT REGENCY LONG BEACH LONG BEACH CA 39352908 ARRIVAL: 03-18-24	873.62
			Total Travel Activity	$2,804.59

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-06	24122544067744006222189	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00622218 SALES TAX: 0.00	20.80
			Total Fleet Activity	$20.80

FINANCE DEPARTMENT	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-0377-7327	$2,266.90	$103,979.18	$0.00	$101,712.28

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-02	24445004062200160272767	4TE*SONITROL OF ORANGE CO 949-297-4350 CA P.O.S.: 2D3376F500B SALES TAX: 0.00	236.05
03-06	03-04	24198804065409269210078	PAYPAL *LDWOODWORK 4029357733 CA P.O.S.: 406421563559 SALES TAX: 0.00	4,104.39
03-11	03-08	24692164068103713595484	4IMPRINT, INC 4IMPRINT.COM WI P.O.S.: 26804930 SALES TAX: 34.16	463.03
03-12	03-11	24692164071106157221272	HP *INSTANT INK 855-785-2777 CA P.O.S.: 3428186208791192 SALES TAX: 1.95	20.94
03-13	03-12	24692164072106961317398	HP *INSTANT INK 855-785-2777 CA P.O.S.: 3429084818436461 SALES TAX: 1.95	20.94
03-14	03-13	24906414073195662146289	PY *INSECT IQ PEST CONTRO 209-5833288 CA P.O.S.: 65f1bf891b4ff6f2a SALES TAX: 0.00	79.00
03-18	03-15	24011344075000110739793	RHETT JONE* (1 OF 2 PA RHETT@RJJRPHO CA P.O.S.: opsntkj365 SALES TAX: 0.00	100.00
03-21	03-20	24000774080000009474043	DOCUMO HTTPSWWW.DOCU NV P.O.S.: opsntlymfjn70m SALES TAX: 0.00	339.38
03-21	03-20	24692164080102893431753	RIFTON EQUIPMENT 800-571-8198 NY P.O.S.: 2023 24 86 SALES TAX: 0.00	1,309.17
03-25	03-23	24692164083105909365649	HP *INSTANT INK 855-785-2777 CA P.O.S.: 3437801808812158 SALES TAX: 2.15	23.14
03-27	03-26	24145724086900014565575	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80355136239 SALES TAX: 0.00	320.56
			Total Purchasing Activity	$7,016.60

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-26	24692164086108329365451	ADT SECURITY*404964992 WWW.ADT.COM FL P.O.S.: 00000000000000000 SALES TAX: 7.78	102.13
			Total Activity	$102.13

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-01	02-29	24692164060106823750905	MARRIOTT SANTA CLARA 895-980-4000 CA M06137 ARRIVAL: 02-29-24	10,027.20
03-01	03-01	24692164061107088340092	HOTELSCOM7277160242949 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	133.80
03-04	03-01	24692164062107998773738	HOTELSCOM7277224235508 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	133.80
03-04	03-01	24692164062108046053040	HOTELSCOM7277226332045 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	473.37
03-07	03-07	24035964067634006097523	AMERICAN AIR0012122348138 FORT WORTH TX THOMAS/FAITH DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 CRP MQ B DFW AA B SNA AA B DFW	462.20
03-07	03-06	24692164066101965231446	HOTELSCOM7277613696527 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	807.81
03-07	03-06	24692164066102014969408	HOTELSCOM7277617858283 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	150.82
03-07	03-06	24717054067870670784427	DELTA AIR 0062216971666 800-2211212 CA BURKES/SAMANTHA DEPART: 03-20-24 P.O.S.: SALES TAX: $0.00 MCO DL V SLC DL V SJC DL H SLC DL H MCO	738.20
03-08	03-06	24692164067102734135065	SOUTHWES 5262265448860 800-435-9792 TX MOUA/LY CHING DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 SMF WN C SNA WN G SMF	327.96
03-11	03-07	24692164068103376383434	UNITED 0162370767187 UNITED.COM TX PRICE/MELISSAMARIE DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 FAT UA V SFO UA V SNA UA U SFO UA U FAT	649.08
03-12	03-11	24692164071105999379850	HOTELSCOM7277967700186 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	141.04
03-12	03-11	24692164071105999410770	HOTELSCOM7277969127442 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	178.39
03-12	03-11	24692164071106032803377	HOTELSCOM7277971121021 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	135.76
03-12	03-11	24692164071106151949415	HOTELSCOM7277979813100 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,174.84
03-12	03-11	24692164071106152058067	HOTELSCOM7277981674163 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	6,101.60
03-14	03-12	24692164073107562906315	SOUTHWES 5262267819895 800-435-9792 TX GEARING/REBECCA DEPART: 03-25-24 P.O.S.: SALES TAX: $0.00 TUS WN N LAS WN N SNA WN P LAS WN P TUS	448.96

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-14	03-13	24692164073107595822315	HOTELSCOM7278132110085 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	169.85
03-14	03-13	24692164073107595833049	HOTELSCOM7278132595502 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	166.13
03-15	03-14	24692164074108343355490	HOTELSCOM7278198542345 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,988.21
03-15	03-14	24692164074108482216685	HOTELSCOM7278211126362 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	215.52
03-15	03-14	24692164074108531989886	HOTELSCOM7278213255063 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	286.53
03-15	03-15	24692164075108596355113	HOTELSCOM7278213651763 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	142.96
03-15	03-15	24692164075108596414738	HOTELSCOM7278215991522 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	142.78
03-15	03-15	24692164075108631753140	HOTELSCOM7278218647984 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	143.02
03-15	03-15	74692164075108596423668	HOTELSCOM7278213255063 HOTELS.COM WA P.O.S.: RR1BFJZMR SALES TAX: 0.00	127.88 CR
03-18	03-15	24692164075109204268623	HOTELSCOM7278267413401 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,988.21
03-18	03-15	24692164075109204297200	HOTELSCOM7278268599265 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	421.66
03-18	03-15	24692164075109204302703	HOTELSCOM7278268808101 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	142.82
03-18	03-15	24692164075109242599476	HOTELSCOM7278269708125 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	142.82
03-18	03-15	24692164075109242625115	HOTELSCOM7278270730564 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	421.66
03-18	03-15	24692164075109288453422	HOTELSCOM7278275978088 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	315.20
03-18	03-15	24692164075109377611773	HOTELSCOM7278278783300 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	401.82
03-18	03-16	24692164076109493176049	HOTELSCOM7278282157340 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	401.82
03-18	03-16	24692164076109493210715	HOTELSCOM7278283547127 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	424.46
03-18	03-16	24692164076109493219054	HOTELSCOM7278283852322 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	128.49
03-18	03-16	24692164076109493228097	HOTELSCOM7278284176505 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,316.48
03-18	03-15	74692164075109204314125	HOTELSCOM7278198542345 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,988.21 CR
03-19	03-18	24692164078101867589277	HOTELSCOM7278510343948 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	127.71
03-19	03-19	24692164079101925835828	HOTELSCOM7278512633288 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	146.06

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-19	24692164079102502193631	HOTELSCOM7278588053805 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	150.57
03-20	03-19	24692164079102545643923	HOTELSCOM7278594749747 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	183.21
03-20	03-19	24692164079102545649755	HOTELSCOM7278595013545 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	188.18
03-20	03-20	74692164080102798222476	HOTELSCOM7278588053805 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	150.57 CR
03-21	03-20	24692164080103468322146	HOTELSCOM7278667722109 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	222.49
03-22	03-19	24000974081308303291202	BEST WESTERN CALIFORNI CALIFORNIA CI CA 0000060103 ARRIVAL: 03-18-24	310.06
03-22	03-21	24692164081104104909741	HOTELSCOM7278726909340 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	11,894.80
03-22	03-21	24692164081104104917553	HOTELSCOM7278727326101 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,973.70
03-22	03-21	24692164081104132373878	HOTELSCOM7278729154165 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	4,163.18
03-26	03-25	24692164085107407179363	HOTELSCOM7279011437129 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	189.61
03-26	03-25	24692164085107407185832	HOTELSCOM7279011759967 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	247.90
03-26	03-25	24692164085107558262323	HOTELSCOM7278283547127 HOTELS.COM WA P.O.S.: I1JHG3WI0 SALES TAX: 0.00	423.42
03-26	03-25	24692164085107558265185	HOTELSCOM7278283547127 HOTELS.COM WA P.O.S.: B8MRQUTT2 SALES TAX: 0.00	275.42
03-26	03-25	24692164085107558288468	HOTELSCOM7279023341080 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	957.04
03-26	03-26	24692164086107623556377	HOTELSCOM7279024659045 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	5,597.10
03-27	03-26	24692164086108241244016	HOTELSCOM7279098986880 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	5,897.70
03-27	03-26	24692164086108241251946	HOTELSCOM7279099394842 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	840.88
03-27	03-26	24692164086108268895930	HOTELSCOM7279102299621 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,873.80
03-27	03-26	24692164086108268914012	HOTELSCOM7279103137529 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,150.68
03-27	03-27	24692164087108452418407	HOTELSCOM7279112667342 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,807.73
03-27	03-26	24717054087870871327840	DELTA AIR 0062222791431 800-2211212 CA BURKES/SAMANTHA DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 MCO DL Q LAX DL Q SJC	443.60
03-27	03-26	24803944087920008328604	HOTELSCOM7279110772827 HOTELS.COM NV P.O.S.: 340015478571434 SALES TAX: 0.00	891.95

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-28	03-26	24692164087109013808490	SOUTHWES 5262273005360 800-435-9792 TX CURTIS/ALLYSON DENSO DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 SNA WN Q SJC WN I SNA	488.96
03-28	03-26	24692164087109013808508	SOUTHWES 5262273081709 800-435-9792 TX ELNORA HARRIS/ELNORA DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 LAS WN Y SJC WN Y LAS	835.96
03-28	03-26	24692164087109013808516	SOUTHWES 5262273204467 800-435-9792 TX ANGULO/DEBORAH DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 SAT WN H SAN WN H OAK WN S LAS WN S SAT	661.96
03-28	03-26	24692164087109013808524	SOUTHWES 5262273109742 800-435-9792 TX KING/TRAVIS JOHN DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 MKE WN W LAS WN W SJC WN I PHX WN I MKE	581.96
03-28	03-27	24692164087109068429317	HOTELSCOM7279172476187 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	531.28
03-28	03-27	24692164087109087637825	HOTELSCOM7279174879367 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	305.84
03-28	03-28	24692164088109257725128	HOTELSCOM7279182700245 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	3,975.64
03-28	03-27	24717054088870880799996	DELTA AIR 0062222869611 800-2211212 CA BURKES/SAMANTHA DEPART: 05-03-24 P.O.S.: SALES TAX: $0.00 SFO DL U ATL DL U MCO	348.60
03-29	03-28	24692164088100016485195	HOTELSCOM7279248141185 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,383.62
03-29	03-27	24692164088109858770937	SOUTHWES 5262273433056 800-435-9792 TX WORKMAN/SHAINA ELAN DEPART: 04-21-24 P.O.S.: SALES TAX: $0.00 DEN WN N OAK WN I DEN	419.96
03-29	03-27	24692164088109858770945	SOUTHWES 5262273446372 800-435-9792 TX LASARGE/LISA LYNN DEPART: 04-22-24 P.O.S.: SALES TAX: $0.00 PHX WN G SJC WN G PHX	345.97
03-29	03-28	24692164088109916995690	HOTELSCOM7279243647564 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,926.20
03-29	03-28	24692164088109934878803	HOTELSCOM7279244528161 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	526.74
03-29	03-28	24692164089100061200175	HOTELSCOM7279250599387 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	782.10
03-29	03-28	24692164089100061218284	HOTELSCOM7279251248524 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	483.46
03-29	03-29	24692164089100101153772	HOTELSCOM7279253385882 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,784.24
03-29	03-29	24692164089100101159308	HOTELSCOM7279253610640 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	1,175.80
03-29	03-29	24692164089100151106480	HOTELSCOM7279254644624 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	432.58

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-29	03-29	24692164089100151140869	HOTELSCOM7279256142309 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	2,889.60
03-29	03-29	24692164089100151154217	HOTELSCOM7279256815529 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	577.92
03-29	03-26	74692164088109716123118	MARRIOTT SANTA CLARA SANTA CLARA CA 37881 ARRIVAL: 03-20-24	0.24 CR
			Total Travel Activity	$94,593.55

MARCUS WHITE 4485-9201-0693-8900	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,715.94	$0.00	$1,715.94

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-19	24755424080150805843427	PROMENADE F AND B LONG BEACH CA P.O.S.: 926 SALES TAX: 0.00	48.79
03-25	03-21	24755424082170826989072	HOTEL MAYA LONG BEACH CA 578511 ARRIVAL: 03-18-24	1,667.15
			Total Travel Activity	$1,715.94

LAUREN WEED 4485-9201-0898-2336	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$188.55	$0.00	$188.55

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-26	03-22	24687204085030022323862	ON THE MARK FINE FOODS & PALM SPRINGS CA	24.91
			Total Purchasing Activity	$24.91

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-20	24559304080900011411589	SHERMANSDELIPALMSPRINGCAU 401ETAHQUSTR CA	43.64
03-25	03-22	24000974084321310448571	HOTEL ZOSO PALM SPRINGS CA 0000001466 ARRIVAL: 03-20-24	84.10
03-25	03-23	24000974084328111930020	HOTEL ZOSO PALM SPRINGS CA 0000001864 ARRIVAL: 03-20-24	11.74
03-25	03-22	24692164082104831324668	SQ *PS KOFFI CENTRAL PALM SPRINGS CA P.O.S.: 00011529215138044 SALES TAX: 1.96	24.16
			Total Travel Activity	$163.64

LACHELLE CARTER 4485-9201-1277-6922	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$245.58	$0.00	$245.58

ACCOUNTING CODE:

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-19	24692164080103155219787	MR IRVINE SPECTRUM F&B IRVINE CA M08162 ARRIVAL: 03-19-24	236.18
03-22	03-21	24692164081104141059138	STARBUCKS 800-782-7282 800-782-7282 WA P.O.S.: 3KZisgu0k0QTnAJT SALES TAX: 0.00	9.40
			Total Travel Activity	$245.58

STEPHEN FORD 4485-9201-2531-5460	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$4,992.85	$0.00	$4,992.85

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24431064082838002595139	THE NEW STAND ST2836 WESTCHESTER CA P.O.S.: 321204738 SALES TAX: 0.00	26.31
			Total Purchasing Activity	$26.31

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-07	03-05	24692164066101886590722	SOUTHWES 5262265074858 800-435-9792 TX FORD/STEPHEN E DEPART: 03-12-24 P.O.S.: SALES TAX: $0.00 DAL WN R LAS WN R FAT WN R DEN WN R DAL	671.97
03-14	03-13	24164074073060216289853	NATIONAL CAR RENTAL FRESNO CA 778799870	189.12
03-14	03-13	24431064074091774000777	COD AVIATION PK GAR DALLAS TX P.O.S.: 77400077 SALES TAX: 0.00	32.00
03-15	03-13	24692164074108248603853	RESIDENCE INN BY MARRI CLOVIS CA 60879 ARRIVAL: 03-12-24	200.73
03-21	03-20	24692164080103351493913	SQ *LONG BEACH EXCHANGE LONG BEACH CA P.O.S.: 00011529215138004 SALES TAX: 4.34	53.02
03-22	03-21	24137464081100314527247	TST* THE BREAKFAST BAR - LONG BEACH CA P.O.S.: FK7IWYID5RSy0kwng SALES TAX: 8.80	112.00
03-22	03-21	24137464081100314527320	TST* ROE SEAFOOD LONG BEACH CA	1,122.75
03-22	03-21	24164074081060216335805	NATIONAL CAR RENTAL INGLEWOOD CA 858058069	334.09
03-22	03-22	24431064082091772000621	COD AVIATION PK GAR DALLAS TX P.O.S.: 77200062 SALES TAX: 0.00	64.00
03-22	03-20	24692164081104036489481	SOUTHWES 5262270771894 800-435-9792 TX FORD/STEPHEN E DEPART: 05-09-24 P.O.S.: SALES TAX: $0.00 SAV WN Z BNA WN Z DAL	175.98
03-25	03-21	24055234083400277412228	MENDOCINO FARMS #65 SANTA CLARITA CA P.O.S.: 0123270000000000 SALES TAX: 1.46	16.80
03-25	03-21	24692164082104798337232	RENAISSANCE LONG BEACH LONG BEACH CA 56065 ARRIVAL: 03-18-24	1,938.12
			Total Travel Activity	$4,910.58

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INDIVIDUAL CARDHOLDER ACTIVITY

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-15	03-13	24427334074120003129306	JOHNNY QUIK #171 FRESNO CA P.O.S.: 02012120059VPRYF260312900 SALES TAX: 1.81	23.56
03-22	03-21	24034544081002527114685	76 - ROCKET 619 INGLEWOOD CA P.O.S.: P96013 SALES TAX: 0.03	32.40
			Total Fleet Activity	$55.96

JULIE COLOMBERO 4485-9201-2888-3134	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$37,224.40	$0.00	$37,224.40

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-01	03-01	24692164061107040608859	SQ *RAD DANCE STUDIO GOSQ.COM CA P.O.S.: 00011529215137281 SALES TAX: 0.00	600.00
03-04	03-02	24204294062000208437044	PINTEREST ADS 415-7627100 CA P.O.S.: 2P90006Z SALES TAX: 0.00	75.37
03-04	03-03	24204294063000608122047	PINTEREST ADS 415-7627100 CA P.O.S.: 2PA000G0 SALES TAX: 0.00	105.69
03-04	03-01	24692164061107615519408	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZD4ps3 SALES TAX: 0.00	530.90
03-04	03-03	24692164063108982788483	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZGfwDP SALES TAX: 0.00	500.00
03-05	03-05	24204294065000104177071	FACEBK 779ALX3562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	400.00
03-05	03-04	24692164064100084302791	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZIHUDd SALES TAX: 0.00	500.00
03-06	03-05	24692164065101179300475	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZLrfV9 SALES TAX: 0.00	500.00
03-07	03-07	24204294067000007308045	PINTEREST ADS 415-7627100 CA P.O.S.: 2PE000UB SALES TAX: 0.00	275.85
03-07	03-07	24692164067102295161567	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZNYIPQ SALES TAX: 0.00	500.00
03-08	03-07	24204294067000512817027	FACEBK 4RX6RXP462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	600.00
03-08	03-07	24445004068000909757563	WALGREENS #11241 ALISO VIEJO CA P.O.S.: NONE SALES TAX: 0.74	10.23
03-08	03-07	24755424068150687200742	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	1,093.80
03-11	03-09	24204294069000412395049	FACEBK NFP7BZX462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	227.99
03-11	03-09	24204294069000617231049	FACEBK YCF66YB562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	250.00
03-11	03-08	24692164068103536595109	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZQTRMM SALES TAX: 0.00	500.00
03-11	03-10	24692164070105182880996	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZUCE2I SALES TAX: 0.00	500.00

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-12	03-11	24692164071106030602136	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZWG5tF SALES TAX: 0.00	500.00
03-13	03-12	24204294072000818269033	FACEBK 2UUVEZX462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-13	03-13	24692164073107053704112	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P0ZZ3P7S SALES TAX: 0.00	500.00
03-14	03-13	24011344073000053004884	BITLY.COM BITLY.COM NY P.O.S.: opsntjjuyue SALES TAX: 0.00	96.00
03-15	03-15	24204294075000806951045	PINTEREST ADS 415-7627100 CA P.O.S.: 2PM000YM SALES TAX: 0.00	542.18
03-15	03-14	24692164074108478712143	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P102quJ6 SALES TAX: 0.00	500.00
03-18	03-16	24204294076000112122041	FACEBK MTS77YT462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-18	03-16	24692164076109834396355	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P105bZFB SALES TAX: 0.00	500.00
03-18	03-18	24692164078101131367914	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P108grFK SALES TAX: 0.00	500.00
03-19	03-19	24204294079000101435021	FACEBK MEKQ5Z7562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-20	03-19	24692164079102334520977	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10bbyyK SALES TAX: 0.00	500.00
03-21	03-20	24011344081000004416369	BITLY.COM BITLY.COM NY P.O.S.: opsntm6pwvklr SALES TAX: 0.00	253.81
03-21	03-21	24692164081103527477609	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10dTRHf SALES TAX: 0.00	500.00
03-21	03-20	24755424081150814542407	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	1,505.80
03-22	03-21	24204294081000410505031	FACEBK H7LFQZX462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-22	03-22	24492154082743337834812	VISTAPRINT 866-207-4955 MA P.O.S.: 33783481 SALES TAX: 0.00	145.43
03-22	03-21	24755424082150824146636	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	533.47
03-25	03-22	24011344082000058308966	BITLY.COM BITLY.COM NY P.O.S.: opsntmmkvjq6f SALES TAX: 0.00	2,041.87
03-25	03-24	24204294084000104418076	FACEBK JUL4BYP462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-25	03-22	24692164082104823893977	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10gT5vT SALES TAX: 0.00	500.00
03-25	03-24	24692164084106070521092	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10jKtRZ SALES TAX: 0.00	500.00
03-25	03-22	24755424083150838291898	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	605.56
03-25	03-22	24755424083150838291914	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	41.10

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-23	74208474083000013752250	YOUCANBOOK.ME BEDFORD	30.12
03-26	03-25	24492164085000016624980	EVERFAN.COM 229-2341222 GA P.O.S.: opsntnozvz9de SALES TAX: 0.00	6,190.00
03-26	03-25	24692164085107372622561	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10mK26c SALES TAX: 0.00	500.00
03-27	03-26	24204294086000411816036	FACEBK XDUYHYT462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-28	03-27	24692164087108739367799	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10pDSyu SALES TAX: 0.00	500.00
03-28	03-27	24755424088150882927913	SMART LEVELS MEDIA 949-5400500 CA P.O.S.: 1079591 SALES TAX: 0.00	594.78
03-29	03-29	24204294089000205982033	FACEBK 4BXKEY3562 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-29	03-28	24692164088109848306719	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P10syvnp SALES TAX: 0.00	500.00
03-29	03-28	24692164088109888807907	WPY*AD MECHANICS LLC 855-999-3729 FL P.O.S.: 0002327 SALES TAX: 0.00	5,042.41
			Total Purchasing Activity	$37,092.36

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-07	24164074067018202338496	ENTERPRISE RENT-A-CAR LAGUNA NIGUEL CA 3MKFKY	117.04
03-21	03-20	24744554081240001022582	ACE PARKING 0997 SAN DIEGO CA P.O.S.: 33A9DF82316D445 SALES TAX: 0.00	15.00
			Total Travel Activity	$132.04

AMY PHILLIPS 4485-9201-3459-5177	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$678.31	$0.00	$678.31

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24692164081104065999046	SQ *FARM PALM SPRINGS CA P.O.S.: 00023058430194966 SALES TAX: 0.00	81.22
03-22	03-20	24755424081170810074528	SMF CAFETERIA 15L 6401122 SACRAMENTO CA P.O.S.: 586032105060055 SALES TAX: 1.44	22.86
03-25	03-22	24022334083010062316159	SACCODEPTOFAIRPORTS SACRAMENTO CA	48.00
03-25	03-21	24692164082104685441519	TST* LULU CALIFORNIA BIST PALM SPRINGS CA P.O.S.: 00137519016688139543aa SALES TAX: 0.00	336.54
03-25	03-22	24692164082104861884151	SQ *PS KOFFI CENTRAL PALM SPRINGS CA P.O.S.: 00011529215138044 SALES TAX: 0.79	21.49
03-26	03-24	24000974085332109797002	HOTEL ZOSO PALM SPRINGS CA 0000001514 ARRIVAL: 03-20-24	168.20

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
			Total Travel Activity	$678.31

LESLIE DOMBEK	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-4073-4588	$0.00	$1,181.27	$0.00	$1,181.27

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-19	03-17	24431064078036643585140	ALASKA AIR 0272364358514 SEATTLE WA DOMBEK/LESLIE DEPART: 03-18-24 P.O.S.: SALES TAX: $0.00 STS AS V SNA	35.00
03-20	03-19	24137464079100242960969	TST* GEORGE'S GREEK CAFE LONG BEACH CA P.O.S.: 9+ssjA7femMejaYnX SALES TAX: 9.32	118.52
03-20	03-19	24492154079715902328474	UBER TRIP HELP.UBER.COM CA P.O.S.: WTXR3SYV SALES TAX: 0.00	63.90
03-22	03-21	24492154081713314360389	UBER TRIP HELP.UBER.COM CA P.O.S.: DUUTHDJF SALES TAX: 0.00	74.78
03-25	03-21	24431064082036648228492	ALASKA AIR 0272364822849 SEATTLE WA DOMBEK/LESLIE DEPART: 03-22-24 P.O.S.: SALES TAX: $0.00 SNA AS L STS	35.00
03-25	03-21	24943004082796234366884	HYATT REGENCY LONG BEACH LONG BEACH CA 39354389 ARRIVAL: 03-18-24	854.07
			Total Travel Activity	$1,181.27

HAROLD RONEY	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-4885-6524	$0.00	$489.96	$0.00	$489.96

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-06	24692164067102734136691	SOUTHWES 5262265299134 800-435-9792 TX RONEY/HAROLD DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SLC WN T OAK WN Z SLC	474.96
03-08	03-06	24692164067102734136709	SWA*EARLYBRD5264231994394 800-435-9792 TX RONEY/HAROLD DEPART: 0- 0- 0 P.O.S.: SALES TAX: $0.00	15.00
			Total Travel Activity	$489.96

DANIEL HERTZLER	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-5003-7583	$0.00	$49.02	$0.00	$49.02

ACCOUNTING CODE:

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-20	24692164080103351490943	SQ *LONG BEACH EXCHANGE LONG BEACH CA P.O.S.: 00011529215138004 SALES TAX: 1.39	17.02
03-21	03-19	24789304080302902271754	180 EAST OCEAN LONG BEACH CA	16.00
03-22	03-20	24789304081308902335852	180 EAST OCEAN LONG BEACH CA	16.00
			Total Travel Activity	$49.02

ZANA KIDD 4485-9201-5911-2338	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$46.75	$0.00	$46.75

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-18	24789304079297201194439	180 EAST OCEAN LONG BEACH CA	16.00
03-21	03-20	24744554081240001025601	ACE PARKING 0997 SAN DIEGO CA P.O.S.: 1B51381917FF45C SALES TAX: 0.00	15.00
03-21	03-19	24789304080302902272596	180 EAST OCEAN LONG BEACH CA	15.75
			Total Travel Activity	$46.75

HEATHER TAMAYO 4485-9201-5987-5843	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$403.16	$0.00	$403.16

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-03	74083424064000000273177	GOWINSTON.AI MONTREAL BC	29.00
			Total Purchasing Activity	$29.00

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-01	02-28	24692164060106784675620	SOUTHWES 5262262530790 800-435-9792 TX TAMAYO/HEATHER DEPART: 04-08-24 P.O.S.: SALES TAX: $0.00 SNA WN E SMF WN E SNA	259.49
03-11	03-07	24445004068500527781853	BOWLERO RANCHO CUCAMONGA 909-945-9392 CA P.O.S.: 870x20994x3x1 SALES TAX: 0.00	114.67
			Total Travel Activity	$374.16

AYESHA VISHNANI 4485-9201-6120-2069	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,254.25	$0.00	$1,254.25

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-19	24493984080207595300073	B. E. PARKING SERVICES ANAHEIM CA P.O.S.: 59530007 SALES TAX: 0.00	18.00
			Total Purchasing Activity	$18.00

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-18	24692164079102088288326	SQ *HIBACHI QUEENS LLC LONG BEACH CA P.O.S.: 00011529215137960 SALES TAX: 1.74	21.29
03-20	03-18	24943004079796710290579	HYATT CEN PIKE BEACH F&B LONG BEACH CA	26.83
03-21	03-19	24943004080796824762494	HYATT CEN PIKE BEACH F&B LONG BEACH CA	36.41
03-22	03-20	24943004081796015166249	HYATT CEN PIKE BEACH F&B LONG BEACH CA	18.25
03-25	03-21	24692164082104617664550	0962-LB MARCHE LONG BEACH CA P.O.S.: 193443 SALES TAX: 1.64	21.43
03-25	03-21	24943004082796139397075	HYATT CENTRIC PIKE LNG B LONG BEACH CA 37742798 ARRIVAL: 03-18-24	1,112.04
			Total Travel Activity	$1,236.25

HAZEL ENG 4485-9201-6164-2025	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,784.45	$0.00	$1,784.45

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-26	24164074086091238231701	TARGET 00021519 TUSTIN CA P.O.S.: 00000000000000000 SALES TAX: 0.44	15.29
			Total Purchasing Activity	$15.29

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-11	03-07	24692164069104325870454	JOLLIBEE WEST COVINA CA P.O.S.: 80076 SALES TAX: 1.42	16.41
03-27	03-25	24692164086107916751024	PANERA BREAD #203265 P SANTA ANA CA P.O.S.: 00000000000000000 SALES TAX: 0.00	182.22
03-27	03-25	24943004087091312000182	NORTH ITALIA IRVINE IRVINE CA P.O.S.: 2028188713000 SALES TAX: 0.00	320.03
03-28	03-26	24231684087400288000102	BENIHANA NEWPORT BEACH NEWPORT BEACH CA P.O.S.: 3052382131 SALES TAX: 0.00	423.65
03-28	03-26	24231684087400288000110	BENIHANA NEWPORT BEACH NEWPORT BEACH CA P.O.S.: 3052382131 SALES TAX: 0.00	472.70
03-28	03-27	24231684088837000337974	BENIHANA NEWPORT BEACH NEWPORT BEACH CA	324.15
03-29	03-27	24943004088722897050783	HYATT REGENCY JOHN WAYNE NEWPORT BEACH CA 17383513 ARRIVAL: 03-25-24	30.00
			Total Travel Activity	$1,769.16

MICHELE RUSHING 4485-9201-6255-0029	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$3.00	$198.55	$0.00	$195.55

ACCOUNTING CODE:

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-23	24692164083105742559176	SQ *FARM PALM SPRINGS CA P.O.S.: 00011529215138088 SALES TAX: 0.00	26.88
03-25	03-23	24692164084106394736087	TST* LAS CASUELAS TERRAZA PALM SPRINGS CA P.O.S.: 00088135016729575394aa SALES TAX: 0.00	42.52
03-26	03-24	24000974085332109797036	HOTEL ZOSO PALM SPRINGS CA 0000001683 ARRIVAL: 03-21-24	129.15
03-26	03-24	74000974085332103744328	HOTEL ZOSO 760-3259676 CA P.O.S.: 0000002185 SALES TAX: 0.00	3.00 CR
			Total Travel Activity	$195.55

TIFFANY CARRASCO 4485-9201-6588-5331	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$124.80	$1,830.53	$0.00	$1,705.73

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-15	03-14	24137464075001444803573	USPS PO 0581990589 VISALIA CA P.O.S.: None SALES TAX: 0.00	70.95
03-25	03-23	24493984084083193400391	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA P.O.S.: COL-7IHVN-2F833C3 SALES TAX: 0.00	124.80
03-25	03-23	24493984084083195301761	SOCAL NEWSPAPER GRP ADV 888-454-9588 CA P.O.S.: COL-Q0TWE-E3528E1 SALES TAX: 0.00	135.20
03-26	03-25	24011344085000057316041	COLUMN PUBLIC NOTICE HTTPSCOLUMN.U DC P.O.S.: opsntnwjyz SALES TAX: 0.00	110.00
03-26	03-25	24011344086000000353256	COLUMN PUBLIC NOTICE HTTPSCOLUMN.U DC P.O.S.: opsntnx6ofkd2 SALES TAX: 0.00	81.95
03-26	03-25	24492164085000028868567	SANTACRUZRECORD.COM SANTACRUZRECO CA P.O.S.: opsntnubzzt SALES TAX: 0.00	58.00
03-26	03-25	74493984086083005343915	SOCAL NEWSPAPER GRP ADV MONROVIA CA P.O.S.: 00534391 SALES TAX: 0.00	124.80 CR
			Total Purchasing Activity	$456.10

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-19	24431064079091931000103	YARD HOUSE 0108301 LONG BEACH CA P.O.S.: 1718625626280455 SALES TAX: 0.00	36.10
03-25	03-21	24943004082796172197283	HYATT REGENCY LONG BEACH LONG BEACH CA 39354299 ARRIVAL: 03-18-24	854.07
03-26	03-25	24941354085613103764412	HERTZ #0737911 VISALIA CA 103764415	236.21
			Total Travel Activity	$1,126.38

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ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-22	03-21	24003224082754001718804	EXXON BURBANK OIL INC BURBANK CA P.O.S.: 00171880 SALES TAX: 7.26	78.04
03-26	03-25	24692164085107205202433	CHEVRON 0379835 VISALIA CA P.O.S.: V000001000000 SALES TAX: 6.46	45.21
			Total Fleet Activity	$123.25

JENNIFER BRUNNER 4485-9201-7126-5320	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$626.40	$0.00	$626.40

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-07	24431064068400085429773	LUNA GRILL 014 OLO OLO.COM CA P.O.S.: 20837810854297785845011 88 SALES TAX: 0.00	25.07
03-21	03-20	24055234081400964471521	LYFT *RIDE WED 11AM LYFT.COM CA P.O.S.: 19269501404240594 SALES TAX: 0.10	34.76
03-25	03-21	24013394082002582115134	BONGO JOHNNYS PATIO BAR & PALM SPRINGS CA	45.99
03-25	03-21	24692164082104685441618	TST* LULU CALIFORNIA BIST PALM SPRINGS CA P.O.S.: 00137519016688318044aa SALES TAX: 0.00	198.15
03-26	03-24	24000974085332110509974	HOTEL ZOSO PALM SPRINGS CA 0000001681 ARRIVAL: 03-21-24	84.10
03-26	03-25	24164074085018202473721	ENTERPRISE RENT-A-CAR LAGUNA NIGUEL CA 3S3J17	193.81
			Total Travel Activity	$581.88

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-23	24943004084898100544442	COSTCO GAS #0028 LAGUNA NIGUEL CA P.O.S.: 10054444 SALES TAX: 3.20	44.52
			Total Fleet Activity	$44.52

ASHLEY LARSEN 4485-9201-9282-6654	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$3,011.96	$0.00	$3,011.96

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-05	03-04	24431064064083302484112	AMAZON.COM*RZ3HS2MN1 SEATTLE WA P.O.S.: 113-8879509-87962 SALES TAX: 2.42	33.68
03-05	03-04	24789304064212300798235	OLD NAVY ON-LINE 800-6536289 OH P.O.S.: 1HGHVQY SALES TAX: 0.00	76.50
03-08	03-07	24145724067900012955508	THE PERFECT IMPRESSION, I 949-3157960 CA P.O.S.: 80318144120 SALES TAX: 0.00	775.80
03-08	03-07	24431064067083316730218	AMZN MKTP US*RN5CV8CN1 SEATTLE WA P.O.S.: 112-3803137-32298 SALES TAX: 1.14	15.80
03-11	03-09	24692164069104391943912	AMZN MKTP US*RN6CF7JI1 AMZN.COM/BILL WA P.O.S.: 113-2308861-82298 SALES TAX: 6.75	93.80

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-12	03-12	24431064072083334094145	AMZN MKTP US*R65LT3Z62 SEATTLE WA P.O.S.: 113-0474468-08890 SALES TAX: 3.62	50.37
03-13	03-12	24692164072106411712198	CARHARTT 877-335-4272 MI P.O.S.: 00000000000000000 SALES TAX: 106.54	1,481.27
03-14	03-13	24431064073083706864470	AMAZON.COM*R67AG81I2 SEATTLE WA P.O.S.: 113-5360319-53986 SALES TAX: 11.61	161.58
03-14	03-14	24431064074083331536625	AMAZON.COM*RH18B9CA0 SEATTLE WA P.O.S.: 113-5360319-53986 SALES TAX: 23.22	323.16
			Total Purchasing Activity	$3,011.96

KARA MANNIX 4485-9280-5146-8864	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$628.55	$2,448.81	$0.00	$1,820.26

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-01	24431064062036627855921	ALASKA AIR 0272362785592 SEATTLE WA MANNIX/KARA DEPART: 06-20-24 P.O.S.: SALES TAX: $0.00 LAX AS L RDM	308.10
03-04	03-01	24431064062036627868882	ALASKA AIR 0272362786888 SEATTLE WA MANNIX/KARA DEPART: 06-06-24 P.O.S.: SALES TAX: $0.00 LAX AS L RDM	308.10
03-04	03-01	24692164062108533148501	UNITED 0162369018045 UNITED.COM TX MANNIX/KARALYNN DEPART: 06-03-24 P.O.S.: SALES TAX: $0.00 RDM UA S SFO UA S SNA	252.63
03-04	03-01	24692164062108533148519	UNITED 0162369022020 UNITED.COM TX MANNIX/KARALYNN DEPART: 06-18-24 P.O.S.: SALES TAX: $0.00 RDM UA V SFO UA L RDM	382.93
03-04	03-01	24692164062108533148527	UNITED 0162369024794 UNITED.COM TX MANNIX/KARALYNN DEPART: 06-20-24 P.O.S.: SALES TAX: $0.00 RDM UA W SFO UA W LAX	296.93
03-04	03-01	24692164062108533148535	UNITED 0162369096160 UNITED.COM TX MANNIX/KARALYNN DEPART: 05-29-24 P.O.S.: SALES TAX: $0.00 RDM UA K SFO UA T RDM	291.30
03-07	03-06	24164074066060216289209	NATIONAL CAR RENTAL SAN FRANCISCO CA 361392092	137.17
03-07	03-06	24445004067000890023562	STARBUCKS 08727 HERCULES CA P.O.S.: 662657 SALES TAX: 0.00	9.40
03-08	03-06	24037614067900015145622	RDM AIRPORT PARKING REDMOND OR	24.00
03-14	03-13	24430994074962555214184	RENTAL TOLL36139209 877-860-1283 CA P.O.S.: CHG017D2AE0ABEF87 SALES TAX: 0.00	11.95

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-14	03-12	24692164073107369979648	UNITED 0162372220217 UNITED.COM TX MANNIX/KARALYNN DEPART: 06-18-24 P.O.S.: SALES TAX: $0.00 RDM UA V SFO UA L RDM	386.30
03-19	03-18	24430994079962408126861	RENTAL TOLL36139209 877-860-1283 CA P.O.S.: CHG01D4901DC3AB87 SALES TAX: 0.00	7.00
03-28	03-26	24037614087900016983738	RDM AIRPORT PARKING REDMOND OR	10.00
03-28	03-26	24445004087500482452166	PY *AVALON AERO PUB REDMOND OR	23.00
03-29	03-27	74692164088109642055145	UNITED 0162362460941 UNITED.COM TX MANNIX/KARALYNN DEPART: 03-26-25 P.O.S.: SALES TAX: $0.00 RDM UA T SFO UA T SNA UA Q SFO UA W RDM	628.55 CR
			Total Travel Activity	$1,820.26

ACADEMIC DECATHLON	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9281-7543-0709	$0.00	$2,029.11	$0.00	$2,029.11

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-07	03-05	24231684066837001808029	ALBERTSONS #2558 DANA POINT CA P.O.S.: 406500180802 SALES TAX: 0.00	33.14
03-21	03-20	24943004081898002046473	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00204647 SALES TAX: 14.07	168.30
03-21	03-20	24943004081898002046481	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00204648 SALES TAX: 7.44	88.92
03-21	03-20	24943004081898002046499	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00204649 SALES TAX: 3.09	36.93
03-21	03-20	24943004081898002046507	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00204650 SALES TAX: 5.61	67.06
03-21	03-20	24943004081898002364447	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00236444 SALES TAX: 5.45	65.15
03-22	03-22	24492154082715331853816	EZCATERPOPEYES LOUISI 800-488-1803 MA P.O.S.: 884A1H SALES TAX: 17.05	217.12
03-25	03-22	24492154082743502798768	EZCATERCRUST SOURDOU 800-488-1803 MA P.O.S.: PQ8VTA SALES TAX: 12.68	165.58
03-25	03-23	24492154083713695997500	EZCATERTOGOS SANDWICH 800-488-1803 MA P.O.S.: K3T87R SALES TAX: 0.00	136.40
03-25	03-23	24492154083743539892088	EZCATERUNA MAS MEXICA 800-488-1803 MA P.O.S.: 69ZR3A SALES TAX: 22.42	292.66
03-25	03-24	24492154084717741283400	EZCATERTERIYAKI MADNE 800-488-1803 MA P.O.S.: H6TFHA SALES TAX: 16.14	210.73
			Total Purchasing Activity	$1,481.99

Continued on next page

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-01	24692164061107872233990	SQ *THE KEBAB SHOP GOSQ.COM CA P.O.S.: 00011529215137311 SALES TAX: 13.69	178.69
03-06	03-05	24493984066091827000042	HIMALAYAN TASTE CLOVER.COM CA P.O.S.: E5Q1060MTHVFP9493789104 SALES TAX: 0.00	31.87
03-06	03-05	24733094065091710023076	JERSEY MIKES ONLINE UC HTTPS://PROD. NJ P.O.S.: B8EC111D06217322234044 SALES TAX: 8.17	131.50
03-07	03-06	24164074066060216281644	NATIONAL CAR RENTAL LONG BEACH CA 857922534	106.72
03-08	03-06	24493984068091529000082	RENO-TAHOE AIRPORT AUTH RENO NV P.O.S.: 52900008 SALES TAX: 0.00	24.00
03-08	03-06	24692164067102624488970	RESIDENCE INN SAN JUAN CAPI CA 53139 ARRIVAL: 03-05-24	18.00
03-22	03-20	24055234081400393000032	HABIT VACAVILLE #83 VACAVILLE CA P.O.S.: 110109498518881 SALES TAX: 0.00	17.16
03-26	03-24	24692164085107269075295	MARRIOTT SANTA CLARA SANTA CLARA CA 43110 ARRIVAL: 03-20-24	20.00
			Total Travel Activity	$527.94

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-08	03-06	24003224067758002304075	EXXON CIRCLE K 09436 LONG BEACH CA P.O.S.: 00230407 SALES TAX: 1.78	19.18
			Total Fleet Activity	$19.18

Insurance Bill

Bill Date: 04/08/24

THE HARTFORD

Billing Company:
Hartford Fire Insurance Company

Pay The Minimum By The Due Date

Bill Account Number	**17143054**
Due Date	**05/01/24**
Minimum Due	**$44,454.20**
Balance	**$44,454.20**

Need Help?

Visit business.thehartford.com to pay bills, view policy documents, get certificates, and more.

Need Help? Chat online or call us at 1-866-467-8730. We're here Monday - Friday.

Named Insured: CALIFORNIA ONLINE PUBLIC SCHOOLS
Agent: NEWFRONT INSURANCE SERVICES
Agent Phone Number: 1-415-754-3635
For policy changes please contact your agent.

Your Upcoming Bill Installments

Due Date	Minimum Due
05/01/24	$44,454.20

Important Messages:

- Please make sure to pay the minimum due by the due date on your invoice. Otherwise, you'll be charged a $35.00 late fee.

Billing Details For Your Policies

Policy Number	Policy Type	Policy Period	Policy Status	Bill Plan	Balance	Minimum Due
57WBAD4FAB	Workers Compensation	07/01/23-07/01/24	Active	4 Pay	$44,446.20	$44,446.20
	New Fees				$8.00	$8.00
				TOTALS	$44,454.20	$44,454.20

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Pay your bill online at business.thehartford.com. Make a one-time payment, or sign up for Autopay and never worry about missing a payment.

Please detach here and insert with your payment. Write the account number on the check and make payable to The Hartford.

Account Number: **17143054**

Amount Enclosed: _____

Payment Due Date	**05/01/24**
Minimum Due	**$44,454.20**
Balance	**$44,454.20**

Mail Payments To:

The Hartford
P O Box 660916
Dallas, TX 75266-0916

AB 01 003606 34922 H 16 A
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

5717143054475569360000444542000004445420810003

11638395 04/08/24 02 57 17143054 92 NU57

Transactions And Other Charges Since Your Last Bill

Transaction Date	Transaction Detail	Policy Number	Policy Type	Payments and Activity	Billing Fees
02/02/24	Payment Received			-$55,565.75	
04/08/24	Installment Fee				$8.00

Payments and Activity amount may include premium and surcharges/fees. Please see the Transaction Detail column for complete breakdown.

Ways To Pay Your Bill

- **Pay online** at business.thehartford.com. Some policies may not be available in our automated system.
- **Set up AutoPay** to make automatic payments from your bank account. Never worry about missing a payment. Enroll at business.thehartford.com.
- **Pay by phone** with a one-time payment from your bank account. Call our automated system at 1-866-467-8730. Some policies may not be available in our automated system.
- **Pay by mail** with the enclosed envelope. Include only your bill stub and payment. Allow atleast 10 days for delivery. If you have other correspondence to send, do not send it with your payment. Mail it separately to: The Hartford, 301 Woods Park Drive, Clinton, NY 13323.
- **To mail Overnight/Express** payments, send payments only to: Deluxe - The Hartford Box #916, 3000 Kellway Drive Suite 120, Carrollton, TX 75006.

Payment Rules And Bill Definitions

Payment Application: We will apply payments received in the following order:

- Past due and audit premium on expired or cancelled policies
- Past due premium on active policies
- Past due fees, then
- Current account changes

Alternate payment instructions with your check will not be honored. When you provide a check as payment, you authorize us to either use the information from your check to make a one-time electronic transfer from your bank account or process your payment as a check transaction.

Installment Fee: We charge this fee with each installment, except where prohibited by law.
Late Fee: You will be charged $35.00 when the minimum amount due isn't paid by the due date.
New Fees: The total of all fees assessed on the current bill.
NSF Fee: You will be charged $30.00 if your payment fails because of insufficient funds.
Policy Change (Endorsement): A change to your policy. Depending on what changes, you may end up owing more or less for your coverage.
Policy Credits: Some things, like audit results or endorsement changes, might put a credit back on your account. If your account has a balance, instead of issuing a refund, we use those credits toward your future payments. If your account has an overall credit balance, the refund will be issued to you using the same method you used to make your last payment (Electronic Funds Transfer, credit card or check).

State/Local Surcharges or Fees: Some states or municipalities require us to collect an extra amount on top of your premium.

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EFFECTUAL EDUCATIONAL CONSULTING SERVICES
22756 Sweet Meadow
Mission Viejo, CA 92692
(661) 400-1407
rhawnda.bochum@eecsspedservices.com

Effectual Educational Consulting Services

BILL TO

Connections Education dba Pearson
OBL
SoCal
10960 Grantchester Way - 3rd floor
Columbia, MD 21044

INVOICE # 12135
DATE 02/29/2024

TERMS Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Cheryl Stein - Adaptive PE services: 02/05/24 0.75 02/05/24 0.25 02/12/24 0.75 02/12/24 0.25 02/26/24 0.75 02/26/24 0.25 02/20/24 4.00 02/21/24 0.50 [redacted]	7.50	110.00	825.00
Bevy Escobar - School Nurse: SoCal 02/13/24 4.00 02/13/24 4.00 02/13/24 4.00 [redacted]	12	110.00	1,320.00
Christina Gabrielsen - School Psychologist: SoCal 01/19/24 1.00 01/19/24 1.00 [redacted]	2	110.00	220.00
Gary Vierra - Adaptive PE services: SoCal 02/02/23 0.25 02/02/23 0.50 01/05/24 0.25 01/05/24 0.50 [redacted]	1.50	110.00	165.00
Kathryn Pierson - School Psychologist: SoCal 02/18/24 11.00 02/21/24 1.00 [redacted]	12	110.00	1,320.00
Clarissa English - School Psychologist: SoCal 02/01/24 1.00 02/01/24 2.00 02/12/24 4.00 02/13/24 7.00 02/16/24 1.00 [redacted]	27	110.00	2,970.00

DESCRIPTION	QTY	RATE	AMOUNT
02/22/24 5.00 [redacted] 02/23/24 7.00			
Monique Charbonnet - Physical Therapist: SoCal 02/02/24 0.50 [redacted] 02/02/24 0.50 02/09/24 0.50 02/09/24 0.50 02/22/24 0.50 02/22/24 0.50	3	160.00	480.00
Hether Henderson - School Psychologist: SOCAL 02/05/24 1.50 [redacted]	1.50	110.00	165.00
Ramona Costello - School Psychologist: SoCal 02/21/24 1.50 [redacted]	1.50	110.00	165.00
Romayn Jones - Speech and Language Pathologist: SoCal 02/09/24 1.50 [redacted]	1.50	130.00	195.00
Samantha Goebel - Speech and Language Pathologist: SoCal 02/21/24 1.00 [redacted]	1	130.00	130.00
Linda Nguyen - School Psychologist: SoCal 02/01/24. 5.00 [redacted]	5	110.00	550.00
Jill Morrison - Individual Counseling: SoCal 02/06/24 1.00 [redacted] 02/13/24 1.00 02/20/24 1.00 02/27/24 1.00 02/06/24 0.50 02/13/24 0.50 02/20/24 0.50 02/27/24 0.50 02/05/24 1.60 02/12/24 1.20 02/26/24 1.00 02/05/24 0.50 02/12/24 0.50 02/26/24 0.50 02/06/24 1.00 02/13/24 1.00 02/20/24 1.00 02/27/24 1.00 02/06/24 0.50 02/20/24 1.00 02/13/24 1.00 02/27/24 1.00	18.80	100.00	1,880.00
Jill Morrison - Behavior Intervention Services: SoCal 02/06/24 0.50 [redacted] 02/20/24 0.50 02/13/24 0.50 02/27/24 0.50	6.20	100.00	620.00

DESCRIPTION	QTY	RATE	AMOUNT
02/06/24 1.00 02/13/24 1.20 02/20/24 1.00 02/27/24 1.00 [redacted]			
Vanessa Smith - Speech and Language Pathologist: SoCal 02/07/24 4.00 02/17/24 4.00 [redacted]	8	130.00	1,040.00
Artesja Cobb - Occupational Therapist: SoCAL 2/7/2024 0.50 2/14/2024 0.5 2/20/2024 0.5 2/28/2024 0.5 [redacted]	2	130.00	260.00
Michelle Ballard - School Psychologist: SoCal 02/05/24 0.75 02/06/24 1.00 02/07/24 1.50 02/12/24 0.50 02/19/24 2.00 02/22/24 2.00 02/23/24 2.75 02/27/24 0.25 02/28/24 0.25 02/29/24 2.00 [redacted]	13	110.00	1,430.00
BAE Therapy - Behavior Intervention Services: SoCal 02/07/24 2.00 02/14/24 2.00 02/21/24 2.00 02/28/24 2.00 [redacted]	8	100.00	800.00
Michael Block - Counseling & Guidance: Socal 02/07/24 0.50 02/07/24 2.00 02/13/24 0.50 02/13/24 2.00 02/21/24 0.50 02/21/24 2.00 02/28/24 0.50 02/28/24 2.00 [redacted]	10	100.00	1,000.00
Michael Block - Individual Counseling: SoCal 02/06/24 0.50 02/06/24 0.50 02/12/24 0.50 02/12/24 0.50 02/20/24 0.50 02/20/24 0.50 02/27/24 0.50 02/27/24 0.50 02/06/24 0.50 02/06/24 2.00 [redacted]	25.50	100.00	2,550.00

DESCRIPTION	QTY	RATE	AMOUNT
02/13/24 0.50 02/13/24 2.00 02/20/24 0.50 02/20/24 2.00 02/27/24 0.50 02/27/24 2.00 02/02/24 0.50 02/02/24 2.00 02/09/24 0.50 02/09/24 2.00 02/16/24 0.50 02/16/24 2.00 02/23/24 0.50 02/23/24 2.00 02/29/24 1.00 02/29/24 0.50			
Michael Block - Behavior Intervention Services: SoCal	20.50	100.00	2,050.00
02/01/24 1.00 02/01/24 2.00 02/08/24 1.00 02/08/24 2.00 02/15/24 1.00 02/15/24 2.00 02/22/24 1.00 02/22/24 2.00 02/29/24 0.50 02/29/24 2.00 02/05/24 0.50 02/05/24 1.00 02/12/24 0.50 02/12/24 1.00 02/19/24 0.50 02/19/24 1.00 02/26/24 0.50 02/26/24 1.00			
Henry Hernandez - Parent Counseling: SoCal	2	100.00	200.00
02/09/24 0.50 02/23/24 0.50 02/20/24 1.00			
Henry Hernandez - Individual Counseling: Socal	36.18	100.00	3,618.00
02/06/24 0.50 02/13/24 0.50 02/20/24 0.50 02/27/24 0.50 02/06/24 1.71 02/13/24 1.71 02/20/24 1.71 02/27/24 1.71 02/06/24 0.50 02/06/24 1.71 02/07/24 0.50 02/14/24 0.50			

DESCRIPTION	QTY	RATE	AMOUNT
02/21/24 0.50 02/27/24 0.50 02/07/24 1.71 02/14/24 1.71 02/21/24 1.71 02/27/24 1.25 02/08/24 0.50 02/22/24 0.50 02/08/24 1.25 02/22/24 1.25 02/08/24 0.50 02/13/24 0.50 02/15/24 0.50 02/20/24 0.50 02/22/24 0.50 02/27/24 0.50 02/29/24 0.50 02/08/24 1.25 02/13/24 1.25 02/15/24 1.25 02/20/24 1.25 02/22/24 1.25 02/27/24 1.25 02/29/24 1.25 02/28/24 1.00			
Henry Hernandez - Behavior Intervention Services: Socal	23.68	100.00	2,368.00
02/07/24 0.50 02/14/24 0.50 02/21/24 0.50 02/27/24 0.50 02/07/24 1.71 02/14/24 1.71 02/21/24 1.71 02/27/24 1.71 02/07/24 0.50 02/14/24 0.50 02/21/24 0.50 02/27/24 0.50 02/07/24 1.71 02/14/24 1.71 02/21/24 1.71 02/27/24 1.71 02/02/24 0.50 02/09/24 0.50 02/16/24 0.50 02/23/24 0.50 02/15/24 0.50 02/29/24 0.50 02/15/24 1.25 02/29/24 1.25 02/16/24 0.50			
Henry Hernandez - Counseling & Guidance: Socal	10.59	100.00	1,059.00
02/07/24 0.50			

DESCRIPTION	QTY	RATE	AMOUNT
02/14/24 0.50 [redacted]			
02/21/24 0.50			
02/27/24 0.50			
02/07/24 1.71			
02/14/24 1.71			
02/21/24 1.71			
02/27/24 1.71			
02/15/24 0.50			
02/15/24 1.25			
Sarah Johnson - Adaptive PE services:	11.25	110.00	1,237.50
SoCal			
02/07/24 0.50 [redacted]			
02/07/24 0.50			
02/14/24 0.50			
02/15/24 0.50			
02/15/24 0.50			
02/15/24 0.50			
02/20/24 0.75			
02/20/24 1.00			
02/21/24 0.50			
02/21/24 0.50			
02/21/24 0.50			
02/21/24 0.50			
02/22/24 0.50			
02/22/24 0.50			
02/28/24 0.50			
02/28/24 0.50			
02/29/24 0.50			
02/08/24 0.50			
02/08/24 0.50			
02/05/24 0.50			
02/09/24 0.50			

Thank you for your business.

BALANCE DUE **$28,617.50**

Learn how our digital team can use your data to improve your operations.

Account Name	California Online Public Schools
Account Number	A275553
Authorization Number	0085902000
Invoice Total	$24,297.00
Invoice Number	L241085637
Invoice Date	02/26/2024
Due Upon Receipt	

Direct billing inquiries to 844-325-1836.

Please pay your bill online at CLAconnect.com/billpay - CLA's preferred method of payment.

Finance charges will be assessed at 1.25% monthly, 15% annually.

Ship To Address: 33272 Valle Road, San Juan Capistrano, CA 92675-4842, United States of America

Service / Work Description	Amount
Audit services performed for 06/30/2023	$20,940.00
Consulting services performed during the month	$2,200.00

Technology and Client Support Fee	$1,157.00
Sales Tax	$0.00
Invoice Total	**$24,297.00**

We appreciate your business and referrals

Remit to:

CliftonLarsonAllen LLP
P.O. Box 31001-2443
Pasadena, CA 91110-2443

0912443A275553000242970000L2410856373

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675-4842

Amount Remitted	$_____
Account Number	A275553
Invoice Number	L241085637

Breakout of Invoice:	**Amount**
California Online Public Schools	
Progress billing for audit services for the year ended June 30, 2023, net fees of $10,000	12,050.00
Client relationship courtesy discount for audit services	(2,050.00)
Additional testing and discussions required related to potential finding for independent study	3,000.00
Out of Scope: Discussion and work on revenue recognition, accounts receivables and deferred revenue	7,940.00
Leases Testing: Work performed on new accounting lease testing.	2,200.00

Invoice

Zoom Video Communications Inc.
55 Almaden Blvd, 6th Floor
San Jose, CA 95113

Invoice Date: Dec 12, 2023
Invoice #: INV231237492
Payment Terms: Net 30
Due Date: Jul 1, 2024
Account Number: 7033516822
Currency: USD
Payment Method:
Account Information: California Online Public Schools

Account Legal Name: California Connections

Sold To Address: 33272 Valle Road,
SAN JUAN CAPISTRANO, California 92675
United States
(+1) 949-401-3987
dhertzler@californiaops.org

Bill To Address: 33272 Valle Road,
SAN JUAN CAPISTRANO, California 92675
United States
(+1) 949-401-3987
dhertzler@californiaops.org

Federal Employer ID Number: 61-1648780

For ACH and Wire Transfer payment:
Account Name: Zoom Video Communications, Inc.
Bank Name: Wells Fargo Bank
Account Number: 3088920149
Routing Number(WT): 121000248
Routing Number(ACH): 121042882
SWIFT Code: WFBIUS6S

OR send check payment to:
Zoom Video Communications, Inc.
PO Box 888843
Los Angeles, CA
90088-8843

Remittance Details should be sent to:
Finance@zoom.us

Purchase Order Number:

Tax Exempt Certificate ID:

Zoom W-9

Charge Details

Charge Description	Subscription Period	Subtotal	Taxes, Fees & Surcharges	Total
Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	Jan 1, 2024 - Jan 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Jan 1, 2024 - Jan 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Virtual Agent Annual -- Proration	Jan 1, 2024 - Jun 30, 2024	$0.00	$0.00	***$0.00***

Quantity: 5,000 Unit Price: $0.00				
Charge Name: Zoom Contact Center Annual Prepay Monthly Usage -- Proration Quantity: 1 Unit Price: $0.00	Jan 1, 2024 - Jun 30, 2024	$0.00	$0.00	***$0.00***
Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	Feb 1, 2024 - Feb 29, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Feb 1, 2024 - Feb 29, 2024	$0.00	$0.00	***$0.00***
Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	Mar 1, 2024 - Mar 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Mar 1, 2024 - Mar 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	Apr 1, 2024 - Apr 30, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Apr 1, 2024 - Apr 30, 2024	$0.00	$0.00	***$0.00***
Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	May 1, 2024 - May 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	May 1, 2024 - May 31, 2024	$0.00	$0.00	***$0.00***

Charge Name: Free Months Period Quantity: 1 Unit Price: $0.00	Jun 1, 2024 - Jun 30, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Jun 1, 2024 - Jun 30, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone Pay As You Go Quantity: 1 Unit Price: $0.00	Jul 1, 2024 - Jul 31, 2024	$0.00	$0.00	***$0.00***
Charge Name: Zoom Phone US/Canada Unlimited Calling Named User Annual License Type: Z1 ENT/ENT+ Quantity: 475 Unit Price: $43.00	Jul 1, 2024 - Jun 30, 2025	$20,425.00	$3,699.48	***$24,124.48***
Charge Name: Zoom Phone US/Canada Phone Numbers Annual Quantity: 6 Unit Price: $18.00	Jul 1, 2024 - Jun 30, 2025	$108.00	$19.56	***$127.56***
Charge Name: Zoom Virtual Agent Annual Quantity: 5,000 Unit Price: $6.30	Jul 1, 2024 - Jun 30, 2025	$31,500.00	$0.00	***$31,500.00***
Charge Name: Zoom One Enterprise Plus Annual Quantity: 475 Unit Price: $125.00	Jul 1, 2024 - Jun 30, 2025	$59,375.00	$0.00	***$59,375.00***
Charge Name: Zoom Contact Center Annual Prepay Monthly Usage Quantity: 1 Unit Price: $1,200.00	Jul 1, 2024 - Jun 30, 2025	$1,200.00	$217.35	***$1,417.35***
Charge Name: Zoom US/Canada Toll-Free Phone Number Annual Quantity: 1 Unit Price: $48.00	Jul 1, 2024 - Jun 30, 2025	$48.00	$8.69	***$56.69***

Charge Name: Zoom Contact Center Package Annual Quantity: 23 Unit Price: $524.40	Jul 1, 2024 - Jun 30, 2025	$12,061.20	$0.00	***$12,061.20***
			Subtotal	**$124,717.20**
			Total (Including Taxes, Fees & Surcharges)	**$128,662.28**
			Invoice Balance	**$125,660.85**

Taxes, Fees & Surcharge Details

Charge Name	Tax, Fee or Surcharge Name	Jurisdiction	Charge Amount	Tax, Fee or Surcharge Amount
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Contact Center Annual Prepay Monthly Usage	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Phone US/Canada Unlimited Calling Named User Annual	FUSF (VoIP)	Federal	$20,425.00	**$3,699.48**
Zoom Phone Pay As You Go	FUSF (VoIP)	Federal	$0.00	**$0.00**
Zoom Contact Center Annual Prepay Monthly Usage	FUSF (VoIP)	Federal	$1,200.00	**$217.35**
Zoom US/Canada Toll-Free Phone Number Annual	FUSF (VoIP)	Federal	$48.00	**$8.69**
Zoom Phone US/Canada Phone Numbers Annual	FUSF (VoIP)	Federal	$108.00	**$19.56**

Total of Taxes, Fees & Surcharges	**$3,945.08**

Transactions

Invoice Total	**$128,662.28**

Transaction Date	Transaction Number	Transaction Type	Description	Applied Amount
Dec 12, 2023	CBA-08913344	Credit Balance Adjustment		**$-3,001.43**
			Invoice Balance	**$125,660.85**

Need help understanding your invoice? Click here

Standard Pro and Standard Biz are now called Zoom One Pro and Zoom One Business. Please note that your Services will remain the same and that this name change does not change the price of your current subscription.
Please note ZoomIQ for Sales is now called Zoom Revenue Accelerator. Your Services will remain the same and this name change does not change your current subscription pricing.

Zoom Phone services provided by Zoom Voice Communications, Inc. Rates, terms and conditions for Zoom Phone services are set by Zoom Voice Communications, Inc

Want to streamline your ability to pay outstanding invoices? Switch over to ACH today where you can enter your bank credentials online and use this for future payments. Simply navigate to zoom.us/billing.payment click 'Edit' on the Payment Method section and change your payment method to ACH. Have questions? Go to zoom.us/billing/contactus to learn more.

Cigna Health and Life Insurance Company
Kurtis Hingston
858.625.5644

Premium Deposit Invoice

California Online Public Schools **4.17.2024**
33272 Valle Rd.
San Juan Capistrano, CA 92675

For the estimation of the first month's premium, Cigna HealthCare will require a payment of **$100,702.** Please be advised that any additional balance of premium will be applied to your first bill.

Please make check out to **Cigna Healthcare** and include the policy number on the check: **653639.** Please also email a copy of the check to **Kurtis.Hingston@Cigna.com**.

Please mail check via Overnight Delivery to:
Cigna Healthcare
c/o Wells Fargo Bank
1700 Lincoln Street, Lower Level 3
Lock Box Number 59
Denver, CO 80274

Or

Regular Mail:
Cigna Healthcare
c/o Wells Fargo Bank
Dept. 59
Denver, CO 80291

Monthly Rates		**Enrollment**	**Insurance & Admin. Costs**
Open Access Plus In-Network N. CA OAPIN Buy Up	Employee	47	$255.08
	Emp + Spouse	10	$589.24
	Emp + Child(ren)	27	$487.21
	Emp + Family	43	$767.79
Open Access Plus HDHP HSA - N. CA OAP HSA	Employee	31	$264.38
	Emp + Spouse	6	$610.72
	Emp + Child(ren)	16	$504.97
	Emp + Family	21	$795.78
Monthly Cost Total Medical			$100,701.80

FACETS NEW CASE DEPOSIT CHECK COVER SHEET

[ ] CREDIT RISK DEPOSIT (float)

Deposit check due date: 7/1/2024

[X] PREMIUM DEPOSIT (premium)

***ALL Level Funded plans should be posted to premium**

To: Cigna Healthcare (FACETS Plans only)

*****Mail*****
Wells Fargo c/o Cigna Healthcare
Lockbox Services
CHLIC – 400059
1750 Lincoln Street
Denver, CO 80274-0002
Group Number: 653639

****Wire Instructions****
Wire/ACH:
CHLIC - Wells Fargo
Account #1018223238
Wire ABA 121000248
ACH ABA 102000076
Group Name: California Online Public Schools
Group Number: 653639
Subgroup

Note: Please include plan numbers on all checks for identification purposes.

Submitted By: _____

Group Office: 319 - Irvine

Group Number: 653639

Group Name: California Online Public Schools

Plan Effective Date: 7/1/2024

Deposit Amount: $100,458.00

Please provide subgroup break outs if more than one subgroup

INVOICE

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:	**68TI1252**
DIVISION	68CH
TERM:	2324
INVOICE	04/19/2024
DUE DATE:	
AMOUNT DUE:	**41,187.00**

Item	Qty	Unit Amt	Account	Description	Amount
1	1.00	41,187.00	0101-0000-0-8699-0000-0000-205-69000000	1% OVERSIGHT MAY'24	41,187.00

Tax 0.00

INVOICE 41,187.00

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 NUIMBER:	**68TI1252**
DIV:	68CH
TERM:	2324
DUE DATE:	
AMOUNT DUE:	**41,187.00**

BRANDASTIC
IGNITE YOUR POTENTIAL

Brandastic, Inc.
949.899.7340
3857 Birch Street
Suite 271
Newport Beach, CA 92660

Billed To
Julie Colombero
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Date of Issue
04/29/2024

Due Date
05/11/2024

Invoice Number
1207065

Amount Due (USD)
$21,000.00

Description	Rate	Qty	Line Total
CCAS-1 CCAS-1 California Online Public Schools | Revised Marketing Contract | For May	$21,000.00	1	$21,000.00

Subtotal	21,000.00
Tax	0.00
Total	21,000.00
Amount Paid	0.00
Amount Due (USD)	$21,000.00

Terms
If mailing live checks, please use the address noted above. Thank you

PRIVATE POLICY NOTICE: We will NOT share your information. Ever.

CHARTER IMPACT

8500 Balboa Blvd., Suite 140
Northridge, CA 91325 US
+1 8184740322
info@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public
Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 15901
DATE 05/01/2024
DUE DATE 05/31/2024
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	1,621.00	1,621.00
Business Mgmt. Business Management Services - Central Valley	1	10,971.00	10,971.00
Business Mgmt. Business Management Services - Monterey	1	6,559.00	6,559.00
Business Mgmt. Business Management Services - North Bay	1	2,036.00	2,036.00
Business Mgmt. Business Management Services - NorCal	1	21,263.00	21,263.00
Business Mgmt. Business Management Services - SoCal	1	62,340.00	62,340.00

BALANCE DUE **$104,790.00**

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015703
Date	:	09-APR-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**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$55,644.67
Tax Total	:	USD	$989.15
Invoice Total	:	USD	$56,633.82
Amount Due	:	USD	$56,633.82

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

Pearson

Invoice Number: 91000015703							Page **2** of **2**
Project Number	**Project Agreement Number**	**Description**	**Quantity**	**List Price**	**Net Price**	**Tax**	**Line Total**
82079911	CalCACC-23/24	Direct Charges	23		55,644.67	989.15	56,633.82

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Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$55,644.67	$989.15	$56,633.82

Pearson

Charges for the Following Period:	March 2024
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	625.00
Connexus ™ Annual License (EMS)	7,500.00
Curriculum Postage	585.75
Direct Course Instruction Support	288.75
Educational Resource Center	1,575.00
Enrollment and Records Management	710.00
Facility Support Services	25.00
Hardware/Software - Employees	400.00
Human Resources Support	833.33
Internet Subsidy Payment Processing	299.59
Monthly Fee per Student on an IEP	2,700.00
School Curriculum Supplies	250.00
Student Technology Assistance	6,804.17
Tangible and Intangible Instructional Materials	18,159.17
Technical Support and Repairs	1,875.00
	42,630.76
Revenue Based Charges	
Marketing Services	1,531.05
School Administration	9,186.29
Treasury Services	2,296.57
	13,013.91
Total Amount Due	55,644.67

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Central Valley
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015704
Date	:	09-APR-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**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$336,048.30
Tax Total	:	USD	$5,637.66
Invoice Total	:	USD	$341,685.96
Amount Due	:	USD	$341,685.96

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

Pearson

Invoice Number: 91000015704							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		336,048.30	5,637.66	341,685.96

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Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$336,048.30	$5,637.66	$341,685.96

Pearson

Charges for the Following Period:	March 2024
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	3,625.00
Community Outreach	2,083.33
Connexus ™ Annual License (EMS)	43,500.00
Curriculum Postage	3,165.25
Direct Course Instruction Support	1,559.25
Educational Resource Center	9,135.00
Enrollment and Records Management	3,836.67
Facility Support Services	200.00
Hardware/Software - Employees	2,400.00
Human Resources Support	5,000.00
Internet Subsidy Payment Processing	1,745.83
Monthly Fee per Student on an IEP	25,200.00
School Curriculum Supplies	1,666.67
Student Technology Assistance	40,202.08
Tangible and Intangible Instructional Materials	97,301.42
Technical Support and Repairs	10,875.00
	251,495.50
Revenue Based Charges	
Marketing Services	9,947.39
School Administration	59,684.33
Treasury Services	14,921.08
	84,552.80
Total Amount Due	336,048.30

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Monterey Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015705
Date	:	09-APR-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**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$212,517.45
Tax Total	:	USD	$3,348.06
Invoice Total	:	USD	$215,865.51
Amount Due	:	USD	$215,865.51

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

Pearson

Invoice Number: 91000015705							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		212,517.45	3,348.06	215,865.51

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Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$212,517.45	$3,348.06	$215,865.51

Pearson

Charges for the Following Period:	March 2024
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	2,491.67
Connexus ™ Annual License (EMS)	29,900.00
Curriculum Postage	2,079.00
Direct Course Instruction Support	1,674.75
Educational Resource Center	6,279.00
Enrollment and Records Management	2,520.00
Facility Support Services	150.00
Hardware/Software - Employees	1,650.00
Human Resources Support	3,437.50
Internet Subsidy Payment Processing	962.50
Monthly Fee per Student on an IEP	14,700.00
School Curriculum Supplies	1,166.67
Student Technology Assistance	21,466.67
Tangible and Intangible Instructional Materials	64,711.35
Technical Support and Repairs	7,475.00
	160,664.11
Revenue Based Charges	
Marketing Services	6,100.40
School Administration	36,602.35
Treasury Services	9,150.59
	51,853.34
Total Amount Due	212,517.45

Pearson

INVOICE

Customer Bill-to:
California Connections Academy North Bay
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015706
Date	:	09-APR-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**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$68,781.50
Tax Total	:	USD	$1,194.94
Invoice Total	:	USD	$69,976.44
Amount Due	:	USD	$69,976.44

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

Pearson

Invoice Number: 91000015706							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		68,781.50	1,194.94	69,976.44

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Already registered? Access your online account by visiting https://ipay2.bizsys.pearson.com

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$68,781.50	$1,194.94	$69,976.44

Pearson

Charges for the Following Period:	March 2024
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	762.50
Connexus ™ Annual License (EMS)	9,150.00
Curriculum Postage	679.25
Direct Course Instruction Support	231.00
Educational Resource Center	1,921.50
Enrollment and Records Management	823.33
Facility Support Services	75.00
Hardware/Software - Employees	500.00
Human Resources Support	1,041.67
Internet Subsidy Payment Processing	389.55
Monthly Fee per Student on an IEP	4,650.00
School Curriculum Supplies	333.33
Student Technology Assistance	8,385.42
Tangible and Intangible Instructional Materials	21,214.40
Technical Support and Repairs	2,287.50
	52,444.45
Revenue Based Charges	
Marketing Services	1,922.01
School Administration	11,532.03
Treasury Services	2,883.01
	16,337.05
Total Amount Due	68,781.50

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Northern California
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015707
Date	:	09-APR-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**

Total Ordered Quantity (No. Of Items)	:		1
Net Amount	:	USD	$668,969.55
Tax Total	:	USD	$10,803.09
Invoice Total	:	USD	$679,772.64
Amount Due	:	USD	$679,772.64

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

Pearson

Invoice Number: 91000015707							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		668,969.55	10,803.09	679,772.64

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

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$668,969.55	$10,803.09	$679,772.64

Pearson

Charges for the Following Period:	March 2024

Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	7,679.17
Community Outreach	4,166.67
Connexus ™ Annual License (EMS)	92,150.00
Curriculum Postage	6,550.50
Direct Course Instruction Support	2,541.00
Educational Resource Center	19,351.50
Enrollment and Records Management	7,940.00
Facility Support Services	525.00
Hardware/Software - Employees	5,050.00
Human Resources Support	10,520.83
Internet Subsidy Payment Processing	3,544.51
Monthly Fee per Student on an IEP	44,400.00
School Curriculum Supplies	3,541.67
Student Technology Assistance	71,731.25
Tangible and Intangible Instructional Materials	201,879.12
Technical Support and Repairs	23,037.50
	504,608.72
Revenue Based Charges	
Marketing Services	19,336.57
School Administration	116,019.41
Treasury Services	29,004.85
	164,360.83
Total Amount Due	668,969.55

Pearson

INVOICE

Customer Bill-to:
California Connections Academy Southern California
33272 Valle Road
SAN JUAN CAPISTRANO, CA 92675-4842

Attention:
Accounts Payable

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: poblsalesops@pearson.com
Tax ID No:
68-0519943

Invoice Number	:	91000015708
Date	:	09-APR-2024
Due Date	:	
Payment Terms	:	
Customer Account	:	3921999
Project Number	:	82079976
Currency	:	USD
Shipment Terms	:	
Purchase Order Number	:	CalCASC-23/24
Number of Pages	:	Page **1** of **2**

Total Ordered Quantity (No. Of Items)	:		2
Net Amount	:	USD	$2,658,330.75
Tax Total	:	USD	$30,178.03
Invoice Total	:	USD	$2,688,508.78
Amount Due	:	USD	$2,688,508.78

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

Pearson

Invoice Number: 91000015708							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		2,225,671.69	30,178.03	2,255,849.72
82079976	CalCASC-23/24	Pass Through	9		432,659.06	0.00	432,659.06

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

	Subtotal	**Total Tax**	**Invoice Total**
Invoice Total	USD	USD	USD
	$2,658,330.75	$30,178.03	$2,688,508.78

Pearson

Charges for the Following Period:	March 2024
Compensation Expenses	
Benefits - Administration	167,164.55
Benefits - Instructional	667,066.12
Credit for Nonbillable Earnings Paid by the School	(4,869.94)
Withholdings	304,690.32
	1,134,051.05
Enrollment/Unit Based Charges	
Accounting and Regulatory Reporting	21,766.67
Community Outreach	45,833.33
Connexus ™ Annual License (EMS)	261,200.00
Curriculum Postage	18,474.50
Direct Course Instruction Support	10,799.25
Educational Resource Center	54,852.00
Enrollment and Records Management	22,393.33
Facility Support Services	1,525.00
Hardware/Software - Employees	14,200.00
Human Resources Support	29,583.33
Internet Subsidy Payment Processing	10,105.86
Monthly Fee per Student on an IEP	127,800.00
School Curriculum Supplies	10,000.00
Short Term Substitute Teaching Services	11,175.00
Student Technology Assistance	208,389.58
Tangible and Intangible Instructional Materials	569,702.90
Technical Support and Repairs	65,300.00
	1,483,100.75
Revenue Based Charges	
Marketing Services	57,843.96
School Administration	347,063.71
Treasury Services	86,765.93
	491,673.60
Deficit Protection Credit	(583,333.33)
Pass Through Expenses	
Internet Subsidy Payment	127,178.40
Miscellaneous	5,660.28
	132,838.68
Total Amount Due	2,658,330.75

California Online Public Schools

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 - 100

Date: 4/26/2024

Vendor Contact Name: Juan Banuelos

Vendor Phone Number:

Vendor Fax Number:

Email P.O. to vendor? [X] Yes [ ] No

Vendor Email: jbanuelos@instructure.com

Vendor: Instructure

Address: 6330 South 3000 East , Suite 700

City: Salt Lake

State UT

Zip 84121

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Instructure Learning Platform -User Start 07/01/24 End 06/30/25 (1 Year) Recurring	Q-366919-1		$ 160,542.00	1	$ 160,542.00
Canvas LMS Training Virtual Session -Per each	Q-366919-1		$ 500.00	4	$ 2,000.00
					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$162,542.00

DocuSigned by:

Signature (or email approval) Brittany Anderson 4/26/2024

Purchaser/Requestor 84017B4612147D... Date

DocuSigned by: Kimberly Romero 4/26/2024

Administrator Approval (required) F5C0B366CFFD49... Date

[ ] via email approval (see attached)

4/26/2024

Audited By (optional) 53FE3C0EE6DA47E... Date

INSTRUCTURE

Services Order Form

Order #:	Q-366919-1
Date:	2024-04-24
Offer Valid Through:	2024-06-30

6330 South 3000 East, Suite 700, Salt Lake City, UT 84121, United States

Order Form For California Online Public Schools

Address:	33272 Valle Road
City:	San Juan Capistrano
State/Province:	California
Zip/Postal Code:	92675
Country:	United States

Order Information

Billing Frequency:	Annual Upfront
Payment Terms:	Net 30

Billing Contact

Name:	LaChelle Carter
Email:	finance@californiaops.org
Phone:	800-906-5100

Primary Contact

Name:	Richie Romero
Email:	rromero@californiaops.org
Phone:	+1 661 406 6196

Billing Frequency Term:
Non-Recurring items will be invoiced upon signing. Recurring items will be invoiced 30 days prior to the annual start date.

Year 1

Description	Start Date	End Date	Metric	Qty	Price	Amount
Instructure Learning Platform	2024-07-01	2025-06-30	User	1	USD 160,542.00	USD 160,542.00
Recurring Sub-Total						USD 160,542.00
Canvas LMS Training Virtual Session			Per Each	4	USD 500.00	USD 2,000.00
Non-Recurring Sub-Total						USD 2,000.00
Year 1 Total						USD 162,542.00
					Grand Total:	USD 162,542.00

Package Information

Included in your Instructure Learning Platform Bundle:

Canvas Subscription

Canvas 24x7 Tier 1 Support

Training Portal Standard

Studio Subscription

Mastery Connect Subscription

Mastery Connect Online PD Subscription

Mastery Item Bank Subscription

Desmos Item Bank

KDS Inspect Item Bank

Deliverable	Description	Expiration	Qty
Canvas LMS Cloud Subscription	Canvas LMS - K-12 Subscription (by user)	N/A	8,500
24x7 Tier 1 Support (Faculty Only)	24x7 Tier 1 support (faculty only) per year (30% of subscription - min $4,500)	N/A	1
Canvas Studio Cloud Subscription	Canvas Studio - K-12 Subscription (User)	N/A	8,500
Mastery Connect Subscription	Mastery Connect - Subscription	N/A	8,500
Mastery Item Bank Subscription	Mastery Item Bank subscription for ELA, Math, Science and Social Studies featuring learning standards alignments for all 50 States, D.C., Common Core and Next Generation Science Standards.	N/A	8,500
Desmos Tools & Calculators	Desmos is an online math solution with a series of graphing calculators that can be embedded into online assessments to provide students with a way to graph functions, plot data and evaluate equations.	N/A	8,500
KDS INSPECT Formative Assessment Item Bank Student Subscription	KDS INSPECT Formative Assessment Item Bank Student Subscription	N/A	8,500

The items above must be completed during the time period beginning on the later of the Effective Date or the initial Start Date specified in this Order Form and ending pursuant to the time frame set forth in the Expiration column above.

3rd Party Product	Description	Expiration	Qty
Desmos Tools & Calculators	Desmos is an online math solution with a series of graphing calculators that can be embedded into online assessments to provide students with a way to graph functions, plot data and evaluate equations.	N/A	8,500
KDS INSPECT Formative Assessment Item Bank Student Subscription	KDS INSPECT Formative Assessment Item Bank Student Subscription	N/A	8,500

Professional Services	Description	Expiration	Qty
Training Portal Standard - Core + Advanced On-Demand Content	Unlimited access to core and advanced on-demand training content for teachers and admins through the Training Portal.		8,500
Mastery Connect Online PD Subscription	Unlimited access for faculty and staff users to online training video library.	N/A	1
Canvas LMS Training Virtual Session	One session of remote customized Canvas LMS training of up to 90 minutes.	12 Months	4

Metrics and Descriptions:

User: User Metric reflects the maximum number of individuals authorized by the Customer to access and/or use the Service and Customer has paid for such access and/or use.

In the event Customer enables access to the Service to more Users over a given contract year than are allocated to such contract year as set forth above, then Instructure reserves the right, in its sole discretion, to invoice the Customer for such additional number of Users. In addition, the User fees set forth above are based on the assumption that Customer's Users will use the Service commensurate with the average usage patterns of users across Instructure's user base in the aggregate (such average usage being referred to herein as "Typical Use") and do not account for usage of the Service by Customer's Users beyond such Typical Use. To the extent the Users' usage of the Service, in the aggregate, exceeds the Typical Use at any given time, Instructure reserves the right, in its sole discretion, to increase the fees by an amount proportional to such excess usage. In the event Instructure increases the fees pursuant to this paragraph, Instructure shall send an invoice to Customer for the applicable increase along with documentation evidencing the additional usage of or additional Users who have access to the Service giving rise to such fee increase. Any invoice sent pursuant to the foregoing shall be due and payable within 30 days of receipt.

Product	Description
Canvas LMS Cloud Subscription	Storage included in the annual subscription fee is (i) Unlimited files and database storage, and (ii) 500 MB per (FTE/User/Enrollment/Seat) multimedia storage. Additional multimedia storage can be purchased for USD $1.00 per 1GB per year.
Canvas Studio Cloud Subscription	Storage included in the annual subscription fee is (i) Unlimited files and database storage, and (ii) 500 MB per (FTE/User/Enrollment/Seat) multimedia storage. Additional multimedia storage can be purchased for USD $1.00 per 1GB per year.

Duration: The Services provided under this Order Form shall begin on the first year Start Date set forth above and continue through the last year End Date set forth above, provided, however, that Instructure may provide certain implementation related Services prior to the first year Start Date at its sole discretion.

Miscellaneous: Instructure's support terms are available as follows:
Canvas & Catalog: https://www.instructure.com/canvas/support-terms
Portfolium: https://portfolium.com/support-terms
MasteryConnect: https://www.masteryconnect.com/support/

As part of our commitment to provide the most innovative and trusted products in the industry, at times we must increase our renewal rates to cover additional expenses associated with advancing our products. If you have concerns with any increases, please reach out to your account representative.

In the event that Customer fails to execute this Order Form prior to the Start Date listed above, all fees shall become due payable upon Customer's receipt of an invoice.

Terms and Conditions
This Order Form shall be governed by the Master Terms and Conditions which can be found here:
https://www.instructure.com/policies/master-terms-and-conditions

The provision of any Item Bank Services shall also be governed by the Addendum which can be found here: https://www.instructure.com/policies/item-bank-addendum.

In the event of any conflict between this Master Terms and Conditions and any addendum thereto and this Order Form, the provisions of this Order Form shall control.

The parties agreement with regards to Instructure's processing of personal data or personally identifiable information can be found at: https://www.instructure.com/policies/data-processing

Auto Renewal Terms
Recurring items on this Order Form (other than any 3rd Party Products) shall automatically renew for succeeding terms of 12 month duration at an annual price increase of 10% unless either party gives the other party 60 days' written notice of its intent not to renew prior to the expiration of the then-current term.

Any requests to change service deliverables as defined on the order form may incur a fee of ten percent (10%) of the remaining fees for the service.

PURCHASE ORDER INFORMATION	TAX INFORMATION
Is a Purchase Order required for the purchase or payment of the products on this order form?	Check here if your company is exempt from US state sales tax : _____
Please Enter (Yes or No): Yes	*Please email all US state sales tax exemption certifications to ar@instructure.com*
If yes, please enter PO Number: Pending	

Customer purchasing documentation, such as Purchase Orders, shall only be used as proof of acceptance of the Order Form referenced therein, and the associated Master Terms and Conditions. Any terms and conditions included in any such Customer purchasing documentation are hereby expressly disclaimed by Instructure, shall be void and of no effect, and shall in all cases be superseded by the applicable Master Terms and Conditions.

By executing this Order Form, each party agrees to be legally bound by this Order Form.

California Online Public Schools

Signature:	
Name:	Richie Romero
Title:	Deputy Superintendent
Date:	4-25-24

Instructure, Inc.

Signature:	
Name:	
Title:	
Date:	

Coversheet

Approval of Check Registry (attached)

Section:	VI. Consent Items
Item:	E. Approval of Check Registry (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOps_ Monthly Check Register - Mar 2024.pdf

California Online Public Schools Southern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10439	Anthony Ramos	Reimb - 01/24/24 - 01/26/24	3/14/2024	VOID
10471	CE Mechanical Inc	HVAC Repairs - 02/24	3/1/2024	$ 295
10472	Charter Impact	Business Mgmt Svcs - 03/24	3/1/2024	104,790
10473	Community Therapy Services	SpEd Svcs - 10/23	3/1/2024	14,008
10473	Community Therapy Services	SpEd Svcs - 11/23	3/1/2024	14,008
10473	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	14,008
10474	Jennifer Conley	Reimb - 02/21/24 - 02/22/24	3/1/2024	107
10475	Disneyland Resort	Grad Night 2024	3/1/2024	7,630
10476	Mackenzie Duran	Reimb - 02/02/24	3/1/2024	77
10477	Gina Glaze	Reimb - 02/16/24	3/1/2024	130
10478	Brian Kinnaman	Reimb - 01/30/24 - 02/21/24	3/1/2024	148
10479	Tate Murphy	Reimb - 02/21/24 - 02/22/24	3/1/2024	103
10480	Orange County Clerk-Recorder	Fictitious Business Name Filing Fee	3/1/2024	58
10481	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	4,113
10482	PC Connection Sales Corp	15.6 Inch Monitor - Credit	3/1/2024	2,113
10482	PC Connection Sales Corp	CSP-A Perp Perp Office Mac Std (5)	3/1/2024	2,113
10482	PC Connection Sales Corp	IT Svcs and State Environmental Fee	3/1/2024	2,113
10482	PC Connection Sales Corp	Office Supplies and Shipping	3/1/2024	2,113
10482	PC Connection Sales Corp	Recycling Fee - Credit	3/1/2024	2,113
10482	PC Connection Sales Corp	State Environmental Fee	3/1/2024	2,113
10483	Suzanne Platt	Reimb - 02/20/24 - 20/22/24	3/1/2024	108
10484	Emilio Rendon-Vargas	Reimb - 12/06/23 - 12/07/23	3/1/2024	50
10485	Richard Savage	Reimb - 12/05/23 - 02/02/24	3/1/2024	826
10486	Silver Springs Drinking Water	Drinking Water - 01/24	3/1/2024	70
10487	Spark Hire Inc	Licence - 02/02/24 - 02/02/25	3/1/2024	8,588
10488	Stanford Sierra Youth & Families	Professional Development - 01/31/24	3/1/2024	100,210
10488	Stanford Sierra Youth & Families	SpEd Svcs - 11/23	3/1/2024	100,210
10488	Stanford Sierra Youth & Families	SpEd Svcs - 12/23	3/1/2024	100,210
10489	Studies Weekly	School Supplies	3/1/2024	596
10490	US Bank Equipment Finance	Equipment Lease - 02/08/24 - 03/08/24	3/1/2024	1,051
10491	Brandastic, Inc.	Marketing - 03/24	3/6/2024	21,000
10492	Morrissa Berman	Reimb - 02/29/24	3/8/2024	34
10493	Brandastic, Inc.	Marketing - Fall Festival - Video Contract - Final Billing	3/8/2024	7,500
10493	Brandastic, Inc.	Marketing - Video Contract - Final Billing	3/8/2024	7,500
10494	Amy Chang	Reimb - 02/29/24	3/8/2024	37
10495	Charter Impact	Rush Processing Fee - 02/24	3/8/2024	150
10496	Jorgelina Corral	Reimb - 02/29/24	3/8/2024	207
10497	Katherine Duckworth	Reimb - 02/29/24	3/8/2024	102
10498	Edgility Consulting	Consulting Svcs	3/8/2024	3,000
10499	Every Special Child LLC	SpEd Svcs - 01/16/24 - 01/31/24	3/8/2024	6,210
10499	Every Special Child LLC	SpEd Svcs - 01/24	3/8/2024	6,210
10500	The Great Books Foundation	Curriculum	3/8/2024	2,751
10501	Brittany Javier	Reimb - 02/26/24	3/8/2024	25
10502	Melinda Medina O'Neill	Reimb - 02/26/24	3/8/2024	231
10503	Tate Murphy	Reimb - 02/29/24	3/8/2024	101
10504	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/8/2024	47,445
10505	Scott Panaro	Reimb - 02/26/24	3/8/2024	40
10506	PC Connection Sales Corp	LCD (3) back cover, panel, bezel	3/8/2024	785
10507	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	6,120
10508	Pitney Bowes Global Financial Services LLC	Late Fees	3/8/2024	48
10509	Christine Quesada	Reimb - 02/22/24	3/8/2024	332
10510	Eric Thompson	Repairs - 02/23/24 - Remove 1 Bulletin Board	3/8/2024	173
10511	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	1,591
10512	T-Mobile	Communication Svcs - 01/21/24 - 02/20/24	3/8/2024	679
10513	T-Mobile	Communication Svcs - 01/21/24 - 02/20/24 MKV	3/8/2024	3,178
10514	UPS	Shipping Svcs - 02/24	3/8/2024	134
10515	Sean Van Bussel	Reimb - 02/27/24	3/8/2024	103
10516	Lyndsie Williams	Reimb - 02/28/24	3/8/2024	31
10517	Zoom Video Communications Inc	Communication Svcs - 02/28/24 - 06/30/24	3/8/2024	113
10518	Danielle Bouillerce	Reimb - 03/06/24	3/14/2024	96
10519	Lauren Bradley	Reimb - 03/01/24 - 03/03/24	3/14/2024	580
10520	Branche Jones	Consulting Svcs - 02/24	3/14/2024	4,000
10521	Center for Effective Philanthropy Inc	Youth Truth Student Survey, 4-2024, SY 23-24	3/14/2024	5,550
10522	Concur Technologies Inc	Software	3/14/2024	4,128
10523	Crown Facility Solutions Inc	Janitorial Svcs - 02/22/24	3/14/2024	1,338
10523	Crown Facility Solutions Inc	Janitorial Svcs - 03/24	3/14/2024	1,338
10524	Cara Deckert	Reimb - 03/05/24	3/14/2024	52

California Online Public Schools Southern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
10525	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	30,036
10526	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	169,713
10527	Florida Virtual School	Enrichment Svcs	3/14/2024	1,900
10528	Cierra Guerra	Reimb - 02/20/24 - 20/22/24	3/14/2024	436
10529	Heritage Schools Inc	SpEd Svcs - 02/24	3/14/2024	17,435
10530	Jason King	Reimb - 03/06/24	3/14/2024	148
10531	Law Offices of Michelle Won	Legal Svcs - 02/24	3/14/2024	220
10532	Carrie Ann Manning	Reimb - 02/20/24 - 02/23/24	3/14/2024	135
10533	Michelle Mann	Reimb - 03/06/24	3/14/2024	20
10534	Michael Meza	Reimb - 02/21/24 - 02/23/24	3/14/2024	212
10535	Netrix	Professional Svcs - 03/01/24 - 03/31/24	3/14/2024	3,080
10536	Parchment LLC	Subscription - 11/01/23 - 10/31/24	3/14/2024	12,765
10537	Philadelphia Insurance Companies	Insurance - 03/24	3/14/2024	16,399
10538	Pitney Bowes Bank Inc Purchase Power	Postage - 02/24 - 03/24	3/14/2024	3,159
10539	Procurify Technologies Inc	Software	3/14/2024	24,600
10540	Anthony Ramos	Reimb - 01/24/24 - 01/26/24	3/14/2024	87
10541	RokkitWear	Office Supplies	3/14/2024	50,000
10542	Spirit Monkey LLC	School Supplies	3/14/2024	4,200
10543	Stanford Sierra Youth & Families	SpEd Svcs - 01/24	3/14/2024	53,130
10544	TTC4SUCCESS	SpEd Svcs - 01/24	3/14/2024	89,152
10545	UPS	Postage - 02/24	3/14/2024	490
10545	UPS	Postage - 03/24	3/14/2024	490
10546	Theresa Vergel de Dios	Reimb - 02/27/24	3/14/2024	39
10547	Paige Wall	Reimb - 01/25/24	3/14/2024	30
10548	Cassie Williams	Reimb - 03/06/24	3/14/2024	91
10549	April Yi	Reimb - 02/27/24	3/14/2024	44
10550	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 02/24	3/14/2024	178
10551	Zoom Video Communications Inc	Communication Svcs - 02/01/24 - 02/29/24	3/14/2024	97
10552	School Pathways LLC	License - 02/01/24 - 01/31/25, District Oversight Level	3/20/2024	1,175
022924		FY2324 Adm fee cost Jan24	3/1/2024	1,000,704
022924		FY2324 STRS Feb24	3/1/2024	1,000,704
ACH	InterPres Corporation	Rent - 03/24	3/5/2024	30,205
ACH	InterPres Corporation	Rent - 03/24	3/6/2024	880
ACH	InterPres Corporation	Rent - 04/24	3/20/2024	32,832
ACH	JP Morgan Chase - Credit Card	CC Pmt - 02/27/24	3/1/2024	141,331
ACH	Chase Bank	Bank Fee	3/15/2024	196
ACH	JP Morgan Chase - Credit Card	CC Pmt - 03/26/24	3/26/2024	68,906
ACH	Orange County Dept of Education	ADMIN FEE COST FEBRUARY 2024	3/12/2024	46
ACH	Orange County Dept of Education	FY2324 STRS 03/24	3/21/2024	354,754
ACH	Orange County Dept of Education	FY2324 STRS 03/24	3/21/2024	662,473
ACH	Orange County Dept of Education	STRS PENALTIES & INTEREST 03/24	3/25/2024	362

Total Disbursements Issued in March $ 4,389,831

California Online Public Schools Academy Central Valley

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40050	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	$ 960
40051	Crystal Dawn Photography	Photography - Mid-Year School Festival - Central Valley	3/1/2024	350
40052	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	1,742
40053	Tulare County Clerk	Fictitious Business Name Filing Fee	3/1/2024	52
40054	Jostens	School Supplies	3/8/2024	40
40055	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	1,780
40056	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	5,159
40057	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	34,920
ACH	Chase Bank	Bank Fee	3/15/2024	93
			Total Disbursements Issued in March	**$ 45,095**

California Online Public Schools Northern California

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60124	ADT	Alarm Monitoring - 01/30/24 - 03/25/24	3/1/2024	$ 103
60124	ADT	Alarm Monitoring - 02/29/24 - 03/29/24	3/1/2024	103
60125	Alhambra	Drinking Water - 01/24	3/1/2024	86
60126	C3 Builders, Inc.	Repairs - Exhaust Fan Repair	3/1/2024	313
60127	City of Ripon	Facility Rental - 03/21/24	3/1/2024	300
60128	Pitney Bowes Bank Inc Purchase Power	Postage - 01/22/24 - 01/28/24	3/1/2024	2,178
60128	Pitney Bowes Bank Inc Purchase Power	Postage - 02/11/24 - 02/12/24	3/1/2024	2,178
60129	San Joaquin County Recorder	Fictitious Business Name Filing Fee	3/1/2024	47
60130	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 12/23 - 07/24	3/8/2024	1,250
60131	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	1,490
60132	PG&E	Utility Svcs - 01/26/24 - 02/26/24	3/8/2024	203
60133	Pitney Bowes Global Financial Services LLC	Postage Machine Lease - 03/30/24 - 06/29/24	3/8/2024	284
60134	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	1,471
60135	Center for Accessible Technology	SpEd Svcs - 02/24	3/14/2024	112
60136	City Signs	Signs	3/14/2024	7,097
60137	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	12,057
60138	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	49,649
60139	Jostens	School Supplies	3/14/2024	101
60140	Teamwork Speech Therapy Inc	SpEd Svcs - 02/24	3/14/2024	300
60141	UPS	Postage - 03/24	3/14/2024	16
ACH	Chase Bank	Bank Fee	3/15/2024	107
ACH	Modesto Irrigation District	Utilities	3/25/2024	226
			Total Disbursements Issued in March	**$ 79,671**

California Online Public Schools Academy North Bay

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30029	Lake County Clerk	Fictitious Business Name Filing Fee	3/1/2024	$ 45
30030	Effectual Educational Consulting Services	SpEd Svcs - 01/24	3/14/2024	495
30031	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	7,816
			Total Disbursements Issued in March	**$ 8,356**

California Online Public Schools Monterey Bay

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20035	Community Therapy Services	SpEd Svcs - 12/23	3/1/2024	$ 755
20036	Santa Cruz County Clerk	Fictitious Business Name Filing Fee	3/1/2024	58
20037	Pearson Virtual Schools USA	SpEd Svcs - 02/24	3/8/2024	290
20038	TinyEye Therapy Services	SpEd Svcs - 04/23	3/8/2024	633
20039	Effectual Educational Consulting Servic	SpEd Svcs - 01/24	3/14/2024	7,193
20040	El Paseo Childrens Center Inc.	SpEd Svcs - 12/23	3/14/2024	21,690
			Total Disbursements Issued in March	**$ 30,619**

California Online Public Schools Central Coast

Check Register

For the period ended March 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70024	Oxford Consulting Services Inc.	SpEd Svcs - 12/23	3/1/2024	$ 321
70025	Santa Barbara County Clerk Recor	Fictitious Business Name Filing Fee	3/1/2024	54
70026	Effectual Educational Consulting S	SpEd Svcs - 01/24	3/14/2024	320
70027	El Paseo Childrens Center Inc.	SpEd Svcs - 11/23 - 12/23	3/14/2024	3,444
			Total Disbursements Issued in March	**$ 4,139**

Coversheet

Approval of Revised 24-25 Academic Calendar (attached)

Section:	VI. Consent Items
Item:	F. Approval of Revised 24-25 Academic Calendar (attached)
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT Teacher Calendar 24-25 Updated 4.30.24.pdf

California Online Public Schools

2024-2025 Teacher Calendar

Event	School Status	Date
First Day of School (Teachers)	Staff Work Day	August 12, 2024
Teacher Holiday	School Closed/Office Open	August 19, 2024
Teacher Holiday	School Closed/Office Open	August 30, 2024
Labor Day	School and Office Closed	September 2, 2024
First Day of School (Students)	School and Office Open	September 3, 2024
Veterans' Day	School and Office Closed	November 11, 2024
Fall Break	School Closed/Office Open	November 25-26, 2024
	School and Office Closed	November 27-29, 2024
Winter Break	School Closed/Office Open	December 23-24, 2024
	School and Office Closed	December 25, 2024 - January 1, 2025
	School Closed/Office Open	January 2-3, 2025
Martin Luther King, Jr. Day	School and Office Closed	January 20, 2025
First Semester End Date	NA	January 29, 2025
First Semester Sections Close	NA	January 29, 2025
Teacher Work Day	Staff Work Day	January 30, 2025
Mid Semester Recess	School Closed/Office Open	January 31, 2025
Second Semester Start Date	NA	February 3, 2025
Second Semester Sections Open	NA	February 3, 2025
Presidents' Day	School and Office Closed	February 17, 2025
Spring Break	School Closed/Office Open	April 14-18, 2025
Memorial Day	School and Office Closed	May 26, 2025
Last Day of School (Students)	School and Office Open	June 17, 2025
Last Day of School (Teachers)	Staff Work Day	June 18, 2025
Juneteenth	School and Office Closed	June 19, 2025

School Status Legend:

School Closed/Office Open = Students and Teachers are not in school but Admin are on duty

School and Office Closed = No one is in school

School and Office Open = Everyone is in school

Staff Work Day = Students are not in school but Admin and Teachers are on duty

Coversheet

Approval of Revised 24-25 Salary Schedule (attached)

Section:	VI. Consent Items
Item:	G. Approval of Revised 24-25 Salary Schedule (attached)
Purpose:	Vote
Submitted by:	
Related Material:	Unoffical - July 1 2024 CalOPS Salary Schedule .4.0 - Sheet1 (1).pdf

California Online Public Schools 24-25 Salary Schedule

Step	Column A	Column B	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15
5	$ 72,376.04	$ 75,376.04	$ 80,376.04	$ 82,385.44	$ 84,445.08	$ 86,556.21	$ 88,720.12	$ 90,938.12	$ 93,211.57	$ 95,541.86	$ 97,930.41	$ 100,378.67	$ 102,888.14	$ 105,460.34	$ 108,096.85	$ 110,799.27	$ 113,569.25
6	$ 77,206.04	$ 80,206.04	$ 85,206.04	$ 87,336.19	$ 89,519.60	$ 91,757.59	$ 94,051.53	$ 96,402.81	$ 98,812.88	$ 101,283.21	$ 103,815.29	$ 106,410.67	$ 109,070.93	$ 111,797.71	$ 114,592.65	$ 117,457.47	$ 120,393.90
7	$ 81,346.04	$ 84,346.04	$ 89,346.04	$ 91,579.69	$ 93,869.18	$ 96,215.91	$ 98,621.31	$ 101,086.84	$ 103,614.01	$ 106,204.36	$ 108,859.47	$ 111,580.96	$ 114,370.48	$ 117,229.75	$ 120,160.49	$ 123,164.50	$ 126,243.62
8	$ 83,416.04	$ 86,416.04	$ 91,416.04	$ 93,701.44	$ 96,043.88	$ 98,445.08	$ 100,906.20	$ 103,428.86	$ 106,014.58	$ 108,664.94	$ 111,381.57	$ 114,166.11	$ 117,020.26	$ 119,945.77	$ 122,944.41	$ 126,018.02	$ 129,168.47
	Column A	Column B	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 12	Column 13	Column 14	Column 15
23	$ 87,900.00	$ 90,900.00	$ 96,600.00	$ 99,015.00	$ 101,490.38	$ 104,027.63	$ 106,628.33	$ 109,294.03	$ 112,026.38	$ 114,827.04	$ 117,697.72	$ 120,640.16	$ 123,656.17	$ 126,747.57	$ 129,916.26	$ 133,164.17	$ 136,493.27
24	$ 108,990.00	$ 111,990.00	$ 117,990.00	$ 120,939.75	$ 123,963.24	$ 127,062.32	$ 130,238.88	$ 133,494.86	$ 136,832.23	$ 140,253.03	$ 143,759.36	$ 147,353.34	$ 151,037.18	$ 154,813.10	$ 158,683.43	$ 162,650.52	$ 166,716.78
25	$ 114,889.50	$ 117,889.50	$ 123,889.50	$ 126,986.74	$ 130,161.41	$ 133,415.44	$ 136,750.83	$ 140,169.60	$ 143,673.84	$ 147,265.68	$ 150,947.33	$ 154,721.01	$ 158,589.03	$ 162,553.76	$ 166,617.60	$ 170,783.04	$ 175,052.62
26	$ 121,083.97	$ 124,083.97	$ 130,083.97	$ 133,336.07	$ 136,669.47	$ 140,086.21	$ 143,588.36	$ 147,178.07	$ 150,857.52	$ 154,628.96	$ 158,494.69	$ 162,457.05	$ 166,518.48	$ 170,681.44	$ 174,948.48	$ 179,322.19	$ 183,805.24
27	$ 127,588.18	$ 130,588.18	$ 136,588.18	$ 140,002.88	$ 143,502.95	$ 147,090.53	$ 150,767.79	$ 154,536.99	$ 158,400.41	$ 162,360.42	$ 166,419.43	$ 170,579.92	$ 174,844.42	$ 179,215.53	$ 183,695.92	$ 188,288.31	$ 192,995.52
28	$ 134,417.58	$ 137,417.58	$ 143,417.58	$ 147,003.02	$ 150,678.09	$ 154,445.05	$ 158,306.17	$ 162,263.83	$ 166,320.42	$ 170,478.43	$ 174,740.40	$ 179,108.90	$ 183,586.63	$ 188,176.29	$ 192,880.70	$ 197,702.72	$ 202,645.29
29	$ 141,588.46	$ 144,588.46	$ 150,588.46	$ 154,353.17	$ 158,212.00	$ 162,167.30	$ 166,221.48	$ 170,377.02	$ 174,636.45	$ 179,002.36	$ 183,477.42	$ 188,064.35	$ 192,765.96	$ 197,585.11	$ 202,524.74	$ 207,587.86	$ 212,777.55
30	$ 149,117.89	$ 152,117.89	$ 158,117.89	$ 162,070.84	$ 166,122.61	$ 170,275.67	$ 174,532.57	$ 178,895.88	$ 183,368.28	$ 187,952.48	$ 192,651.30	$ 197,467.58	$ 202,404.27	$ 207,464.37	$ 212,650.98	$ 217,967.26	$ 223,416.44
31	$ 157,023.78	$ 160,023.78	$ 166,023.78	$ 170,174.37	$ 174,428.73	$ 178,789.45	$ 183,259.19	$ 187,840.67	$ 192,536.68	$ 197,350.10	$ 202,283.85	$ 207,340.95	$ 212,524.47	$ 217,837.59	$ 223,283.53	$ 228,865.61	$ 234,587.25
32	$ 165,324.97	$ 168,324.97	$ 174,324.97	$ 178,683.09	$ 183,150.17	$ 187,728.93	$ 192,422.15	$ 197,232.70	$ 202,163.52	$ 207,217.61	$ 212,398.05	$ 217,708.00	$ 223,150.70	$ 228,729.47	$ 234,447.70	$ 240,308.90	$ 246,316.62
33	$ 174,041.21	$ 177,041.21	$ 183,041.21	$ 187,617.24	$ 192,307.67	$ 197,115.36	$ 202,043.25	$ 207,094.33	$ 212,271.69	$ 217,578.48	$ 223,017.94	$ 228,593.39	$ 234,309.22	$ 240,165.93	$ 246,170.08	$ 252,324.33	$ 258,632.44
34	$ 183,193.27	$ 186,193.27	$ 192,193.27	$ 196,998.10	$ 201,923.05	$ 206,971.13	$ 212,145.41	$ 217,448.04	$ 222,885.27	$ 228,457.40	$ 234,168.84	$ 240,023.06	$ 246,023.63	$ 252,174.23	$ 258,478.58	$ 264,940.55	$ 271,564.06
35	$ 192,802.94	$ 195,802.94	$ 201,802.94	$ 206,848.01	$ 212,019.21	$ 217,319.69	$ 222,752.69	$ 228,321.50	$ 234,029.54	$ 239,880.28	$ 245,877.29	$ 252,024.22	$ 258,324.82	$ 264,782.95	$ 271,402.52	$ 278,187.58	$ 285,142.27
36	$ 202,893.10	$ 205,893.10	$ 211,893.10	$ 217,190.43	$ 222,620.19	$ 228,185.69	$ 233,890.34	$ 239,737.59	$ 245,731.03	$ 251,874.31	$ 258,171.17	$ 264,625.45	$ 271,241.08	$ 278,022.11	$ 284,972.68	$ 292,096.98	$ 299,399.40
37	$ 213,487.74	$ 216,487.74	$ 222,487.74	$ 228,048.93	$ 233,751.18	$ 239,594.96	$ 245,584.84	$ 251,724.46	$ 258,017.57	$ 264,468.01	$ 271,079.71	$ 277,856.70	$ 284,803.12	$ 291,923.20	$ 299,221.28	$ 306,701.81	$ 314,369.35
38	$ 224,812.12	$ 227,812.12	$ 233,812.12	$ 239,452.42	$ 245,438.73	$ 251,574.70	$ 257,864.07	$ 264,310.67	$ 270,918.44	$ 277,691.40	$ 284,633.68	$ 291,749.53	$ 299,043.29	$ 306,519.35	$ 314,182.33	$ 322,036.89	$ 330,087.81
39	$ 236,292.73	$ 239,292.73	$ 245,292.73	$ 251,425.05	$ 257,710.67	$ 264,153.44	$ 270,757.28	$ 277,526.21	$ 284,464.36	$ 291,575.97	$ 298,865.37	$ 306,337.01	$ 313,995.43	$ 321,845.32	$ 329,891.45	$ 338,138.74	$ 346,592.21
40	$ 248,557.38	$ 251,557.38	$ 257,557.38	$ 263,996.81	$ 270,596.22	$ 277,361.13	$ 284,295.16	$ 291,402.54	$ 298,687.60	$ 306,154.79	$ 313,808.68	$ 321,653.87	$ 329,695.22	$ 337,937.60	$ 346,386.04	$ 355,045.69	$ 363,921.84
41	$ 261,435.25	$ 264,435.25	$ 270,435.25	$ 277,196.13	$ 284,126.03	$ 291,229.19	$ 298,509.92	$ 305,972.68	$ 313,621.98	$ 321,462.53	$ 329,499.09	$ 337,736.57	$ 346,179.98	$ 354,834.48	$ 363,705.35	$ 372,797.98	$ 382,117.93
42	$ 274,957.00	$ 277,957.00	$ 283,957.00	$ 291,055.93	$ 298,332.32	$ 305,790.63	$ 313,435.40	$ 321,271.28	$ 329,303.06	$ 337,535.64	$ 345,974.03	$ 354,623.38	$ 363,488.97	$ 372,576.19	$ 381,890.60	$ 391,437.86	$ 401,223.81
43	$ 289,154.86	$ 292,154.86	$ 298,154.86	$ 305,608.73	$ 313,248.95	$ 321,080.17	$ 329,107.18	$ 337,334.86	$ 345,768.23	$ 354,412.43	$ 363,272.75	$ 372,354.56	$ 381,663.43	$ 391,205.01	$ 400,985.14	$ 411,009.77	$ 421,285.01

Career Ladder Stipends	
Career Ladder - 1 Point	4% of Base
Career Ladder - 2 Points	8% of Base
Career Ladder - 3 Points	12% of Base
Career Ladder - 4 Points	16% of Base

Stipends		
Masters		$2,500
Doctorate		$5,000

Step	Position	Step	Position	Step	Position
5	Elementary	23	**	32	Directors
6	Secondary/Counselor	25	Psycologist	36	Principals
7	Secondary Math/Science	26	AP/AD 1	41	
8	Special Education / ELD	27	AP/AD 2	42	
		28	AP/AD 3		

**	Coord Assess / Coord Stu Serv / Social Worker / Speech Path. DEI Spec / Comp Network Spec

Every Column after Step 15 increases by 2.5%

Step	Column A	Column B	Column C	Column D	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10	Column 11	Column 14	Column 15
50	$ 25.50	$ 27.50	$ 29.50	$ 31.50	$ 34.50	$ 35.36	$ 36.25	$ 37.15	$ 39.08	$ 39.03	$ 40.01	$ 41.01	$ 42.03	$ 43.09	$ 44.16	$ 45.27	$ 46.40
51	$ 29.64	$ 31.64	$ 33.64	$ 35.64	$ 38.64	$ 39.61	$ 40.60	$ 41.61	$ 42.65	$ 43.72	$ 44.81	$ 45.93	$ 47.08	$ 48.26	$ 48.46	$ 50.70	$ 51.97
52	$ 33.75	$ 35.78	$ 37.78	$ 39.78	$ 42.78	$ 43.85	$ 44.95	$ 46.07	$ 47.22	$ 48.40	$ 49.61	$ 50.85	$ 52.12	$ 53.43	$ 54.78	$ 56.13	$ 57.53
53	$ 39.30	$ 41.30	$ 43.30	$ 45.30	$ 48.30	$ 49.51	$ 50.75	$ 52.01	$ 53.31	$ 54.65	$ 56.01	$ 57.41	$ 58.85	$ 60.32	$ 61.83	$ 63.37	$ 64.95

Every Column after Step 15 increases by 2.5%

Stipends	
Masters	$2,500
Doctorate	$5,000

Step	Position	Step	Position
50	Admin Asst I	52	Admin Asst III / Registrar
51	Admin Asst II	53	Executive Asst

Coversheet

Approval of Revised 23-24 CalOPS Board Meeting Schedule (attached)

Section: VII. Action Items
Item: A. Approval of Revised 23-24 CalOPS Board Meeting Schedule (attached)
Purpose: Vote
Submitted by:
Related Material: Revised CalOPS 23-24 Meeting Schedule for Review.pdf

California Online Public Schools

California Online Public Schools, Southern California
33272 Valle Road
San Juan Capistrano, CA 92675

California Online Public Schools (CalOPS)

2023-2024 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 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

DATE	TIME	LOCATION[1]
Tuesday, September 5, 2023	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, October 3, 2023	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, November 7, 2023	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, December 5, 2023	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, February 6, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, March 5, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, April 2, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, May 7, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Annual Meeting Tuesday, June 4, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference

[1] Subject to all federal and state mandates regarding public health and safety

Coversheet

Approval of 24-25 CalOPS Board Meeting Schedule (attached)

Section:	VII. Action Items
Item:	B. Approval of 24-25 CalOPS Board Meeting Schedule (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS 24-25 Meeting Schedule for Review.pdf

California Online Public Schools

California Online Public Schools, Southern California
33272 Valle Road
San Juan Capistrano, CA 92675

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

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Dr. Richard Savage, Superintendent
rsavage@californiaops.org

DATE	TIME	LOCATION[1]
Tuesday, September 3, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, October 1, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, November 5, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, December 3, 2024	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, February 4, 2025	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, March 4, 2025	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, April 1, 2025	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Tuesday, May 6, 2025	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference
Annual Meeting Tuesday, June 3, 2025	3:30 p.m.– 5:30 p.m.	At School Locations and via Teleconference

[1] Subject to all federal and state mandates regarding public health and safety

Coversheet

Approval or Fiscal Control Policy Revision (attached)

Section:	VII. Action Items
Item:	C. Approval or Fiscal Control Policy Revision (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS Fiscal Controls Policy DRAFT for Board Approval 4.30.24.pdf

FISCAL POLICIES and CONTROLS

Background

California Online Public Schools (CalOPS) is a California public benefit corporation (the Organization), with non-profit status from the IRS, which operates a network of public charter schools known as California Connections Academy. This network of charter schools is referred to as School or Schools in this policy.

Purpose

The Board of CalOPS believes in implementing and following fiscal management practices to ensure that the Organization's funds are appropriately managed in order to support the Organization's and its Schools' mission and avoid any liability that could be attributed to the Board resulting from mismanagement. The Organization refers to the "California Charter School Accounting and Best Practices Manual" developed by Fiscal Control and Management Assistance Team (FCMAT) for guidance in the review and updating of these policies.

Policy

School and corporate funds will be budgeted, accounted for, expended, and maintained in an appropriate fashion and in accordance with applicable Federal and State requirements. The following procedures have been established to facilitate this.

Procedures

A. Budgets

The Chief Financial Officer of the Schools, in consultation with the Schools' Chief Executive Officer([1]) and with the support of the financial services provider([2]) and other relevant staff members, will coordinate the preparation of an annual operating budget with estimated revenue and expenditures prior to June 20 for the following fiscal year, defined as the twelve-month period ending June 30, unless otherwise required by law or other contract. The Board shall review and approve the budget prior to July 1 of each year. A fiscal year forecast based upon updated assumptions will be prepared before the opening of the new School year.

Approved annual operating budgets will be submitted to appropriate entities required by law in the format required by statute and/or regulation and/or contractual agreements, and by any required

[1] The Chief Financial Officer currently holds the title of Director of Finance. The Chief Executive Officer currently holds the title of Superintendent and may also be referred to as the School Leader. These titles are subject to change.
[2] Connections Education, LLC, dba Pearson Online and Blended Learning dba Pearson Virtual Schools USA is a current provider of fiscal support services through 6/30/2024 to the organization. This function is also being carried out by our new financial service provider, Charter Impact as of 7/1/2023 with full transition occurring after 7/1/2024.

deadlines.

Approved budgets will be used to monitor the financial activities of the year via the monthly financial reports. In addition, cash flow analysis (when needed), budget projections, and budget revisions, will be prepared periodically during the year to adjust for changes in revenue or expenses.

Budgets will be prepared that show the revenue, expenditures, and financial position for each School, as well as the Organization as a whole.

B. Controls, Budget, and Fiscal

The School will maintain the following principles in its ongoing fiscal management practices to ensure that, (1) expenditures are authorized by and in accordance with amounts specified in the board-adopted budget, (2) the Organization and Schools' funds are managed and held in a manner that provides a high degree of protection of the Organization's assets, and (3) all transactions are recorded and documented in an appropriate manner:

1. Segregation of Duties

The Organization will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. Proposed expenditures that are not pre-approved via Board action of a contracted amount should be approved by an administrator, who will review to determine whether it is consistent with the Board-adopted budget. An approved signer on the account will sign or otherwise approve purchase orders, check request forms, credit card expenses, or invoices.

All checks or purchases over Five Thousand ($5,000) Dollars must be co-signed by two employees or officers who have been approved as a signatory on the School's checking account. Dual approval through electronic methods is also acceptable. Payments for invoices for operational services contracted by the School, and previously approved by the Board, including those for services provided by Connections, do not need to be countersigned or dually approved. Annually, the Chief Financial Officer will present a list of regular recurring expenses with estimated amounts of the payments to be made for pre-approval by the Board. Any payment made to a vendor on this list during each fiscal year, within the predetermined and pre-approved range, may be made with only one level of approval, rather than the two required for large, non-recurring expenses. The board will be provided a check registry with all checks sent out in the month in their monthly board documents.

All transactions will be posted on an electronic general ledger by a bookkeeper or through the account manager assigned by the approved fiscal services provider. This ledger will be maintained either with the local contracted bookkeeper, or with the fiscal services provider in alignment with the standardized account code structure (SACS) and generally accepted accounting principles (GAAP), and will be available upon request by the Organization or any School at any time. To ensure segregation of recording and authorization, the bookkeeper or assigned account manager may not co-sign check requests or purchase orders or approve purchases or expenses.

2. Banking Arrangements/Reconciliation

The Organization will maintain its accounts at a federally insured commercial bank or credit union in California[3], as approved by the Board. New bank accounts or changes to existing bank accounts may be initiated by the Chief Executive Officer or Board President with Board Approval. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested in non-speculative federally backed instruments. For all funds, the Board must appoint and approve all individuals authorized to sign checks or approve payments in accordance with these policies. The Chief Financial Officer may be given administrative access to all bank accounts for daily management and oversight. The Chief Executive Officer and Chief Financial Officer have the ability to grant members of the executive leadership team and the back officer service provider the ability to act as alternative initiators and approvers for transactions within the bank accounts. Key members of the finance team may be given view access to the bank accounts for daily tasks such as account reconciliation, check verification and other essential duties.

Public funds received on behalf of any of the Schools may be held in a county Treasury account and passed through to the Organization's commercial bank upon request of the Chief Financial Officer and/or board approved designee.

Bank statements from private banking institutions will be available online or through a downloaded digital copy to the Organization's bookkeeper or assigned account manager for reconciliation. A report of the reconciliation will be provided to the Chief Financial Officer on a monthly basis and to the Board Treasurer upon request.

3. Purchasing Procedures

This section applies to purchases made by the Organization or Schools. All purchases or contracts over Twenty Thousand ($20,000) Dollars must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services and should be approved by the Board, however, the Board may approve a designee to sign such contracts following Board approval. For purchases over Ten Thousand ($10,000) Dollars, evidence of a good faith effort to secure the lowest possible cost should be made and documented. The administrator shall not approve invoices, purchase orders or check requests lacking such documentation and must also comply with the School's Procurement Policies. Documentation of the comparable bids and the Board decision, when applicable, shall be available prior to approval of checks, invoices and purchase order requests showing that at least two (2) vendors were contacted and such documentation shall be maintained in accordance with the retention policies for temporary fiscal records. If specialty goods or services are not available through multiple vendors, documentation may include this information in lieu of a cost comparison.

No public funds shall be expended for the purchase of alcoholic beverages. Other employee travel and expense reimbursement procedures are described below.

[3] All current bank accounts are with JP Morgan Chase.

All purchases for the Organization or the Schools should follow the purchase requisition process managed by members of the Finance team with approval from the Chief Executive Officer or the Chief Finance Officer. Additional designees may be given approval to order items with pre-approval from the Chief Executive Officer and the Chief Finance Officer on a case by case basis. All purchases must comply with state and federal public funds compliance regulations, further the academic achievement, mission and goals for the school, and can be demonstrated as a direct need of the school and our students.

4. Record Keeping

Transaction ledgers, invoices, receipts, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documents will be maintained by the Organization in accordance with applicable state law, and as required in any contract or agreement, in a secure location for at least seven (7) years as set out in the Records Retention policy, or as long as required by applicable law, whichever is longer. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored electronically. Paper documents may be compiled and stored in an on-site or off-site location after completion of the annual audit. The Schools will not typically charge for the costs of copying records when records are being requested by an oversight agency, through a subpoena, or in accordance with public records regulations, however, the Schools reserve the right to do so at a rate not to exceed twenty-five cents ($0.25) per page. The School will attempt to provide records electronically, however, the actual cost of mailing records may be charged to the requestor. Copying charges only apply to the cost of reproduction, not to time spent searching for records. However, if electronic records are requested, the time needed to create an electronic version may be charged to the requestor.

5. Fixed Assets

The local contracted bookkeeper or the fiscal services provider shall establish and maintain and regularly update a listing of all equipment or furniture purchased by the School of with a value of over Five Thousand ($5,000) Dollars. When the individual piece of equipment or furniture has an initial value over Five Thousand ($5,000) Dollars it will be considered a capital asset rather than a non-capitalized expenditure. The listing shall include the original purchase price and date, a brief description, serial numbers or other identifying information when available, and other information appropriate for documenting the School's assets. The School shall maintain a separate segregated list of assets that were purchased with non-public funds, where applicable.

6. Cash Collections

All incoming checks or cash will be verified and entered into a check log in accordance with any internal control procedures developed by the school. All checks will be restrictively endorsed promptly. Receipts will be issued upon request. Any cash received must be deposited at the bank. When checks are taken or mailed for deposit, the person taking the checks will sign a separate log with the date and total amount taken for deposit. Checks may also be scanned and endorsed for electronic deposit to the bank, in which case the deposit record will be reviewed by a person separate from the one creating the electronic deposit. The deposit total and/or check images will be compared with the deposit record on the bank statements. All cash and checks will be kept locked

up prior to deposit. Deposits should be made as soon as possible on receipt of checks and/or cash and with a target of one week of receipt. Some payments for certain school activities may be held longer if needed.

The Organization and its Schools may accept electronic payments, via Zelle (or another similar system). All payments will be tracked monthly and provided to the bookkeeper for proper record keeping for budgetary purposes. Tracking will consist of the person who is sending the payment, the reason for the payment and the correct recipient for the payment. Deposits made electronically will be compared with the deposit record on the bank statements monthly.

7. Attendance Accounting

The Chief Financial Officer or designee, in consultation with the Chief Executive Officer, will establish and maintain an appropriate attendance accounting system to ensure each School receives appropriate attendance credit. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance with applicable state regulations.

8. Annual Audit

The Board or its Audit Committee (if one exists) shall contract for the services of an independent public accountant to perform an annual fiscal audit in compliance with State law. The audit shall cover the business of the Schools and Organization during the full fiscal year; be a financial audit conducted in accordance with generally accepted auditing standards; and, include, but not be limited to, (1) an analysis of each School's compliance with applicable laws and regulations; (2) any recommendations for improvement by the Organization; (3) any other comments deemed pertinent by the auditor, including the auditor's opinion regarding the financial statements; (4) an audit of the accuracy of the School's and Organization's financial statements, (5) an audit of each School's attendance accounting records, and (6) an audit of the School's internal controls practices. If the School receives over the current threshold established by the federal Office of Management and Budget from federal sources, the audit shall be prepared in accordance with any relevant Office of Management and Budget audit circulars. The audit shall be completed and submitted to the Board for review at a public meeting as soon as reasonably possible following the close of the fiscal year for which the audit is conducted and as mandated by state, charter or other law. Copies of the Audit will also be forwarded to any entities or public agencies, as required by the state's Charter School law, the charter and other relevant state regulations.

The Audit engagement and review process may be conducted by the Board's Audit Committee (if one is formed) on behalf of the Board.

9. Fiscal Reports

The following reports will be prepared for Organization and maintained by the fiscal services provider on a monthly basis, will be reviewed by the Chief Financial Officer, and will be reported to the Board and/or its Treasurer. The financial information will be separated by School as necessary to allow review of the revenues and financial position of each School.

- Revenue and Expense Statement for the current fiscal year – showing actual results for the months already past and forecasts for future months
- Balance Sheet(s)
- Bank Reconciliation – listing all of the deposits and withdrawals for the period under review
- Accounts Receivable Detail
- Payroll Registers and/or compensation summaries
- Monthly Check Registry
- Enrollment Reports – showing the demographic makeup of the students who have enrolled in the School as well as other related statistical data, including data used to determine the monthly fees.

10. Property and Liability Insurance

The Organization shall ensure that the School retains appropriate property and liability coverage in accordance with the respective state law. Directors and Officers liability insurance for the Board shall also be obtained. Insurance will be kept in force at all times with any minimum limits as outlined in the charter and state law. Certificates of insurance and/or additional insurance requirements will be provided upon request in order to meet the needs of the Organization and Schools. The Organization may also seek out and obtain additional insurance coverage, upon approval by the Board, if in the best interests of the Organization.

11. Contract Signing Authority

Unless otherwise authorized or designated by the Board, all contracts entered into by the School for a monetary amount over Twenty Thousand ($20,000) Dollars shall require the signature of the Chief Executive Officer or Board President. Routine contracts for the operation of the School such as for field trips, school events, state testing proctors and testing sites, janitorial services, other services etc. in a monetary amount of less than Twenty Thousand ($20,000) Dollars may be signed by the Superintendent, Deputy Superintendent, Principal, Director of Finance or Director of Business Services.

12. Corporate Tax Returns

The Board will annually engage someone to prepare and submit the annual tax returns (Form 990 and Form 199) for the corporation of the Organization. The Board (and/or the Audit Committee of the Board) will annually review its policies and practices to be sure it is complying with any regulations or requirements of the Internal Revenue Service. Prior to submission of the tax returns, the Chief Financial Officer, other designated staff of the school, and/or financial service provider will review the tax returns for accuracy. Following completion of a final draft of the tax returns, the Board will receive and review the returns prior to the submission deadline. Appropriate extensions may be filed when needed. Typically, an annual extension from the November deadline to May is expected as the annual audit has not yet been conducted prior to November 15. Other extensions may be filed if necessary to allow for thorough preparation and review of the tax returns prior to submission.

13. Petty Cash

One or more petty cash funds, not to exceed Three Hundred ($300) Dollars each, may be established by the Organization with an appropriate ledger to be reconciled periodically, but at least quarterly, by an administrative support employee who does not normally handle the petty cash. Petty cash expenditures are typically small amounts, usually less than one hundred ($100) dollars, and do not need to be pre-approved by an administrator.

14. Staffing and Staff Compensation

Executive Compensation

As a best practice for a non-profit organization, at the time of hiring or increasing the compensation of the Chief Executive Officer, the Director of Business Services and Chief Financial Officer, the Board will review a comparison of salaries for chief executives (for example, superintendent,, principal , director , administrator, school leader, executive director, etc.) and CFOs (Chief Business Officials, Business Directors, Business Services Administrators, etc.) at other similar schools or organizations and make a determination, to be recorded in the minutes of the Board, that the proposed compensation for each position is "just and reasonable". If compensation is increased by the same amount as all other employees, such as for an annual across the board raise, this process is not required.

Discretionary Incentive Pay Policy

Qualifying employees of California Online Public Schools, a nonprofit public benefit corporation that operates the California Connections Academy Schools ("Employer") may, from time to time, be awarded discretionary incentive pay subject to the terms and conditions of this Discretionary Incentive Pay Policy ("Policy").

Employer shall determine, in its sole and absolute discretion, the following: (1) if any incentive pay will be awarded; (2) the amount of the incentive pay to be awarded; (3) additional eligibility factors for incentive pay, if any; (4) the recipients of the incentive pay; and (5) when incentive pay will be awarded and paid to recipients. Employees have no expectation of receiving any incentive pay under this Policy and there is no guarantee that an employee's receipt of incentive pay will result in receipt of any future incentive pay. This policy may be amended from time to time at the Employer's sole discretion.

Minimum Eligibility Requirements

To be eligible for incentive pay under this Policy, the employee must, at a minimum, be employed by the Employer on the date the payment is to be made. The Superintendent or designee may impose additional eligibility requirements in his or her sole discretion.

New Hire Payment

To help Employer hire the best possible candidates for employment and/or to fill those positions that are difficult to fill or are high-need, Employer has discretion to offer newly hired employees a one-time hiring incentive payment of up to $10,000 per employee. Employer may award new hire

payments where the Superintendent or designee determines, in his or her sole discretion, that any of the following conditions exist: the position is in high need, there is a lack of qualified applicants, there is an urgency to fill the position, and/or any other relevant consideration.

Retention Payment

To help Employer retain qualified employees, build institutional knowledge and promote stability throughout the school, Employer has discretion to pay employees a retention payment in an amount not to exceed 10% of the employee's annual base salary. Any such retention payment may be paid to the employee in installments over the course of the school year and the employee's right to payment must be conditioned on his or her continued employment with Employer on the date the retention payment is to be made. The Board has the ability to approve all retention payments above and beyond 10%.

Performance Payment

To encourage and reward excellent performance, Employer has discretion to award employees a payment of up to 20% of the employee's salary, in an amount not to exceed $12,000 annually per employee, unless approved by Employer's governing board for a higher cap. Employer may award performance payments where the Superintendent or designee determines, in his or her sole discretion, that it is warranted based on any of the following achievements or contributions by the employee as an individual or by the school as a whole: curriculum development, student performance improvements, positive evaluations, and/or any other relevant consideration. Employees must have advance administrative approval to undertake curriculum development or other projects that could qualify for a performance payment.

15. Independent Contractors

If the Organization or School engages anyone to provide services who is classified as an Independent Contractor, the Organization will track and document the payments in a manner that will allow reporting to the IRS as required. Purchasing products from a vendor such as food or supplies is not considered a service. The IRS reporting applies to all contractors that provide services and that are not incorporated, and to all lawyers regardless of incorporation. A determination must be made in accordance with current state and federal guidelines as to whether a service provider qualifies as an Independent Contractor, based on the concepts of the degree of control over the contractor and the type of services provided. If the contractor does not meet the currently recognized standards as an independent contractor, then that person may need to become an employee of the Organization in order to provide the service. The Chief Financial Officer and/or the financial service provider will be responsible for the required annual reporting for all Independent Contractors hired directly by the Organization and/or Schools and will require appropriate documentation to support the proper reporting to the IRS and other applicable agencies, including collecting an IRS W9 form from each contractor upon engagement, and then as needed when information is updated by the contractor.

16. Fundraising and Donations

While the majority of the revenues for the Schools are from government sources, the Schools do on occasion receive donations from private sources. Donations received will be used for School operating purposes, and typically are used to support activities which directly support students, such as field trips, school in-person events, staff appreciation and graduation ceremonies. If supplies or equipment are purchased with donated funds, or if supplies or equipment are donated to the Schools, these become the property of the Organization. If the donation exceeds Five Thousand ($5,000) Dollars in value, it must first be accepted by the action of the Board and the donor should indicate the purpose of the donation and any restrictions on use so the Board can determine whether to accept the donation and abide by any restrictions. Donated funds should not be used to pay for personnel costs, unless otherwise approved by the Board. If a single donation of Two Hundred Fifty ($250) Dollars or more is received, the Organization will issue a written acknowledgement to the donor.

The Schools do not typically engage in fundraising activities whereby funds are donated directly to the Schools as part of the fundraiser. Students may on occasion organized fundraisers that benefit other charitable organizations or private persons (for example a family experiencing a severe loss), but funds for these activities should not flow through the School accounts and funds should be go directly to the organization who is benefitting from the fundraiser.

17. Expenditures on Political Activities

The Organization has received non-profit (501 (c) (3)) status from the IRS, and as such, expenses for certain political activities are not allowable. The type of expenditures includes but is not limited to staff time, use of school office equipment or supplies, travel expenses, etc. The types of activities which would are not allowed include:

- Endorsement of or opposition to any candidate for any public office
- Contributions to political parties or political action committees
- Expenditures for political advertisements
- Endorsement of or opposition to any ballot measure

The Organization's employees, Board members and other representatives may engage in the above political activities on their own time, using their own personal assets and resources, however, they may not act or appear to be acting on behalf of the Schools or Organization, and may not use Organization resources to assist any non-allowable political activities.

The Schools and Organization may expend a very limited amount of funds on allowable political activities. Allowable activities would be grassroots lobbying efforts on legislative matters which may have an impact on the School or Organization, such as proposed, pending or current legislative bills, laws, regulations, etc. Typically the resources used for this type of allowable activity would be a small amount of staff time to contact or meet with legislators. Staff time and other costs, if applicable, for allowable political activities will be estimated annually and reported with the best estimate of cost on the Organization's tax returns.

No federal funds, or assets obtained from federal funds, may be used for any political purpose.

18. Expense Reimbursement and Travel

Additional details of the procedures and guidelines for expense reimbursement will be developed and distributed by the Chief Financial Officer or designees, however, the following general procedures will be used when developing the more detailed procedures:

1. Expenses must be accompanied by a copy of the receipt prior to reimbursement. If a receipt is lost, a "Lost Receipt" form will be completed and approved.
2. Expense reimbursement requests will be reviewed and approved by designated managers, administrators and/or administrative support staff prior to reimbursement.
3. Employee meal reimbursement amounts will follow a standard amount, published annually to employees. Exceptions made will be within reason and will be approved by the Chief Financial Officer or Chief Executive Officer.
4. Expenses should be submitted for reimbursement within 30 days of incurring the expense, and ideally no later than 60 days. Employees will be informed that if expenses are not submitted within this time frame, the reimbursement may be denied.
5. Expense reimbursements will be submitted using acceptable current methods[4]. . Most expenses should be submitted using this system, although some expenses may also be reimbursed to employees or board members using a check request form or petty cash.
6. Notes should be included to explain the business purpose of the expense, and should include significant details such as the event, the persons participating, any unusual circumstances, etc.
7. Employee mileage reimbursement will follow the Schools' current guidelines and may include a reduction for work from home employees who travel for work purposes during normal working hours. The mileage reimbursement rate will be in accordance with the current rate issued by the IRS. Traffic or parking violations are the responsibility of the employee.
8. Out-of-state travel requires pre-approval from the Chief Executive Officer or Board.
9. Expenses that are subject to reimbursement must be for activities which support the mission of the Schools and its students. Examples of allowable expenses include travel and conference, mileage, meals, car rentals, school and office supplies, academic expenses, and other approved expenses.
10. Expenses that do not support the mission of the Schools and its students are not allowable and are not reimbursable. If a type of expense is in doubt, it should be presented to the Chief Executive Officer or Chief Finance Officer for a determination as to whether it supports the School and is part of the School budget. Expenses which are purely for an employee's convenience are not

[4] The online expense reimbursement system currently in use by the Organization is Concur.

reimbursable. Examples of non-allowable expenses include any alcohol, tobacco or drugs; medical expenses; memberships to health clubs or travel lounges; travel insurance; hotel honor bar; valet parking; laundry, cleaning or personal grooming expenses; theft or loss of personal property (unless the employee was on school business and had reasonably secured their belongings); personal expenses for the home while traveling including home or yard care, babysitting or pet sitting fees; personal entertainment including movies, video games, magazines, live shows or sporting events, entry fees, etc. (Note: Some costs of entertainment activities listed here may be allowable if they are incurred as part of a pre-approved team building activity which has a benefit to and in support of the School.) Reimbursement for gifts of any kind, including flowers, food or gift cards, is never allowed.

11. Tips for meals are allowable in appropriate circumstances where the employee received service, but should not exceed twenty percent (20%).
12. All orders for payment of money to a member of the Board may only be drawn for travel expenses, or subsistence allowances.

The vast majority of expenses should be paid for through the School and Organization's usual methods of payment so that employees incur a minimal amount of out of pocket expenses that need to be reimbursed.

Detailed guidelines for procedures and approval of all employee travel expenses should be in place, updated regularly, and communicated to all employees. Employee work related travel should be approved prior to the travel taking place, through the employee's supervisor at a minimum, and when out of the ordinary course of regular school activities (such as field trips, school events, employee meetings, etc.) by the Principal, Director and/or Chief Executive Officer.

19. Reserves and Fund Balance

Each School will maintain a minimum cumulative ending fund balance as a "Reserve" that is at least Ten Thousand ($10,000) Dollars. The goal for each school would be a minimum reserve amount that is equal to 3% of the annual expenditures, with an ideal target of 5% of annual expenditures. However, one purpose of the reserve funds is the use in a year when revenue is lower so that school services and programs do not need to be reduced. The Schools and Organization have language in the Statement of Agreement(s) with Connections which help to insure the minimum ending cumulative fund balance amount for each individual School by applying a service credit against the services provided by Connections . The cumulative ending fund balance, otherwise known as the School's Reserves, will be considered "Unassigned/Unappropriated" unless the Board takes action to assign some or all of the Reserves to a particular designation.

20. Interschool Transfers, Intra-organizational Loans and Blending of Funds

The Organization governs and operates multiple charter schools. It is important to keep accurate fiscal records for each school separately as each is its own Local Educational Agency for

funding purposes, and each has its own authorizer and serves students in different counties. It is also important to maximize efficiency of operations and keep fiscal records for the Organization as a whole. For this reason, funds from the different Schools may be COMMINGLED but shall not be BLENDED, as defined below.

Commingling mixes or joins funds, however the origin, identity or source and the use of the funds can be traced, audited and documented. Funds may be mixed together or shared, but they can be accounted for separately when carefully commingled. Commingling should occur only when needed to carry out efficient operations for the school.

Blending occurs when the origin, identify, source or use of the funds is lost or unidentifiable, and the transaction cannot be traced. The source of funds must be matched with the use of funds, and if the funds sources and uses cannot be tracked to the origin, identity and purpose, then the funds would be considered blended and the transaction is not auditable. Blending of funds should not occur.

Commingling of funds to such an extent that the funds become blended is prohibited. Inter-fund or interschool loans and due to/due from transactions are allowable. Because one non-profit corporation with one federal identification number oversees and operates multiple charter schools, sharing of resources and allocation of expenses will take place, however, the accounting system and methods will be in place to ensure that blending of funds does not take place.

Transfer of Special Education funding between Schools of the Organization is allowed under the policies of the Special Education Local Plan Area as long as it is done in accordance with the Board approved Fund Reallocation Policy.

If there is a need for one School to access funds from a different School in the Organization, temporary transfer of funds is allowable from a school with surplus funds to a school in need of funds. This type of transfer will take place with Board approval and with the following terms:

- All intra-organizational receivables and payables that are settled or result in a zero balance as of the end of the fiscal year, as of the time the books for each school are closed, are not subject to any repayment terms or interest accruals.

- Any intra-organizational receivables and payables that are not settled to a zero balance as of the end of the fiscal year (as of the time the books for each school are closed) may be converted to an intra-organizational loan agreement, which will include the terms of repayment, the interest rate, which, if not zero, shall be reasonable, and the duration of the loan. The final terms of such a loan are subject to approval by the Board at the next regular meeting, but no later than prior to the completion of the annual audits.

21. Fraud Prevention

It is in the best interests of the Schools and Organization to prevent fraud. Reporting of potential

fraud is encouraged, and employees have access to the whistleblower policy included in the Employee Handbook. The employee policies also include a description of both unethical behavior and of the professional and ethical behavior expected of all employees of the Organization. Methods to report unethical conduct are described, including confidential and anonymous methods to raise a concern or report fraudulent or otherwise illegal or unethical behavior. Creating a culture of professional and ethical behavior is an important goal which the leadership and management staff of the Organization are responsible for.

Strong internal controls also prevent fraud and misuse of School funds. The administrative staff is responsible for creating and carrying out strong internal control processes, for being well informed about the various types of fraud, for creating a culture of accountability and honesty, and for implementing actions to limit the possibility of fraud. Strong internal controls, some of which are described in these fiscal policies, are important to protect the Schools' employees as well as the Organization as a whole. The internal controls limit the opportunity, incentive, capability and rationalization which make fraud more likely, and also helps to identify the person suspected while excluding innocent individuals from suspicion.

22. Public Purpose for Expenditures

The California Constitution prohibits using public funds for a gift to any individual or corporation or other governmental agency. The use of school funds should be to provide a benefit to the public, and not to benefit any individual, employee, corporation or other agency. This is intended to protect from the misuse of public money. The public funds of the Organization and its Schools may be expended if a direct and substantial public purpose is served by the expenditure and private individuals are only benefitted incidentally by the promotion of the public purpose. Even if an expenditure has a noble or virtuous purpose (such as supporting an employee experiencing a loss), or a moral or justifiable obligation (such as gratitude for services provided), this is not sufficient to determine that a public benefit exists. If expenditures provide a direct and tangible benefit to students' education, such as for staffing costs, materials, software, administrative expenses, etc., then these are easily justified as providing the public benefit of educating the Schools' students. For expenditures which are not as direct or tangible, the Board must make a determination of the public purpose prior to expenditure of these funds. This may be done via the budgeting process, and/or on a case by case basis for specific types of expenditures. This may involve a board policy which explicitly allows certain expenditures, such as incentives to students, student scholarships, staff team building activities, etc. Team building activities will be budgeted, and a list of the expected activities will be presented annually to the board at the beginning of the school year for review and transparency.

Related Documents

Records Retention Policy
Board Designee Policy
School Check Request Form

School Purchase Order Form
Conflict of Interest Policy
Conflict of Interest Code
Whistleblower Policy
Ethics Hotline
Fund Reallocation Policy

Coversheet

Approval of Form 990 (attached)

Section:	VII. Action Items
Item:	D. Approval of Form 990 (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOps Client Draft.pdf

CliftonLarsonAllen LLP
CLAconnect.com

April 26, 2024

CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675

CALIFORNIA ONLINE PUBLIC SCHOOLS:

Enclosed is the organization's 2022 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2024 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

DRAFT

Sincerely,

CliftonLarsonAllen LLP

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CliftonLarsonAllen LLP
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CALIFORNIA ONLINE PUBLIC SCHOOLS

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2023

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Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS e-file Signature Authorization for a Tax Exempt Entity

For calendar year 2022, or fiscal year beginning JUL 1, 2022, and ending JUN 30, 2023

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2022

Name of filer: CALIFORNIA ONLINE PUBLIC SCHOOLS

EIN or SSN: 51-0596749

Name and title of officer or person subject to tax: ELAINE PAVLICH
BOARD PRESIDENT

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	Form 990 check here	[X]	b **Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	106,001,615.
2a	Form 990-EZ check here	[ ]	b **Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	Form 1120-POL check here	[ ]	b **Total tax** (Form 1120-POL, line 22)	3b	
4a	Form 990-PF check here	[ ]	b **Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	Form 8868 check here	[ ]	b **Balance due** (Form 8868, line 3c)	5b	
6a	Form 990-T check here	[ ]	b **Total tax** (Form 990-T, Part III, line 4)	6b	
7a	Form 4720 check here	[ ]	b **Total tax** (Form 4720, Part III, line 1)	7b	
8a	Form 5227 check here	[ ]	b **FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	Form 5330 check here	[ ]	b **Tax due** (Form 5330, Part II, line 19)	9b	
10a	Form 8038-CP check here	[ ]	b **Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2022 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP (ERO firm name) to enter my PIN 22100 (Enter five numbers, but do not enter all zeros)

as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2022 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax _____ Date _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 95405291740 (Do not enter all zeros)

I certify that the above numeric entry is my PIN, which is my signature on the 2022 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature MEI-LI HUANG Date 04/26/24

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

LHA **For Privacy Act and Paperwork Reduction Act Notice, see instructions.** Form **8879-TE** (2022)

202521 12-16-22

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2022
Open to Public Inspection

A For the 2022 calendar year, or tax year beginning JUL 1, 2022 and ending JUN 30, 2023

B Check if applicable: [ ] Address change [ ] Name change [ ] Initial return [ ] Final return/terminated [ ] Amended return [ ] Application pending

C Name of organization: CALIFORNIA ONLINE PUBLIC SCHOOLS
Doing business as
Number and street (or P.O. box if mail is not delivered to street address): 33272 VALLE RD — Room/suite
City or town, state or province, country, and ZIP or foreign postal code: SAN JUAN CAPISTRANO, CA 92675

D Employer identification number: 51-0596749

E Telephone number: (800)906-5166

G Gross receipts $ 106,001,615.

F Name and address of principal officer: ELAINE PAVLICH
SAME AS C ABOVE

H(a) Is this a group return for subordinates? [ ] Yes [X] No
H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. See instructions
H(c) Group exemption number

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c)( ) (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: CALIFORNIAOPS.ORG

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other

L Year of formation: 2006 M State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: TO OFFER STUDENTS A PERSONALIZED LEARNING APPROACH TO ACHIEVE POTENTIAL AND HIGH PERFORMANCE.

2 Check this box [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	7
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	7
5	Total number of individuals employed in calendar year 2022 (Part V, line 2a)	5	482
6	Total number of volunteers (estimate if necessary)	6	7
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

			Prior Year	Current Year
Revenue	8	Contributions and grants (Part VIII, line 1h)	88,613,528.	105,884,503.
	9	Program service revenue (Part VIII, line 2g)	0.	0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	17,161.	109,565.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	14,671.	7,547.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	88,645,360.	106,001,615.
Expenses	13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	36,149,035.	47,587,487.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	43,941,151.	49,813,233.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	80,090,186.	97,400,720.
	19	Revenue less expenses. Subtract line 18 from line 12	8,555,174.	8,600,895.
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	38,419,983.	62,873,368.
	21	Total liabilities (Part X, line 26)	23,699,161.	39,551,651.
	22	Net assets or fund balances. Subtract line 21 from line 20	14,720,822.	23,321,717.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here
Signature of officer — Date
ELAINE PAVLICH, BOARD PRESIDENT
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
MEI-LI HUANG	MEI-LI HUANG	04/26/24		P02383735

Firm's name: CLIFTONLARSONALLEN LLP — Firm's EIN: 41-0746749
Firm's address: 2210 EAST ROUTE 66, GLENDORA, CA 91740 — Phone no. (626) 857-7300

May the IRS discuss this return with the preparer shown above? See instructions [X] Yes [ ] No

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
TO EDUCATE AND TO EMPOWER COMPASSIONATE GLOBAL CITIZENS BY LEVERAGING 21ST CENTURY EDUCATION RESOURCES ON BEHALF OF STUDENTS WHO NEED A MORE PERSONALIZED APPROACH TO LEARNING TO MAXIMIZE THESE STUDENTS' POTENTIAL AND MEET THE HIGHEST PERFORMANCE STANDARDS.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 76,248,544. including grants of $) (Revenue $ 0.)
CALIFORNIA ONLINE PUBLIC SCHOOLS OPERATES SIX CALIFORNIA CONNECTIONS ACADEMIES AT THE FOLLOWING LOCATIONS: CENTRAL, NORTH BAY, SOUTHERN CALIFORNIA, CENTRAL COAST, RIPON, AND MONTEREY BAY. THE ACADEMY SERVES GRADES K-12 AND PROVIDES A FORM OF PUBLIC SCHOOL THAT STUDENTS ATTEND FROM HOME USING THE INTERNET TO CONNECT TO TEACHERS. THEIR MISSION IS ACCOMPLISHED THROUGH A UNIQUELY INDIVIDUALIZED LEARNING PROGRAM THAT COMBINES THE BEST IN VIRTUAL EDUCATION WITH REAL CONNECTIONS AMONG STUDENTS, FAMILY, TEACHERS, AND THE COMMUNITY TO PROMOTE ACADEMIC AND EMOTIONAL SUCCESS FOR EVERY LEARNER. THE CHARTER SCHOOL PROGRAM PROVIDES A HIGH-QUALITY, HIGH-TECH, HIGH-INTERACTION VIRTUAL "SCHOOL WITHOUT WALLS" THAT BRINGS AN ACCREDITED TUITION FREE PUBLIC EDUCATIONAL PROGRAM DIRECTLY INTO THE HOMES OF STUDENTS IN GRADES K-12.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 76,248,544.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4	X	
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If "Yes," complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	14		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 482			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		2b	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?		3a		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		4a		X
b	If "Yes," enter the name of the foreign country _____ See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		5b		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		6a		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		6b		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		7a		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		7c		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		8		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?		9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		9b		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	10a			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	11a			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		12a		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state? **Note:** See the instructions for additional information the organization must report on Schedule O.		13a		
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b			
c	Enter the amount of reserves on hand	13c			
14a	Did the organization receive any payments for indoor tanning services during the tax year?		14a		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		16		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.		17		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI ..... [X]

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	7		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	7		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

[ ] Own website [ ] Another's website [X] Upon request [ ] Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

LACHELLE CARTER - (800)906-5166

33272 VALLE RD., SAN JUAN CAPISTRANO, CA 92675

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
(1) DR. RICHARD SAVAGE EXECUTIVE DIRECTOR	40.00			X				271,237.	0.	26,703.
(2) DR. RICHIE ROMERO DPTY SUPERINTENDENT	40.00					X		256,245.	0.	25,134.
(3) KARA MANNIX PRINCIPAL	40.00					X		200,104.	0.	48,254.
(4) MARCUS WHITE PRINCIPAL	40.00					X		187,761.	0.	42,361.
(5) HEATHER TAMAYO PRINCIPAL	40.00					X		187,800.	0.	36,455.
(6) STEPHEN FORD ASSISTANT SUPERINTENDENT	40.00					X		197,935.	0.	21,156.
(7) LACHELLE CARTER DIRECTOR OF FINANCE	40.00			X				157,836.	0.	22,877.
(8) ELAINE PALVICH PRESIDENT	1.00	X		X				0.	0.	0.
(9) DIANA RIVAS VICE PRESIDENT	1.00	X		X				0.	0.	0.
(10) MICHAEL K. HENJUM TREASURER	1.00	X		X				0.	0.	0.
(11) ADAM PULSIPHER SECRETARY	1.00	X		X				0.	0.	0.
(12) PAUL HEDRICK MEMBER	1.00	X						0.	0.	0.
(13) BROOKE WATKINS MEMBER	1.00	X						0.	0.	0.
(14) DAVID SOUZA MEMBER	1.00	X						0.	0.	0.

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Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee): Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former	(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
1b Subtotal								1,458,918.	0.	222,940.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,458,918.	0.	222,940.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 35

		Yes	No
3 Did the organization list any former officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
YOUNG, MINNEY AND CORR. LLP, 655 UNIVERSITY AVE. SUITE 150, SACRAMENTO, CA	LEGAL	131,093.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 1

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	105,884,503.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f					
	g Noncash contributions included in lines 1a-1f	1g	$				
	h Total. Add lines 1a-1f			105884503.			
Program Service Revenue			Business Code				
	2 a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			109,565.			109,565.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6 a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7 a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8 a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9 a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10 a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Business Code				
	11 a MISC REVENUE		900099	7,547.	0.		7,547.
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			7,547.			
	12 Total revenue. See instructions			106001615.	0.	0.	117,112.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ..... [X]

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	387,271.		387,271.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	32,836,623.	27,713,785.	5,122,838.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	5,158,643.	4,674,268.	484,375.	
9 Other employee benefits	8,480,556.	7,092,283.	1,388,273.	
10 Payroll taxes	724,394.	508,418.	215,976.	
11 Fees for services (nonemployees):				
a Management	6,956,481.		6,956,481.	
b Legal	85,524.	-84,581.	170,105.	
c Accounting	1,980,873.		1,980,873.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	11,575,114.	11,270,030.	305,084.	
12 Advertising and promotion	1,624,226.		1,624,226.	
13 Office expenses	607,649.	419,839.	187,810.	
14 Information technology	9,305,805.	9,110,601.	195,204.	
15 Royalties				
16 Occupancy	1,041,455.	518,693.	522,762.	
17 Travel	1,122,399.	1,085,619.	36,780.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	1,197,186.	1,197,186.		
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	25,520.		25,520.	
23 Insurance	11,094.		11,094.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	12,503,742.	12,503,742.		
b OTHER EXPENSES	1,776,165.	238,661.	1,537,504.	
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	97,400,720.	76,248,544.	21,152,176.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here [ ] if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing		22,690,770.	1	36,850,614.
	2	Savings and temporary cash investments		1,800,921.	2	5,248,353.
	3	Pledges and grants receivable, net		13,488,991.	3	19,767,934.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges		394,703.	9	391,298.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 200,657.			
	b	Less: accumulated depreciation	10b 33,831.	24,211.	10c	166,826.
	11	Investments - publicly traded securities			11	
	12	Investments - other securities. See Part IV, line 11			12	
	13	Investments - program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11		20,387.	15	448,343.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		38,419,983.	16	62,873,368.
Liabilities	17	Accounts payable and accrued expenses		21,636,561.	17	26,493,573.
	18	Grants payable			18	
	19	Deferred revenue		2,020,760.	19	12,600,524.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties			24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		41,840.	25	457,554.
	26	**Total liabilities.** Add lines 17 through 25		23,699,161.	26	39,551,651.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ☒ and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		14,720,822.	27	23,321,717.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		14,720,822.	32	23,321,717.
	33	Total liabilities and net assets/fund balances		38,419,983.	33	62,873,368.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	106,001,615.
2	Total expenses (must equal Part IX, column (A), line 25)	2	97,400,720.
3	Revenue less expenses. Subtract line 2 from line 1	3	8,600,895.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	14,720,822.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	23,321,717.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b	X	

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SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 [ ] A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 [X] A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 [ ] A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 [ ] A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____

5 [ ] An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 [ ] A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 [ ] An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 [ ] A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 [ ] An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____

10 [ ] An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 [ ] An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 [ ] An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a [ ] **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b [ ] **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c [ ] **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d [ ] **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e [ ] Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations .....

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. 232021 12-09-22 **Schedule A (Form 990) 2022**

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Part II **Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2022 (line 6, column (f), divided by line 11, column (f)) ..... 14 %

15 Public support percentage from 2021 Schedule A, Part II, line 14 ..... 15 %

16a **33 1/3% support test - 2022.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2021.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2022.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2021.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2018	(b) 2019	(c) 2020	(d) 2021	(e) 2022	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2022 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2021 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2022** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2021** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2022.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2021.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI**, *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If "Yes" or "No" provide details in* **Part VI.**	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If "Yes," describe in* **Part VI** *the role played by the organization in this regard.*	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d **Total** (add lines 1a, 1b, and 1c)	1d		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 **Minimum Asset Amount** (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6	Other distributions (*describe in* **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9	Distributable amount for 2022 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)		(i) Excess Distributions	(ii) Underdistributions Pre-2022	(iii) Distributable Amount for 2022
1	Distributable amount for 2022 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2022 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2022			
a	From 2017			
b	From 2018			
c	From 2019			
d	From 2020			
e	From 2021			
f	Total of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2022 distributable amount			
i	Carryover from 2017 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2022 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2022 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2022, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6	Remaining underdistributions for 2022. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2023.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2018			
b	Excess from 2019			
c	Excess from 2020			
d	Excess from 2021			
e	Excess from 2022			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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SCHEDULE C
(Form 990)

Department of the Treasury
Internal Revenue Service

Political Campaign and Lobbying Activities

For Organizations Exempt From Income Tax Under section 501(c) and section 527
Complete if the organization is described below. Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047
2022
Open to Public Inspection

If the organization answered "Yes," on Form 990, Part IV, line 3, or Form 990-EZ, Part V, line 46 (Political Campaign Activities), then
- Section 501(c)(3) organizations: Complete Parts I-A and B. Do not complete Part I-C.
- Section 501(c) (other than section 501(c)(3)) organizations: Complete Parts I-A and C below. Do not complete Part I-B.
- Section 527 organizations: Complete Part I-A only.

If the organization answered "Yes," on Form 990, Part IV, line 4, or Form 990-EZ, Part VI, line 47 (Lobbying Activities), then
- Section 501(c)(3) organizations that have filed Form 5768 (election under section 501(h)): Complete Part II-A. Do not complete Part II-B.
- Section 501(c)(3) organizations that have NOT filed Form 5768 (election under section 501(h)): Complete Part II-B. Do not complete Part II-A.

If the organization answered "Yes," on Form 990, Part IV, line 5 (Proxy Tax) (See separate instructions) or Form 990-EZ, Part V, line 35c (Proxy Tax) (See separate instructions), then
- Section 501(c)(4), (5), or (6) organizations: Complete Part III.

Name of organization	Employer identification number
CALIFORNIA ONLINE PUBLIC SCHOOLS	51-0596749

Part I-A Complete if the organization is exempt under section 501(c) or is a section 527 organization.

1 Provide a description of the organization's direct and indirect political campaign activities in Part IV.
2 Political campaign activity expenditures ..... $
3 Volunteer hours for political campaign activities .....

Part I-B Complete if the organization is exempt under section 501(c)(3).

1 Enter the amount of any excise tax incurred by the organization under section 4955 ..... $
2 Enter the amount of any excise tax incurred by organization managers under section 4955 ..... $
3 If the organization incurred a section 4955 tax, did it file Form 4720 for this year? ..... ☐ Yes ☐ No
4a Was a correction made? ..... ☐ Yes ☐ No
b If "Yes," describe in Part IV.

Part I-C Complete if the organization is exempt under section 501(c), except section 501(c)(3).

1 Enter the amount directly expended by the filing organization for section 527 exempt function activities ..... $
2 Enter the amount of the filing organization's funds contributed to other organizations for section 527 exempt function activities ..... $
3 Total exempt function expenditures. Add lines 1 and 2. Enter here and on Form 1120-POL, line 17b ..... $
4 Did the filing organization file Form 1120-POL for this year? ..... ☐ Yes ☐ No
5 Enter the names, addresses and employer identification number (EIN) of all section 527 political organizations to which the filing organization made payments. For each organization listed, enter the amount paid from the filing organization's funds. Also enter the amount of political contributions received that were promptly and directly delivered to a separate political organization, such as a separate segregated fund or a political action committee (PAC). If additional space is needed, provide information in Part IV.

(a) Name	(b) Address	(c) EIN	(d) Amount paid from filing organization's funds. If none, enter -0-.	(e) Amount of political contributions received and promptly and directly delivered to a separate political organization. If none, enter -0-.

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ. **Schedule C (Form 990) 2022**
LHA
232041 11-08-22

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Part II-A **Complete if the organization is exempt under section 501(c)(3) and filed Form 5768 (election under section 501(h)).**

A Check ☐ if the filing organization belongs to an affiliated group (and list in Part IV each affiliated group member's name, address, EIN, expenses, and share of excess lobbying expenditures).

B Check ☐ if the filing organization checked box A and "limited control" provisions apply.

Limits on Lobbying Expenditures (The term "expenditures" means amounts paid or incurred.)	(a) Filing organization's totals	(b) Affiliated group totals
1a Total lobbying expenditures to influence public opinion (grassroots lobbying)		
b Total lobbying expenditures to influence a legislative body (direct lobbying)		
c Total lobbying expenditures (add lines 1a and 1b)		
d Other exempt purpose expenditures		
e Total exempt purpose expenditures (add lines 1c and 1d)		
f Lobbying nontaxable amount. Enter the amount from the following table in both columns.		
g Grassroots nontaxable amount (enter 25% of line 1f)		
h Subtract line 1g from line 1a. If zero or less, enter -0-		
i Subtract line 1f from line 1c. If zero or less, enter -0-		

If the amount on line 1e, column (a) or (b) is:	The lobbying nontaxable amount is:
Not over $500,000	20% of the amount on line 1e.
Over $500,000 but not over $1,000,000	$100,000 plus 15% of the excess over $500,000.
Over $1,000,000 but not over $1,500,000	$175,000 plus 10% of the excess over $1,000,000.
Over $1,500,000 but not over $17,000,000	$225,000 plus 5% of the excess over $1,500,000.
Over $17,000,000	$1,000,000.

j If there is an amount other than zero on either line 1h or line 1i, did the organization file Form 4720 reporting section 4911 tax for this year? ☐ Yes ☐ No

4-Year Averaging Period Under Section 501(h)

(Some organizations that made a section 501(h) election do not have to complete all of the five columns below. See the separate instructions for lines 2a through 2f.)

Lobbying Expenditures During 4-Year Averaging Period

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) Total
2a Lobbying nontaxable amount					
b Lobbying ceiling amount (150% of line 2a, column(e))					
c Total lobbying expenditures					
d Grassroots nontaxable amount					
e Grassroots ceiling amount (150% of line 2d, column (e))					
f Grassroots lobbying expenditures					

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Part II-B **Complete if the organization is exempt under section 501(c)(3) and has NOT filed Form 5768 (election under section 501(h)).**

For each "Yes" response on lines 1a through 1i below, provide in Part IV a detailed description of the lobbying activity.	(a) Yes	(a) No	(b) Amount
1 During the year, did the filing organization attempt to influence foreign, national, state, or local legislation, including any attempt to influence public opinion on a legislative matter or referendum, through the use of:			
a Volunteers?		X	
b Paid staff or management (include compensation in expenses reported on lines 1c through 1i)?		X	
c Media advertisements?		X	
d Mailings to members, legislators, or the public?	X		14,000.
e Publications, or published or broadcast statements?		X	
f Grants to other organizations for lobbying purposes?		X	
g Direct contact with legislators, their staffs, government officials, or a legislative body?	X		14,000.
h Rallies, demonstrations, seminars, conventions, speeches, lectures, or any similar means?		X	
i Other activities?		X	
j Total. Add lines 1c through 1i			28,000.
2a Did the activities in line 1 cause the organization to be not described in section 501(c)(3)?		X	
b If "Yes," enter the amount of any tax incurred under section 4912			
c If "Yes," enter the amount of any tax incurred by organization managers under section 4912			
d If the filing organization incurred a section 4912 tax, did it file Form 4720 for this year?			

Part III-A **Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6).**

		Yes	No
1 Were substantially all (90% or more) dues received nondeductible by members?	1		
2 Did the organization make only in-house lobbying expenditures of $2,000 or less?	2		
3 Did the organization agree to carry over lobbying and political campaign activity expenditures from the prior year?	3		

Part III-B **Complete if the organization is exempt under section 501(c)(4), section 501(c)(5), or section 501(c)(6) and if either (a) BOTH Part III-A, lines 1 and 2, are answered "No" OR (b) Part III-A, line 3, is answered "Yes."**

1 Dues, assessments and similar amounts from members	1	
2 Section 162(e) nondeductible lobbying and political expenditures (do not include amounts of political expenses for which the section 527(f) tax was paid).		
a Current year	2a	
b Carryover from last year	2b	
c Total	2c	
3 Aggregate amount reported in section 6033(e)(1)(A) notices of nondeductible section 162(e) dues	3	
4 If notices were sent and the amount on line 2c exceeds the amount on line 3, what portion of the excess does the organization agree to carryover to the reasonable estimate of nondeductible lobbying and political expenditures next year?	4	
5 Taxable amount of lobbying and political expenditures. See instructions	5	

Part IV **Supplemental Information**

Provide the descriptions required for Part I-A, line 1; Part I-B, line 4; Part I-C, line 5; Part II-A (affiliated group list); Part II-A, lines 1 and 2 (See instructions); and Part II-B, line 1. Also, complete this part for any additional information.

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SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Preservation of a historically important land area
☐ Protection of natural habitat
☐ Preservation of a certified historic structure
☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included in (a)	2c	
d	Number of conservation easements included in (c) acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____%
b Permanent endowment _____%
c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements		168,135.	23,352.	144,783.
d Equipment		32,522.	10,479.	22,043.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)*				166,826.

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Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 15.)*	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) LEASE LIABILITY	457,554.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, col. (B) line 25.)*	457,554.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... [X]

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Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	106,001,615.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	106,001,615.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 12.)*			5	106,001,615.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	97,400,720.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	97,400,720.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines 3 and 4c. *(This must equal Form 990, Part I, line 18.)*			5	97,400,720.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE ORGANIZATION IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE ORGANIZATION IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE ORGANIZATION FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE US FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

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Part XIII Supplemental Information *(continued)*

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SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047
2022
Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	THE SCHOOL PUBLICIZES ITS POLICY ON ITS WEBSITE.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
	THE SCHOOL DOES NOT OFFER SCHOLARSHIPS OR OTHER FINANCIAL ASSISTANCE.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain on Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain on Part II	7	X	

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.**

Schedule E (Form 990) 2022

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

CALIFORNIA ONLINE PUBLIC SCHOOLS ARE CHARTER SCHOOLS PRINCIPALLY FUNDED BY CALIFORNIA AND FEDERAL MONIES RECEIVED THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION.

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SCHEDULE J (Form 990)

Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items. ☐ First-class or charter travel ☐ Travel for companions ☐ Tax indemnification and gross-up payments ☐ Discretionary spending account ☐ Housing allowance or residence for personal use ☐ Payments for business use of personal residence ☐ Health or social club dues or initiation fees ☐ Personal services (such as maid, chauffeur, chef)			
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III. ☐ Compensation committee ☐ Independent compensation consultant ☐ Form 990 of other organizations ☒ Written employment contract ☒ Compensation survey or study ☒ Approval by the board or compensation committee			
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a		X
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

LHA **For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

Schedule J (Form 990) 2022

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) DR. RICHARD SAVAGE	(i)	213,545.	36,474.	21,218.	25,722.	981.	297,940.	0.
EXECUTIVE DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) DR. RICHIE ROMERO	(i)	206,707.	33,951.	15,587.	24,153.	981.	281,379.	0.
DPTY SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) KARA MANNIX	(i)	167,026.	27,965.	5,113.	40,212.	8,042.	248,358.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) MARCUS WHITE	(i)	146,132.	27,254.	14,375.	18,065.	24,296.	230,122.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) HEATHER TAMAYO	(i)	152,618.	25,335.	9,847.	35,474.	981.	224,255.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) STEPHEN FORD	(i)	197,935.	0.	0.	906.	20,250.	219,091.	0.
ASSISTANT SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) LACHELLE CARTER	(i)	122,286.	21,364.	14,186.	9,959.	12,918.	180,713.	0.
DIRECTOR OF FINANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III Supplemental Information

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

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SCHEDULE O (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2022

Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

FORM 990, PART VI, SECTION A, LINE 7A:

THE AUTHORIZING DISTRICTS HAVE THE RIGHT TO APPOINT A DISTRICT REPRESENTATIVE TO THE BOARD; HOWEVER, THIS RIGHT HAS NOT BEEN EXERCISED.

FORM 990, PART VI, SECTION A, LINE 8B:

THERE ARE NO COMMITTEES THAT HAVE THE AUTHORITY TO ACT ON BEHALF OF THE BOARD.

FORM 990, PART VI, SECTION B, LINE 11B:

THE FORM 990 IS PREPARED BY THE ORGANIZATION'S OUTSIDE PUBLIC ACCOUNTING FIRM BASED ON INFORMATION PROVIDED BY MANAGEMENT. ONCE A DRAFT OF THE RETURN IS AVAILABLE, IT IS REVIEWED BY MANAGEMENT WITH ANY CHANGES OR REVISIONS INCORPROATED INTO THE FILING. THE REVISED RETURN IS THEN REVIEWED BY THE BOARD.

FORM 990, PART VI, SECTION B, LINE 12C:

ALL DESIGNATED FILERS SUBMIT A FORM 700 ANNUALLY TO THE SCHOOL FILING OFFICER. THE FORMS ARE ALSO SUBMITTED TO THE FAIR POLITICAL PRACTICES COMMISSION, WHICH IS THE CODE REVIEWING BODY. FORM 700'S ARE AVAILABLE TO THE PUBLIC UPON REQUEST.

FORM 990, PART VI, SECTION B, LINE 15:

PRIOR TO APPROVAL OF ANNUAL SALARY FOR THE EXECUTIVE DIRECTOR (IF SALARY IS BEING CHANGED) A REVIEW OF COMPARABLE SALARIES IN THE AREA IS PREPARED AND SUBMITTED FOR REVIEW TO THE BOARD MEMBERS, WHO THEN REVIEW, DISCUSS AND APPROVE THE EXECUTIVE DIRECTOR'S COMPENSATION PACKAGE DURING A PUBLICLY

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Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

NOTICED MEETING.

THE PROCESS DESCRIBED HERE WAS LAST COMPLETED IN 2023.

FORM 990, PART VI, SECTION C, LINE 19:

SINCE THE CORPORATION IS A PUBLIC AGENCY, ALL GOVERNING DOCUMENTS, BOARD POLICIES, MEETING MINUTES, AGENDAS, MEETING PACKAGES OF BACKUP MATERIALS, ETC, ARE PUBLIC RECORDS AND AN ELECTRONIC COPY OF EACH IS KEPT AS WELL. THERE IS A PUBLIC RECORDS POLICY (POLICY AVAILABLE UPON REQUEST) REGARDING HOW TO AND FROM WHOM TO MAKE A REQUEST OF THESE DOCUMENTS.

FORM 990, PART IX, LINE 11G, OTHER FEES:

SPECIAL EDUCATION SERVICES:

PROGRAM SERVICE EXPENSES	8,836,872.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	8,836,872.

TECHNICAL SUPPORT AND REPAIRS SERVICES:

PROGRAM SERVICE EXPENSES	1,230,000.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,230,000.

VOIP SERVICES:

PROGRAM SERVICE EXPENSES	153,000.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	153,000.

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Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

BANKING FEES:

PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	20,761.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	20,761.

SELPA FEES:

PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	273,552.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	273,552.

STAFF RECRUITMENT:

PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	10,771.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	10,771.

CONSULTANTS:

PROGRAM SERVICE EXPENSES	392,580.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	392,580.

SUBSTITUTE TEACHERS:

PROGRAM SERVICE EXPENSES	657,578.
MANAGEMENT AND GENERAL EXPENSES	0.

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Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	657,578.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	11,575,114.

FORM 990, PART XII, LINE 2C:

THE PROCESS HAS NOT CHANGED FROM THE PRIOR YEAR.

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TAXABLE YEAR **2022**

California Exempt Organization Annual Information Return

228941 01-10-23
FORM **199**

Calendar Year 2022 or fiscal year beginning (mm/dd/yyyy) 07/01/2022 , and ending (mm/dd/yyyy) 06/30/2023

Corporation/Organization name: CALIFORNIA ONLINE PUBLIC SCHOOLS

California corporation number: 2595016

Additional information. See instructions.

FEIN: 51-0596749

Street address (suite or room): 33272 VALLE RD

PMB no.:

City: SAN JUAN CAPISTRANO

State: CA

ZIP code: 92675

Foreign country name

Foreign province/state/county

Foreign postal code

A First return ☐ Yes ☒ No

B Amended return ● ☐ Yes ☒ No

C IRC Section 4947(a)(1) trust ☐ Yes ☒ No

D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ●

E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other

F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF (3) ● ☐ Sch H (990)
(4) ☒ Other 990 series

G Is this a group filing? See instructions ● ☐ Yes ☒ No

H Is this organization in a group exemption ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ● ☐ Yes ☒ No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ● ☒ Yes ☐ No

K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $

L Is the organization a limited liability company? ● ☐ Yes ☒ No

M Did the organization file Form 100 or Form 109 to report taxable income? ● ☐ Yes ☒ No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ● ☐ Yes ☒ No

O Is federal Form 1023/1024 pending? ☐ Yes ☒ No
Date filed with IRS

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Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8			1	117,112 00
	2	Gross dues and assessments from members and affiliates			2	00
	3	Gross contributions, gifts, grants, and similar amounts received			3	105,884,503 00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. **This line must be completed.** If the result is less than $50,000, see General Information B			4	106,001,615 00
	5	Cost of goods sold	5	00		
	6	Cost or other basis, and sales expenses of assets sold	6	00		
	7	Total costs. Add line 5 and line 6			7	00
	8	Total gross income. Subtract line 7 from line 4			8	106,001,615 00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18			9	97,442,522 00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8			10	8,559,093 00
Filing Fee	11	Total payments			11	00
	12	Use tax. See General Information K			12	00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11			13	00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12			14	00
	15	Penalties and interest. See General Information J			15	00
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result			16	00

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ Title: BOARD PRESIDEN Date: Telephone:

Paid Preparer's Use Only

Preparer's signature ▶ MEI-LI HUANG Date: 04/26/24 Check if self-employed ▶ ☐ PTIN: P02383735

Firm's name (or yours, if self-employed) and address ▶ CLIFTONLARSONALLEN LLP
2210 EAST ROUTE 66
GLENDORA, CA 91740

Firm's FEIN: 41-0746749

Telephone: (626) 857-7300

May the FTB discuss this return with the preparer shown above? See instructions ● ☒ Yes ☐ No

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CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

228951 01-10-23

SEE PART II SUBSTITUTE ATTACHMENT

Receipts from Other Sources	1	Gross sales or receipts from all business activities. See instructions	1		00
	2	Interest	2		00
	3	Dividends	3		00
	4	Gross rents	4		00
	5	Gross royalties	5		00
	6	Gross amount received from sale of assets (See instructions)	6		00
	7	Other income	7		00
	8	**Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8		00
Expenses and Disbursements	9	Contributions, gifts, grants, and similar amounts paid	9		00
	10	Disbursements to or for members	10		00
	11	Compensation of officers, directors, and trustees	11	0	00
	12	Other salaries and wages	12		00
	13	Interest	13		00
	14	Taxes	14		00
	15	Rents	15		00
	16	Depreciation and depletion (See instructions)	16		00
	17	Other expenses and disbursements	17		00
	18	**Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18		00

Schedule L **Balance Sheet**

Assets	Beginning of taxable year (a)	(b)	End of taxable year (c)	(d)
1 Cash				
2 Net accounts receivable				
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments				
10 a Depreciable assets				
b Less accumulated depreciation	( )		( )	
11 Land				
12 Other assets				
13 **Total assets**				
Liabilities and net worth				
14 Accounts payable				
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities				
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund				
22 **Total liabilities and net worth**				

Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books		7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5			

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TAXABLE YEAR

2022 **Political or Legislative Activities by Section 23701d Organizations**

229161 02-07-23
CALIFORNIA FORM
3509

For calendar year 2022 or fiscal year beginning (mm/dd/yyyy) 07/01/2022 , and ending (mm/dd/yyyy) 06/30/2023.

Attach to Form 199. FTB 199N filers see instructions.

Corporation/Organization name			California corporation number
CALIFORNIA ONLINE PUBLIC SCHOOLS			2595016
Street address (suite, room, or PMB no.)			FEIN
33272 VALLE RD			51-0596749
City	State	ZIP code	
SAN JUAN CAPISTRANO	CA	92675	

Part I - Political Activities

Complete if the organization supported or opposed a candidate for public office. See instructions.

1 Has the organization participated or intervened in any political campaign on behalf of any elective public office candidate? 1 ☐ Yes ☒ No
If "Yes," describe the activities. Provide a summary of any published material relating to the activities.

2 Has the organization contributed funds to support or oppose any individual public office candidate, or any organizations formed to support or oppose a public office candidate? 2 ☐ Yes ☒ No
If "Yes," describe the activities. Include the name of the individual or organization the organization contributed to, the amount paid, and date of contribution.

Part II - Legislative Activities

Complete if the organization attempted to influence legislation.

3 Has the organization attempted to influence any national, state or local legislation, or ballot measure and not filed a federal Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation? SEE STATEMENT 2 3 ☒ Yes ☐ No
If "Yes," See instructions.
SEE STATEMENT 1

4a Has the organization, during the 2022 taxable year, filed a federal Form 5768? 4a ☐ Yes ☒ No
If "Yes," attach a copy of federal Form 5768 filed with the Internal Revenue Service and skip question 4b. This fulfills the organization's need to file an election for state purposes.
If "No", go to question 4b and see instructions.

4b Has the organization filed a federal Form 5768 in a prior year that has not been revoked? 4b ☐ Yes ☒ No
Note: The organization **cannot** make this election if it is a church, an integrated auxiliary of a church, a private foundation, or an affiliated organization.

Furnish the following financial information for the taxable year:

5 **Exempt Purpose Expenditures**
The total amount paid or incurred to accomplish the charitable, educational, religious, etc. purpose 5 _____ 00

6 **Lobbying Expenditures**
The total amount expended for the purpose of influencing legislation through communication with any member or employee of a legislative body or any government official or employee who may participate in the formation of legislation 6 _____ 00

7 **Grass Roots Expenditures**
The amount expended to influence any legislation through attempts to affect the opinions of the general public or any segment of it 7 _____ 00

DRAFT

SCHOOL STAFF MEMBERS ON OCCASION WRITE EMAILS OR LETTERS, SIGN PETITIONS, OR MAKE BRIEF VERBAL REQUESTS OF MEMBERS OF THE LEGISLATURE AND/OR SEND INFORMATION TO MEMBERS OF THE SCHOOL COMMUNITY REGARDING PENDING LEGISLATION THAT MIGHT AFFECT CHARTER SCHOOLS IN CALIFORNIA.

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CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

CA 3509 LINE 3 - EXPENDITURE SCHEDULE STATEMENT 2

ITEM	EXPENSE
MAILINGS TO MEMBERS, LEGISLATORS, OR THE PUBLIC	
DIRECT CONTACT WITH LEGISLATORS, STAFFS, OFFICIALS, OR A LEGISLATIVE BODY	
MAILINGS TO MEMBERS, LEGISLATORS, OR THE PUBLIC	14,000.
DIRECT CONTACT WITH LEGISLATORS, STAFFS, OFFICIALS, OR A LEGISLATIVE BODY	14,000.

DRAFT

022
Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2022**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
CALIFORNIA ONLINE PUBLIC SCHOOLS	51-0596749

Part I Electronic Return Information (whole dollars only)

1 Total gross receipts (Form 199, line 4)	1	106,001,615
2 Total gross income (Form 199, line 8)	2	106,001,615
3 Total expenses and disbursements (Form 199, line 9)	3	97,442,522

Part II Settle Your Account Electronically for Taxable Year 2022

4 ☐ Electronic funds withdrawal 4a Amount 4b Withdrawal date (mm/dd/yyyy)

Part III Banking Information (Have you verified the exempt organization's banking information?)

5 Routing number _____

6 Account number 7 Type of account: ☐ Checking ☐ Savings

Part IV Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 4, I authorize an electronic funds withdrawal for the amount listed on line 4a.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2022 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's fee liability, the exempt organization will remain liable for the fee liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay.**

Sign Here ▶ Signature of officer | Date | ▶ BOARD PRESIDENT Title

Part V Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB; I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2022 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign				
ERO's signature ▶ MEI-LI HUANG	Date	Check if also paid preparer [X]	Check if self-employed ☐	ERO's PTIN P02383735
Firm's name (or yours if self-employed) and address ▶ CLIFTONLARSONALLEN LLP 2210 EAST ROUTE 66 GLENDORA, CA				Firm's FEIN 41-0746749 ZIP code 91740

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign			
Paid preparer's signature ▶	Date	Check if self-employed ☐	Paid preparer's PTIN
Firm's name (or yours if self-employed) and address ▶			Firm's FEIN ZIP code

FTB 8453-EO 2022

229021 11-10-22

08470426 131839 A275553 CALIFORNIA ONLINE PUBLIC A275553

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