California Online
Public Schools

California Online Public Schools

California Online Public Schools (CalOPS) Board Meeting

Published on May 8, 2025 at 2:01 PM PDT

Date and Time

Tuesday May 13, 2025 at 4:00 PM PDT

Location

CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
1201 Cara Road, Dinuba, CA 93618
32946 Calle San Marcos, San Juan Capistrano, 92675
3753 W. Norberry Street, Lancaster, CA 93536
9423 Reseda Blvd. Apt #230, Northridge, CA 91324
4108 W Avenue J6, Lancaster, CA 93536

Join Zoom Meeting
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Meeting ID: 928 4357 6813
Dial In: +1 (669) 900-9128 ext. 928-4357-6813# 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: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 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**			**4:00 PM**
A.	Roll Call		Dan Hertzler	
B.	Call the Meeting to Order		James Stockdale	
C.	Approval of Agenda	Vote	James Stockdale	

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 Open Meeting Policy, visit the CalOPS Governance Page at https://californiaops.org/governance/

III. Public Hearing

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

1. Central Coast LCAP
2. Central Valley LCAP

		Purpose	Presenter	Time
	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 1. Graduation Plans and End of Year Activities Update 2. SPuDs Retreat Report 3. Sponsoring District(s) Update	FYI	Richard Savage	
B.	Principals' Report (attached) 1. High School - Matt Brockway 2. Middle School - Heather Tamayo 3. Elementary School - Marcus White	FYI		
C.	Charter Impact Financial Report for CalOPS 1. CalOPS Consolidated Financial Report (attached)	FYI	Jason Sitomer	
D.	Policy, Compliance, and Legislative Updates	FYI	Dan Hertzler	
E.	Educational Services Update 1. Q3 School Enhancement Targets (SET) Update (attached) 2. State Testing Update	FYI	Leslie Dombek	
V.	**Consent Items**			
A.	Approval of Minutes from the April 08, 2025 CalOPS Board Meeting (attached)	Vote		
B.	Ratification of Special Education Service Contracts (attached)	Vote	LaChelle Carter	
C.	Approval of Staffing Report (attached)	Vote	Stephen Ford	

		Purpose	Presenter	Time
D.	Approval of Expenditures over $20k (attached)	Vote	LaChelle Carter	
E.	Approval of Check Registry	Vote		

VI. Action Items

A.	Approval of Form 990 (attached)	Vote	LaChelle Carter	

VII. Information Items

A.	2025-26 CalOPS Board Meeting Schedule (attached)	Discuss	Dan Hertzler	

VIII. Closing Items

A.	Adjourn Meeting	Vote	James Stockdale	

Adjournment and Confirmation of the Next Meeting - June 10, 2025 at 4 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:
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Coast_20250507 (1).pdf
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Central_Valley_20250507 (1).pdf
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Monterey_Bay_20250507.pdf
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_North_Bay_20250507.pdf
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Northern_California_20250507.pdf
2025_Local_Control_and_Accountability_Plan_California_Connections_Academy_Southern_California_20250507 (1).pdf

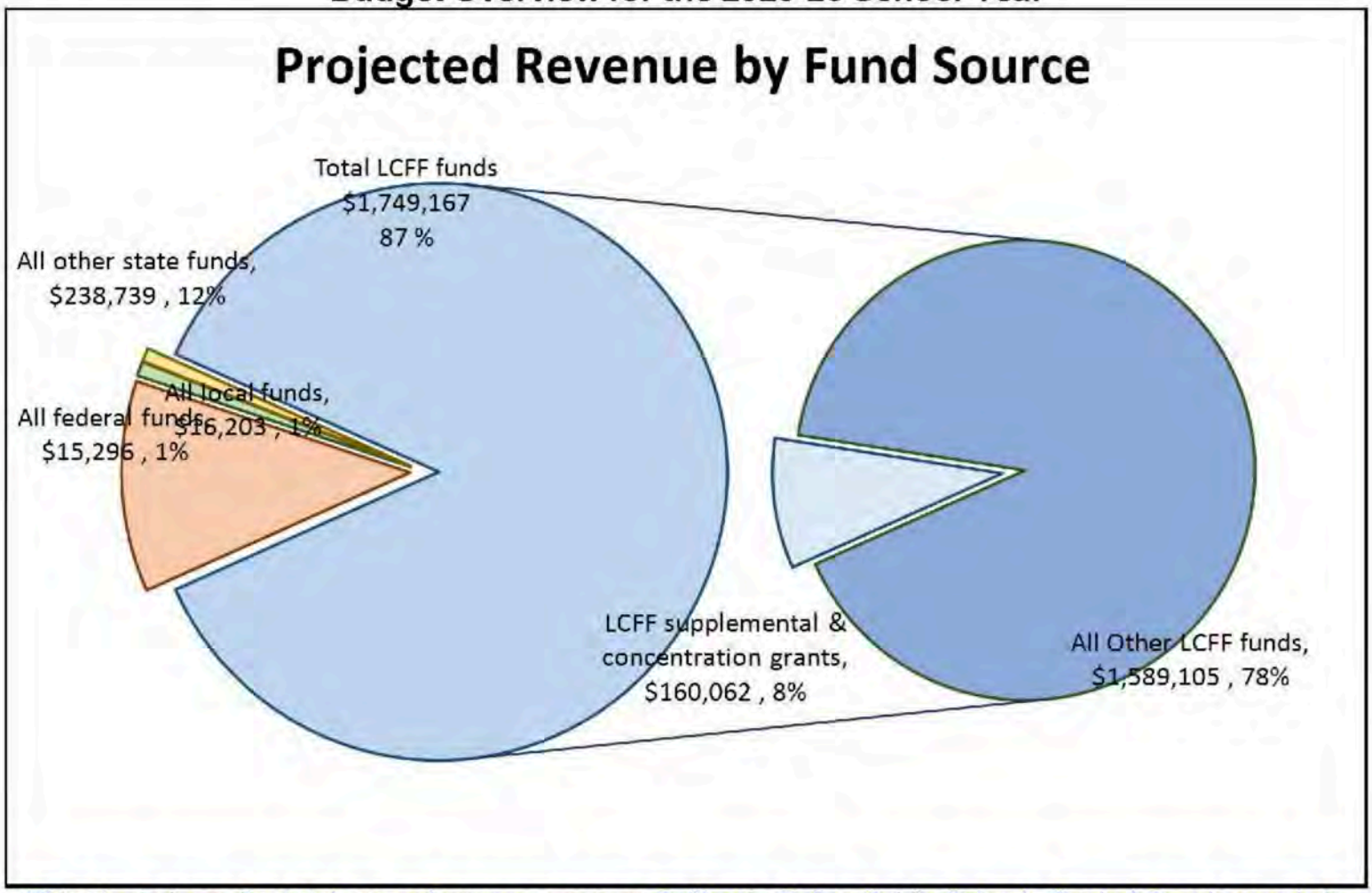
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Coast
CDS Code: 42-75010-0138891
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
949-461-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools Central Coast expects to receive in the coming year from all sources.

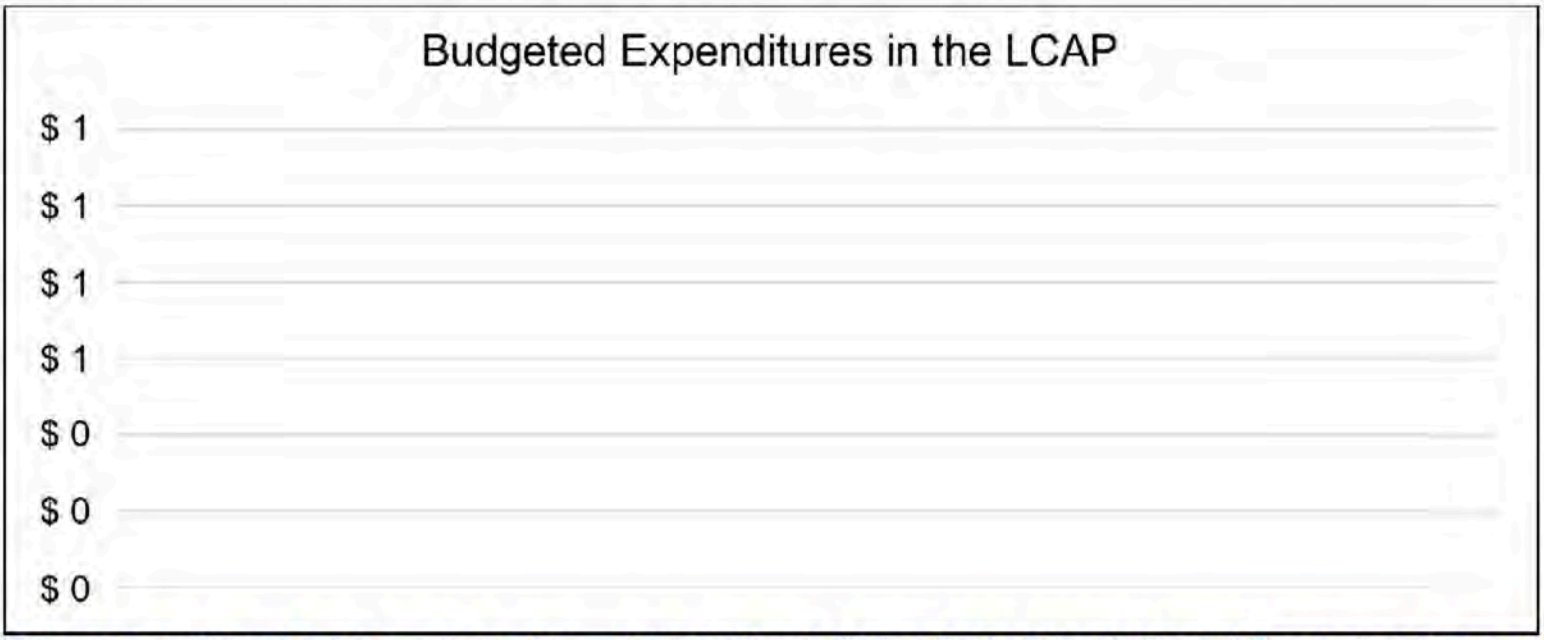
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Coast is $2,019,405, of which $1,749,167 is Local Control Funding Formula (LCFF), $238,739 is other state funds, $16,203 is local funds, and $15,296 is federal funds. Of the $1,749,167 in LCFF Funds, $160,062 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools Central Coast plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

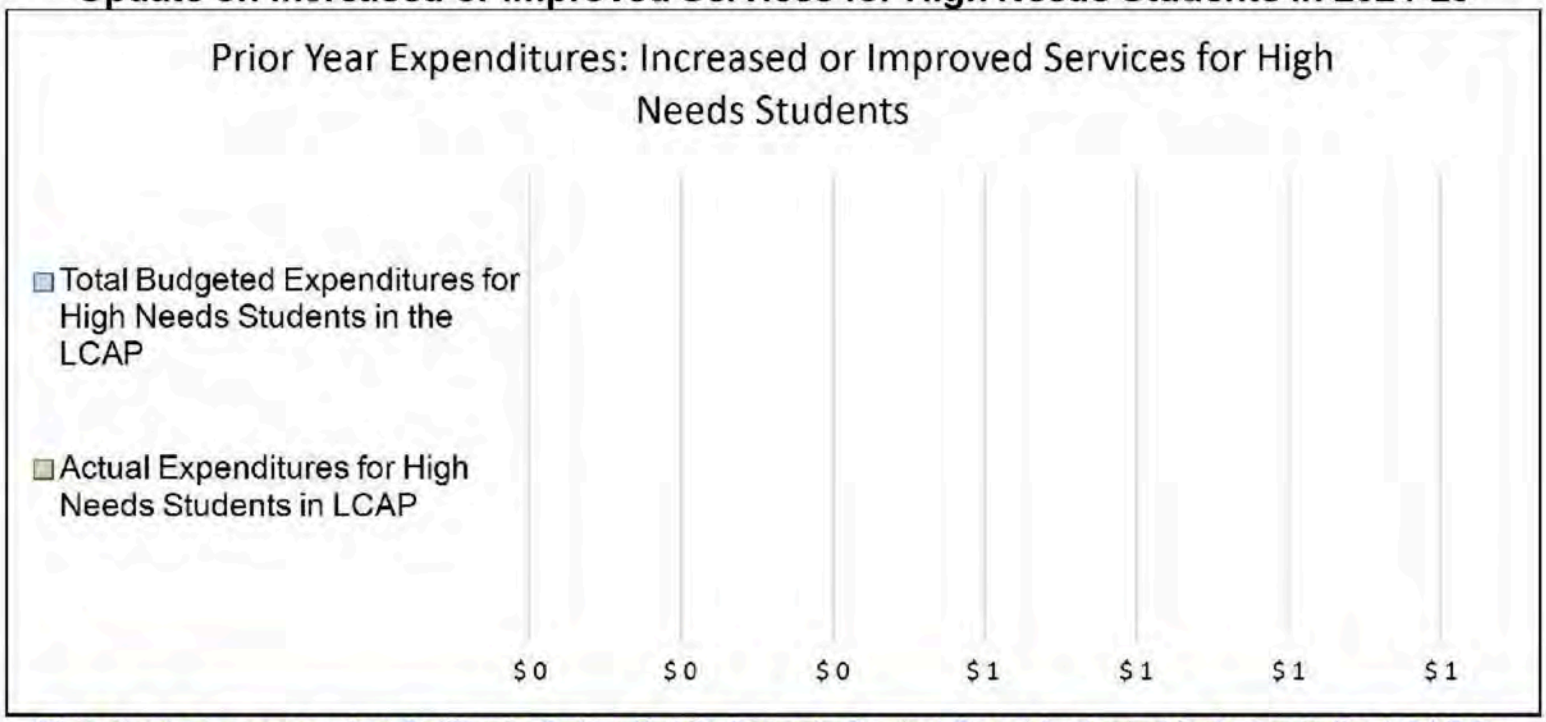
The text description of the above chart is as follows: California Online Public Schools Central Coast plans to spend $ for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Central Coast is projecting it will receive $160,062 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Coast must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Coast plans to spend $ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Central Coast budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Central Coast estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Central Coast's LCAP budgeted $ for planned actions to increase or improve services for high needs students. California Online Public Schools Central Coast actually spent $ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on California Online Public Schools Central Coast's ability to increase or improve services for high needs students:

California Online Public Schools

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 Online Public Schools Central Coast	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 the Cuyama Joint Unified School District, and enrolls students in three counties: Santa Barbara, Ventura, and San Luis Obispo. In the 2019-2020 school year, the school opened its doors for the first time. The school is governed by the non-profit charter management organization, California Online Public Schools (CalOPS). There are currently six schools in the CalOPS family that run under the same school model.

Students attend school primarily from home, supervised by a Learning Coach (generally a parent), following a Personalized Learning Plan that integrates technology and standards-aligned curriculum under the supervision of professional, fully qualified, certificated teachers. California Online Public Schools 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 Online Public Schools' 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 that 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 Online Public Schools Central Coast program and that 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 are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.
A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum 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 Online Public Schools Central Coast's 2024 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 2024 Dashboard are prominently reflected in our school's Suspension Rate. California Online Public Schools Central Coast proudly boasts a Suspension Rate of zero percent across all student groups, a noteworthy achievement compared to the state's average suspension rate of 3.2%. 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 the 2024 Dashboard does not provide performance colors for English Learner Progress, College and Career, or Graduation Rate due to the small number of students enrolled in these indicators, which prevents public reporting.

However, the 2024 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 Online Public Schools Central Coast is identified with lower performance levels in Academic Performance for English Language Arts and Mathematics. In English Language Arts, all students scored an average of 67.6 points below standard but showed a gain of 7.7 points from the prior year. The Socioeconomically Disadvantaged student group had the lowest reported score at 71.8 points below standard, reflecting a notable improvement of 28.2 points. In Mathematics, the all-student group scored 126.1 points below standard, with a gain of 16.7 points. The Hispanic student group showed the lowest score at 149.6 points below standard, but with a positive increase of 28.4 points from the prior year.

A deeper examination of this data indicates that chronic absenteeism and low state testing participation are contributing factors to these outcomes. Chronic Absenteeism is marked in the Red performance band with 24.7% of students chronically absent, an increase of 13.3 percentage points from the prior year. The Socioeconomically Disadvantaged group showed the highest rate of chronic absenteeism at 30.6%, while the White student group increased to 15.4%, placing it in the Orange band.

As an online school, we continue to face challenges in ensuring students participate in statewide testing at in-person locations. Conversations with stakeholders have revealed that travel logistics, work schedules, and student anxiety are common barriers to participation. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication, and incorporated more practice assessments into our curriculum. We are also targeting early elementary testing participation to build a strong culture of testing consistency from an early age.

In conclusion, California Online Public Schools Central Coast remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 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 Online Public Schools Central Coast.

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools 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, and grade level and department 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 Online Public Schools Central Coast 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%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		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%	The difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		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%	The difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 0%	In 2024-2025 the RFEP rate through month 8 was 0%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of .25%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

California Online Public Schools Central Coast successfully implemented the core actions tied to Goal 1, including the continued use of diagnostic assessments (i-Ready, MAP), development of MTSS academic interventions, and professional learning communities (PLCs) focused on re-teaching and accelerating academic growth. Teachers utilized both synchronous and asynchronous tools to support instruction, and additional support was provided to English Learners and foster/homeless youth. No major deviations from the planned actions occurred.

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.

Most expenditures aligned closely with the planned amounts. Contributing actions—including professional development, MTSS interventions, and support for EL and foster youth—were funded as projected, supporting improved services for high-needs students. Any minor differences were operational rather than programmatic and did not impede service delivery.

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

Implementation led to steady academic progress. Although i-Ready metrics showed a slight decline in Reading typical growth (60%) and a modest dip in Math (50%), PLCs and academic support structures remained strong. Continued professional development and academic data analysis have been effective in identifying students needing additional support and responding accordingly.

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.

In response to current outcomes, the school will increase targeted support for EL reclassification, reinforce academic intervention plans through PLC collaboration, and ensure that MTSS is deployed equitably. A renewed focus on aligning instructional tools and strategies to grade-level standards will guide refinements for 2025–26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$14,964.00	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$173,300.36	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$209,974.49	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$12,484.46	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$10,339.59	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$35,266.51	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$1,934.36	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

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%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7 chronic	The difference from baseline is 9.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 25%		absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

Implementation of Goal 2 included strong progress in technology access (devices, internet reimbursement), biweekly contacts, tiered re-engagement strategies, and family/caretaker supports. In-person and virtual engagement activities remained a consistent feature, along with staff training in social-emotional support and the inclusion of foster/homeless liaison roles.

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.

Expenditures generally aligned with budgeted projections. Technology and engagement support actions—particularly those supporting access and inclusion—remained fully funded. No significant material differences impacted implementation of re-engagement or caretaker support strategies.

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

The school maintained a 0% suspension rate, highlighting a safe and inclusive environment. However, the chronic absenteeism rate increased to 25%, and biweekly contact rates declined to 87%, indicating a need for deeper outreach and earlier intervention. Efforts to support family engagement, while comprehensive, will require refinement to increase effectiveness.

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.

The school will strengthen early warning systems and refine tiered intervention practices to reduce chronic absenteeism. Additional support will be provided to families via multilingual engagement tools and targeted advisory connections. Staff training will be enhanced to build stronger connections with students and their families.

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

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.	$202,649.26	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$185,499.52	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.	$123,035.61	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	$8,496.05	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
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.	$16,240.46	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.	$2,623.23	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.	$1,769.18	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$6,268.59	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, 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%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	The 2023 Summer School pass rate was 83%	The 2024 Summer School pass rate waa 73%		The desired outcome for the summer school course pass rate	The difference from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Maintain graduation rates about 68%	The 2022-2023 no performance color.	The 2023-2024 Graduation rate was 76.2% (no performance color)		The desired outcome for the 2025-2026 grad rate is 68%	The difference from baseline is 8.2% (no performance color)
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 30%	In 2023-2024, the percentage of students completing a-g requirements was 41.2%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 31.5%	The difference from baseline is 11.2%

Goal Analysis [2024-25]

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.

Goal 3 actions were fully implemented with continued support for credit recovery (Project Success), college readiness (AVID, a-g access), and career pathways (CTE, dual enrollment). Guidance support was aligned with transcript monitoring and evaluation. CHAMPS programming also supported early intervention for underclassmen.

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.

All planned expenditures were implemented as described. Contributing actions—such as Project Success, AVID, and summer school—were effectively supported. Minimal variance was observed between budgeted and actual spending, allowing for continuity of services across programs.

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

Key indicators showed positive trends: Project Success maintained a 96% pass rate; the a-g completion rate improved to 41.2%; and the graduation rate rose to 76.2%. While summer school pass rates decreased to 73%, the foundation for credit recovery and post-secondary preparation remained strong.

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.

To address the decline in summer school pass rates, the school recognizes that the transition to new schoolwide systems during the summer of 2024 likely impacted summer instructional planning and student support structures. With foundational systems now in place, the school is preparing to launch a more robust and streamlined summer school program in summer 2025. This includes improved curricular options, clearer intervention pathways, and earlier identification of students in need of credit recovery. The school will continue expanding dual enrollment opportunities, refining its early warning systems, and aligning transition plans and CTE offerings to better support long-term graduation outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$35,041.30	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$721.46	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$349.04	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	$35,455.92	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$12,234.19	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	$39,332.51	No
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$1,799.36	No
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.	$1,817.73	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$160,062.21	$

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
9.151%	0.000%	$0.00	9.151%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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

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
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			lower tiers as a result of intervention success. 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

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
			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. 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	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	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

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
	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	and inclusion while creating a culture of continuous improvement.	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, 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 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

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
			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 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,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**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 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

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
			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, 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.

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: 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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **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.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

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
			Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.

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
			Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes:

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
			Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after 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
	improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering

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
			feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:**	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.

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
			Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:**	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students, industries, and communities in today's rapidly changing economy.	rates and persistence rates of students enrolled in CTE programs to assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first

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
	underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.

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
			This metric reflects the program's success in helping students gain admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include: Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's

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
		learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	success in helping students make up missed or failed credits. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or

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
			standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

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.	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 students' academic

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. Graduation Rates: Tracking graduation rates among foster and homeless students to ensure they are on track to successfully complete high

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 school connectedness, sense of belonging, and participation in live classes, coursework, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 population by closely monitoring school

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			transfers, mobility rates, and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights. **Scope:** Limited to Unduplicated Student Group(s)	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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

NA

Additional Concentration Grant Funding

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

NA

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,749,167.00	160,062.21	9.151%	0.000%	9.151%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$987,263.86	$111,586.56	$0.00	$32,746.76	$1,131,597.18	$889,246.71	$242,350.47

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$294.00	$14,670.00	$13,203.00			$1,761.00	$14,964.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2025-2026	$170,844.93	$2,455.43	$143,923.29	$27,583.81		$1,793.26	$173,300.36	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$209,974.49	$0.00	$176,873.92	$33,100.57			$209,974.49	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2025-2026	$10.50	$12,473.96	$11,943.11			$541.35	$12,484.46	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$10,339.59	$0.00	$8,132.76			$2,206.83	$10,339.59	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$35,266.51	$0.00	$35,266.51				$35,266.51	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$1,679.36	$255.00	$1,934.36				$1,934.36	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$8,057.35	$194,591.91	$180,103.53			$22,545.73	$202,649.26	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	$174,501.07	$10,998.45	$163,432.47	$22,067.05			$185,499.52	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$123,035.61	$0.00	$106,485.33	$16,550.28			$123,035.61	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$8,496.05	$0.00	$8,496.05				$8,496.05	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$14,359.13	$1,881.33	$14,359.13	$1,251.33		$630.00	$16,240.46	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$2,623.23	$0.00	$2,623.23				$2,623.23	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$1,769.18	$0.00	$1,769.18				$1,769.18	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$3,268.59	$3,000.00	$3,000.00			$3,268.59	$6,268.59	
3	3.1	College Preparation	All	No			All Schools	2025-2026	$35,041.30	$0.00	$35,041.30				$35,041.30	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$13.13	$708.33	$721.46				$721.46	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$200.40	$148.64	$349.04				$349.04	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$34,408.50	$1,047.42	$35,455.92				$35,455.92	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$12,234.19	$0.00	$6,717.43	$5,516.76			$12,234.19	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	$39,332.51	$0.00	$33,815.75	$5,516.76			$39,332.51	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$1,679.36	$120.00	$1,799.36				$1,799.36	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$1,817.73	$0.00	$1,817.73				$1,817.73	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,749,167.00	160,062.21	9.151%	0.000%	9.151%	$724,657.46	0.000%	41.429 %	Total:	$724,657.46
								LEA-wide Total:	$677,554.65
								Limited Total:	$47,102.81
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	$13,203.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$143,923.29	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$176,873.92	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$11,943.11	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$8,132.76	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$35,266.51	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,934.36	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	$180,103.53	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,485.33	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,496.05	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$1,769.18	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$721.46	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$349.04	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,455.92	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,131,597.18	$1,153,309.39

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Academic Achievement	Yes	$14,964.00	5,278.08
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$173,300.36	215,844.19
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$209,974.49	259,247.12
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$12,484.46	6,705.41
1	1.5	English Learner Student Achievement	Yes	$10,339.59	3,453.23
1	1.6	LTEL Support	Yes	$35,266.51	1,142.77
1	1.7	Foster and Homeless Academic Achievement	Yes	$1,934.36	1,754.97
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$202,649.26	48,139.51
2	2.2	Track and Record Daily Student Participation	No	$185,499.52	213,725.51
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$123,035.61	138,743.59
2	2.4	Caretaker Engagement Support	Yes	$8,496.05	14,623.51

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	2.5	Social Emotional / Mental Health Supports	No	$16,240.46	71,653.99
2	2.6	Increasing Diversity and Inclusion	No	$2,623.23	3,358.62
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,769.18	8,192.24
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$6,268.59	1,561.46
3	3.1	College Preparation	No	$35,041.30	27,163.14
3	3.2	Career Preparation (CTE)	Yes	$721.46	624.00
3	3.3	AVID Program Implementation	Yes	$349.04	349.29
3	3.4	Credit Recovery and Summer Intervention	Yes	$35,455.92	24,914.43
3	3.5	Transition Plans	No	$12,234.19	9,532.98
3	3.6	Graduation Rate Progress Monitoring	No	$39,332.51	93,907.10
3	3.7	Dual Enrollment Options	No	$1,799.36	992.10
3	3.8	Early Intervention Program Development	No	$1,817.73	2,402.15

2024-25 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)
120,997	$724,657.46	$593,835.35	$130,822.11	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)
1	1.1	Professional Development for Academic Achievement	Yes	$13,203.00	3,938.17		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$143,923.29	172,677.57		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$176,873.92	208,087.93		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$11,943.11	5,080.58		
1	1.5	English Learner Student Achievement	Yes	$8,132.76	2,291.30		
1	1.6	LTEL Support	Yes	$35,266.51	985.91		
1	1.7	Foster and Homeless Academic Achievement	Yes	$1,934.36	1,754.97		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$180,103.53	38,469.77		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$106,485.33	114,187.18		
2	2.4	Caretaker Engagement Support	Yes	$8,496.05	14,623.51		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$1,769.18	5,850.74		
3	3.2	Career Preparation (CTE)	Yes	$721.46	624.00		

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	3.3	AVID Program Implementation	Yes	$349.04	349.29		
3	3.4	Credit Recovery and Summer Intervention	Yes	$35,455.92	24,914.43		

2024-25 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)
1,203,478	120,997		10.054%	$593,835.35	0.000%	49.343%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

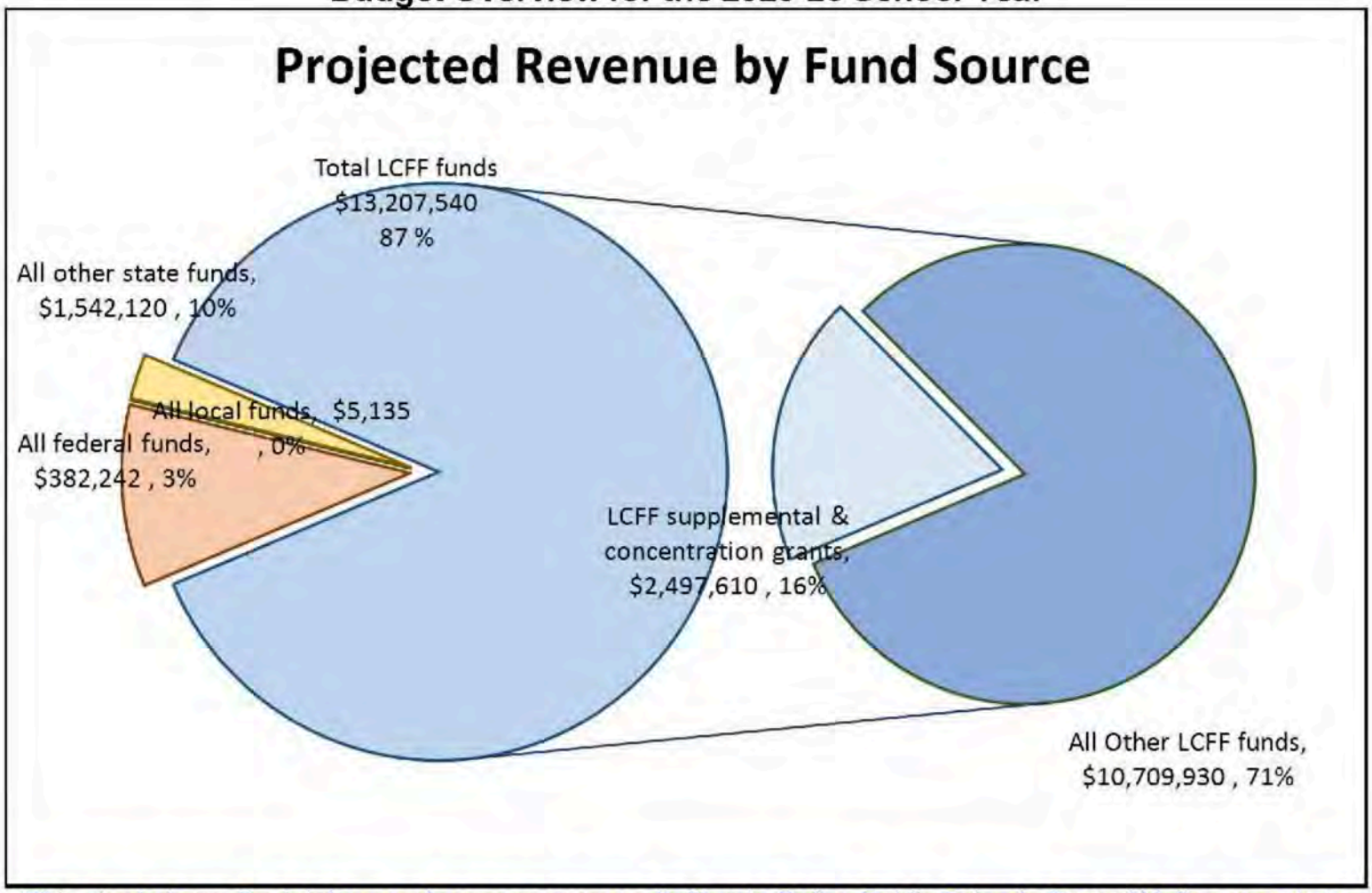
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Central Valley
CDS Code: 54 718030112458
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
949-461-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools Central Valley expects to receive in the coming year from all sources.

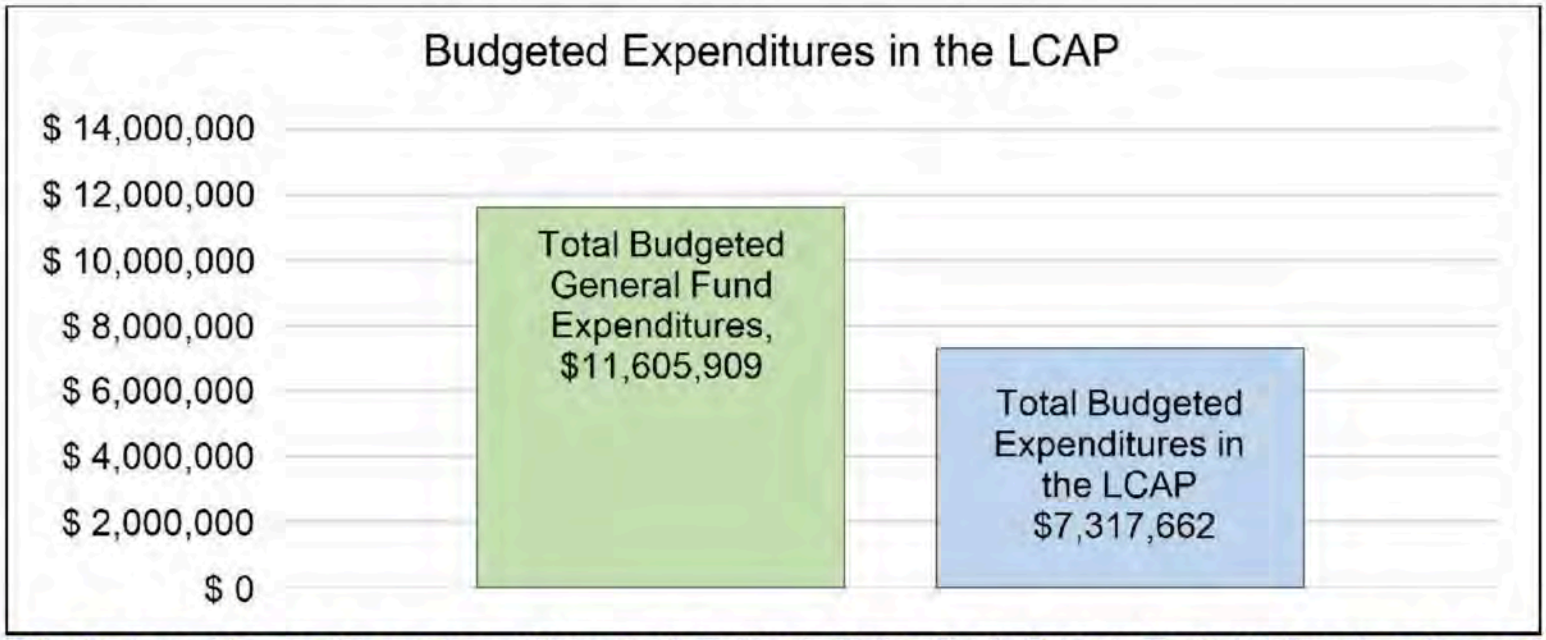
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Central Valley is $15,137,037, of which $13,207,540 is Local Control Funding Formula (LCFF), $1,542,120 is other state funds, $5,135 is local funds, and $382,242 is federal funds. Of the $13,207,540 in LCFF Funds, $2,497,610 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools Central Valley plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

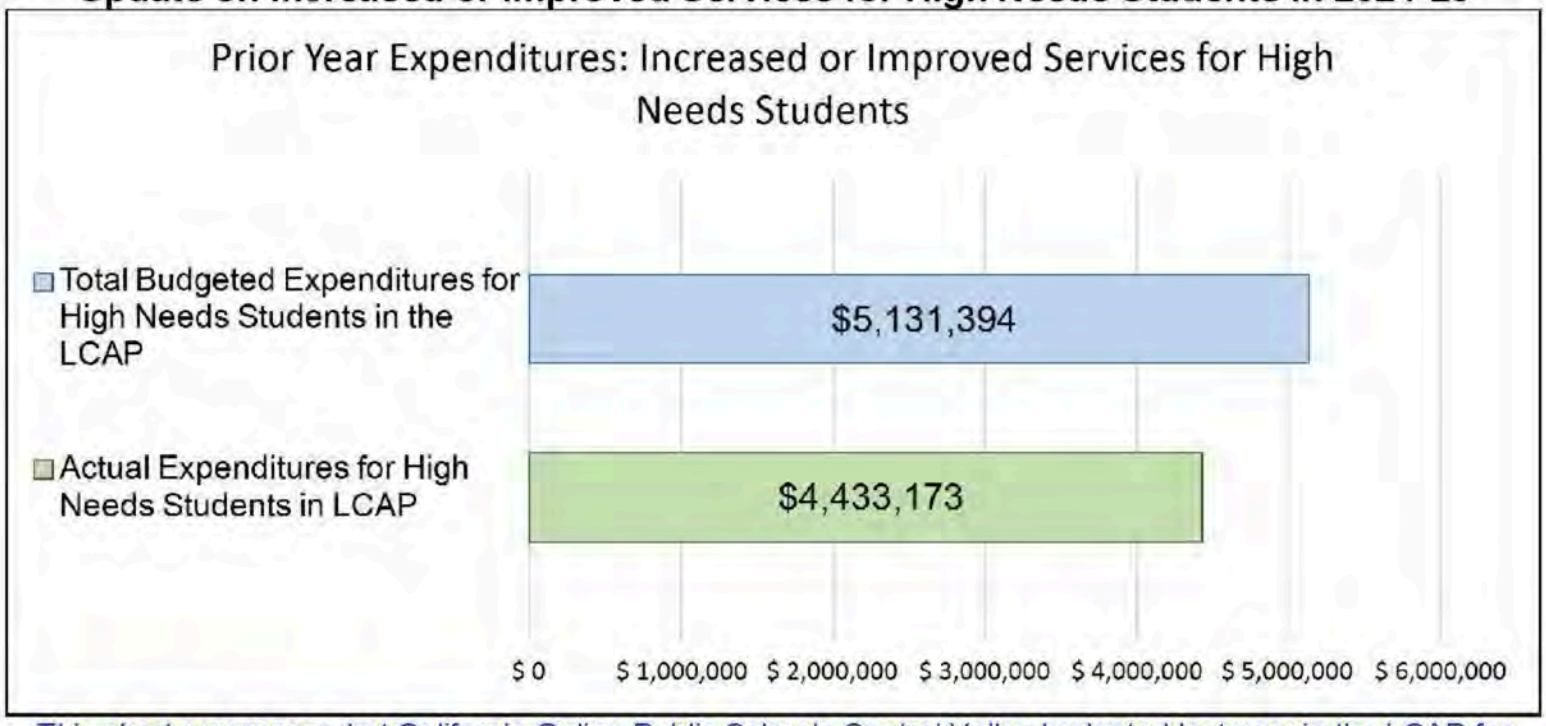
The text description of the above chart is as follows: California Online Public Schools Central Valley plans to spend $11,605,909 for the 2025-26 school year. Of that amount, $7,317,662 is tied to actions/services in the LCAP and $4,288,247 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Central Valley is projecting it will receive $2,497,610 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Central Valley must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Central Valley plans to spend $5,131,394 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Central Valley budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Central Valley estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Central Valley's LCAP budgeted $5,131,394 for planned actions to increase or improve services for high needs students. California Online Public Schools Central Valley actually spent $4,433,173 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $698,221 had the following impact on California Online Public Schools Central Valley's ability to increase or improve services for high needs students:

During the 2024-2025 school year, California Online Public Schools transitioned away from Pearson Virtual Schools and became their own school. Due to the transition, the school experienced a decrease in student enrollment. Planned expenditures were based on previous year enrollment numbers. Actual expenditures were representative of the decreased enrollment. There was no impact to actions and services and the overall increase and improved services for high needs students in 2024-25.

California Online Public Schools

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 Online Public Schools Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 Online Public Schools 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 Online Public Schools' 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 that 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 Online Public Schools Central Valley program and that 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 are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
A growing unduplicated pupil demographic, specifically English Language Learners at all grade levels.
A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum 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 Online Public Schools Central Valley's 2024 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 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, we saw a notable improvement in our College and Career Indicator, where the percentage of prepared students increased by 14.7 percentage points to 19.3%, moving this indicator to the "Yellow" performance level.

However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism rose to 23.2%, an increase of 9.4 percentage points from the previous year, placing this indicator in the "Red" performance level. This issue was especially pronounced among Socioeconomically Disadvantaged students (26.6%), Students with Disabilities (23%), and English Learners (39.4%). These trends underscore the urgent need to deepen student engagement and expand targeted attendance interventions, particularly for our most at-risk student groups.
In Academic Performance, California Online Public Schools Central Valley remains in the lowest performance level for both English Language Arts and Mathematics. In ELA, students scored an average of 93.3 points below standard, declining by 21 points from the prior year. In Mathematics, students scored 148.8 points below standard, with a 13.5-point decline. Notably, Students with Disabilities performed 163.3 points below standard in ELA and 209.6 points below standard in Math. Socioeconomically Disadvantaged and Hispanic students also exhibited significant performance gaps in both subjects. These data points call for sustained investment in evidence-based instructional supports and differentiated academic interventions.
We recognize that low participation rates in state assessments continue to affect performance data. As a fully online school, we face unique logistical barriers to CAASPP testing, such as transportation limitations, conflicting family obligations, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. Additionally, we are building assessment familiarity through practice tests and integrating test-aligned materials into our curriculum.
We are also working to increase early-grade participation in state assessments to normalize the testing experience and build foundational test-taking confidence. These steps, combined with ongoing initiatives like CHAMPS, Project Success, and credit recovery programs, form the cornerstone of our continuous improvement strategy.
In conclusion, California Online Public Schools Central Valley remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 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.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Central Valley qualifies for Differentiated Assistance under the following state priorities:
Priority 4: Academic Performance
Priority 5: Academic Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in multiple indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data
In collaboration with the Tulare County Office of Education (TCOE), CalOPS Central Valley has engaged in a thorough review of state and local data to assess systemwide strengths, identify student group disparities, and develop a targeted response strategy.
Strengths Identified:
-Suspension Rate maintained at 0% (Blue) across all student groups, reflecting a consistently safe and supportive learning environment.

-College and Career Indicator performance increased by 14.7 percentage points to 19.3%, moving to the "Yellow" level—demonstrating improvement in postsecondary readiness.
-Access to a Broad Course of Study: Full implementation of 1:1 student device access, credit recovery options, and expanded elective and dual enrollment opportunities.
-Project Success pass rate increased to 96.5%, contributing to improved outcomes for credit-deficient students.
-Local Climate Survey (YouthTruth) scores indicate a strong culture of respect (over 88% across grade bands) and positive student-teacher relationships, especially in elementary and middle grades.

Areas for Growth:
-English Language Arts: SED students scored 113.5 points below standard, with a decline of 18.6 points from the prior year.
-Mathematics: SED students scored 164 points below standard, with a 3.4-point decline. Students with Disabilities scored 209.6 points below standard.
-Chronic Absenteeism: 26.6% of SED students were chronically absent, a 9.5 percentage point increase from the previous year.
-Graduation Rate: The rate for SED students declined to 67.8%, below the statewide average and an 8.7 percentage point drop.
-Academic Growth Scores: SED students showed 4 points below typical growth in ELA and 24 points below typical growth in Math.

Focus Areas: Math Achievement & Chronic Absenteeism
Through targeted technical assistance, CalOPS Central Valley has committed to two key focus areas:
-Improve math outcomes for Socioeconomically Disadvantaged students through strengthened math instruction, intervention, and participation in assessment.
-Reduce chronic absenteeism through early identification of at-risk students, increased outreach, more focused staff training, and supportive re-engagement systems.
-These goals align with the CalOPS Theory for Improvement, which aims to increase math achievement for SED students by 5% by 2025 through focused support systems and instructional improvements.

Professional Development and Implementation Plan
To support these priorities, CalOPS Central Valley will implement a focused improvement plan supported by TCOE. Key LCAP-aligned strategies include:
-Action 2.1: High-dosage math interventions, targeted tutoring, and scaffolded supports for SED and SWD students.
-Action 2.2: Increased use of diagnostic tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide instruction.
-Action 2.4: Implementation of a new math curriculum with professional learning, including test-taking strategies and pacing supports.
-Action 1.4: Expanded 1:1 family data chats and student-teacher communication to support academic goal-setting and accountability.
-Action 3.3: Increased access to college and career readiness tools, CCAP partnerships, and postsecondary planning through counselor advisement.

Ongoing Commitment to Equity and Improvement
The school continues to remove systemic barriers to testing and academic success by enhancing technology access, virtual instruction, and individualized student planning. Participation in state assessments remains a key priority, and additional strategies—including practice tests and remote testing—have been introduced to support growth and engagement.

Through collaboration with TCOE and internal stakeholders, CalOPS Central Valley is building capacity to drive lasting improvement. These coordinated efforts reflect a long-term commitment to educational equity and the academic advancement of all students, particularly our most vulnerable populations.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms,Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools 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, and grade level and department 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 Online Public Schools Central Valley 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%	In 20224-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		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%	The difference from baseline is - 7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		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%	The difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.64%	In 2024-2025, the RFEP rate through month 8 was 16.33%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 11.1%	The difference from baseline is 5.69%

Goal Analysis [2024-25]

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.

CalOPS Central Valley implemented a comprehensive set of actions to improve academic achievement across all student groups. This included targeted professional development, implementation of diagnostic assessments, MTSS-aligned interventions, collaboration through PLCs, and differentiated supports for English Learners, Long-Term English Learners, Foster Youth, and students experiencing homelessness. Teachers used high-engagement instructional tools for synchronous and asynchronous delivery, and all diagnostic assessment data were analyzed in PLCs to inform intervention.

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.

While several actions came close to meeting projected expenditures, some actions—particularly those targeting EL and LTEL supports—came in significantly under budget. On the other hand, PLC collaboration and diagnostic assessment actions slightly exceeded their budgets, indicating those strategies were utilized heavily and deemed essential for goal progress

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

Though the implementation was strong, progress toward academic targets declined. Reading and Math growth measured by i-Ready dropped by 7.5 and 7 percentage points, respectively, from baseline. This suggests instructional strategies and interventions require refinement. However, the RFEP rate increased to 16.33%, exceeding the target for the year, indicating strong progress in English Learner reclassification

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.

Based on the outcome data, additional refinement of intervention systems and deeper analysis of subgroup performance are planned. There will also be a renewed focus on aligning PLC outputs directly with actionable instructional strategies to accelerate growth for below-standard student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$96,767.20	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$1,120,675.61	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$1,357,835.06	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$80,732.81	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$66,862.69	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$228,056.75	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$12,508.85	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7	The difference from baseline is 12.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 28%		chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

Goal 2 was implemented through access to technology, regular biweekly student contact tracking, re-engagement efforts, and social-emotional supports. Families were prioritized for device distribution and internet reimbursement. Staff documented participation logs, and the framework for identifying disengaged students supported timely outreach.

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.

There were discrepancies in Action 2.1 (Access to Technology) likely due to enrollment numbers. Conversely, Action 2.5 (Social Emotional / Mental Health Supports) significantly exceeded its planned allocation, demonstrating increased demand and investment in student wellness supports

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

The average biweekly contact rate declined by 10.3 percentage points to 87%, indicating a need for improved consistency in outreach. Chronic absenteeism increased to 28%, underscoring that while support structures were in place, further targeted intervention is necessary to drive engagement for high-need student groups

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.

Increased investments will be made in staff training and family engagement tools. Additionally, student attendance will be more closely monitored through enhanced dashboard systems, additional training, and early-warning indicators will be embedded into the re-engagement framework.

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

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.	$1,310,465.17	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$1,199,563.53	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.	$795,630.28	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	$54,941.12	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
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.	$105,021.64	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.	$16,963.58	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.	$11,440.68	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$40,536.90	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, 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%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course pass rate was 73%		The desired outcome for the summer school course pass rate	The distance from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 77.3%	The 2023-2024 grad rate was 69.6%		The desired outcome for the 2025-2026 grad rate is 81.1%	The distance from baseline is -7.7
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 25%	In 20223-2024, the percentage of students completing a-g requirements was 33.3%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 26.2%	The distance from baseline is 8.3%

Goal Analysis [2024-25]

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.

Implementation included a multi-pronged strategy—college prep guidance, dual enrollment, AVID support, Project Success, credit recovery, transition planning for SWD, and graduation monitoring. Summer school and CHAMPS were also deployed to support credit-deficient and at-risk students.

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.

While most actions were implemented, some contributing actions like summer intervention (Action 3.4) and college prep (Action 3.1) came in under budget. In contrast, the Graduation Rate Monitoring (Action 3.6) exceeded budget substantially, indicating greater-than-anticipated investment in supporting seniors and credit-deficient students

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

Results were mixed. The Project Success pass rate remained strong at 96%, but summer school pass rates dropped to 73%, likely due to transitional system changes and shifting enrollment patterns. The a-g completion rate rose from 25% to 33.3%, demonstrating success in expanding access to college-prep coursework. However, the overall graduation rate declined by 7.7 percentage points to 69.6%, highlighting a key area for further intervention

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.

Future plans include strengthening the summer intervention model, enhanced monitoring of a-g enrollment, and expanding the counselor-led academic planning model. These changes aim to address both academic preparedness and early identification of at-risk students before their senior year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$226,600.41	Yes
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$4,665.41	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$2,257.09	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	$229,281.61	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$79,114.44	No

Action #	Title	Description	Total Funds	Contributing
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	$254,350.25	Yes
3.7	Dual Enrollment Options	Continued development of a Career College Access Pathway with a community college partner to expand dual enrollment options.	$11,635.85	No
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.	$11,754.64	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,497,609.91	$

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
18.910%	0.000%	$0.00	18.910%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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

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
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			lower tiers as a result of intervention success. 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

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
			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. 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	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	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

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
	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	and inclusion while creating a culture of continuous improvement.	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, 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 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

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
			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 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,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**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 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

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
			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, 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.

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: 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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **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.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

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
			Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.

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
			Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes:

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
			Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after 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
	improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering

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
			feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:**	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.

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
			Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.1	**Action:** College Preparation **Need:** **Scope:** LEA-wide		
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include:

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
	need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:** LEA-wide	every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.

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
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:

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
	opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric

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
			provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.
3.6	**Action:** Graduation Rate Progress Monitoring **Need:** Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school. **Scope:** LEA-wide	Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.	Effectiveness in monitoring graduation rates can be measured through several key indicators: Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention. Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes. Closing Achievement Gaps: Evaluating whether graduation rates are improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups. Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement.

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
			Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.

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.	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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 unduplicated student group, will ensure that they are on track to

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 services, such as food assistance, housing stability, transportation, and health care is crucial to their wellbeing, engagement with our

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 family support programs in order to assess the effectiveness of efforts to engage families in

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	additional support to navigate educational systems, access resources, and advocate for their rights. **Scope:** Limited to Unduplicated Student Group(s)	barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes. Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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

NA

Additional Concentration Grant Funding

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

NA

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

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 certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	13,207,540.00	2,497,609.91	18.910%	0.000%	18.910%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,384,306.17	$721,593.09	$0.00	$211,762.31	$7,317,661.57	$5,750,461.98	$1,567,199.59

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$1,901.20	$94,866.00	$85,379.40			$11,387.80	$96,767.20	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2025-2026	$1,104,797.19	$15,878.42	$930,703.96	$178,375.29		$11,596.36	$1,120,675.61	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$1,357,835.06	$0.00	$1,143,784.71	$214,050.35			$1,357,835.06	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2025-2026	$67.90	$80,664.91	$77,232.08			$3,500.73	$80,732.81	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$66,862.69	$0.00	$52,591.86			$14,270.83	$66,862.69	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$228,056.75	$0.00	$228,056.75				$228,056.75	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$10,859.85	$1,649.00	$12,508.85				$12,508.85	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$52,104.17	$1,258,361.00	$1,164,669.48			$145,795.69	$1,310,465.17	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	$1,128,440.22	$71,123.31	$1,056,863.30	$142,700.23			$1,199,563.53	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$795,630.28	$0.00	$688,605.11	$107,025.17			$795,630.28	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$54,941.12	$0.00	$54,941.12				$54,941.12	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$92,855.71	$12,165.93	$92,855.71	$8,091.93		$4,074.00	$105,021.64	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$16,963.58	$0.00	$16,963.58				$16,963.58	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$11,440.68	$0.00	$11,440.68				$11,440.68	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$21,136.90	$19,400.00	$19,400.00			$21,136.90	$40,536.90	
3	3.1	College Preparation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$226,600.41	$0.00	$226,600.41				$226,600.41	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$84.88	$4,580.53	$4,665.41				$4,665.41	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$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	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$222,508.29	$6,773.32	$229,281.61				$229,281.61	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$79,114.44	$0.00	$43,439.38	$35,675.06			$79,114.44	
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$254,350.25	$0.00	$218,675.19	$35,675.06			$254,350.25	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$10,859.85	$776.00	$11,635.85				$11,635.85	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$11,754.64	$0.00	$11,754.64				$11,754.64	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
13,207,540.00	2,497,609.91	18.910%	0.000%	18.910%	$5,131,393.71	0.000%	38.852 %	Total:	$5,131,393.71
								LEA-wide Total:	$4,826,795.57
								Limited Total:	$304,598.14
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	$85,379.40	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$930,703.96	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$1,143,784.71	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$77,232.08	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$52,591.86	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$228,056.75	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$12,508.85	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	$1,164,669.48	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$688,605.11	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,941.12	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$11,440.68	
3	3.1	College Preparation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$226,600.41	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,665.41	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,257.09	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$229,281.61	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$218,675.19	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,317,661.57	$7,336,314.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Academic Achievement	Yes	$96,767.20	33,359.34
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$1,120,675.61	1,372,414.15
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$1,357,835.06	1,649,405.45
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$80,732.81	43,903.42
1	1.5	English Learner Student Achievement	Yes	$66,862.69	21,412.91
1	1.6	LTEL Support	Yes	$228,056.75	7,187.81
1	1.7	Foster and Homeless Academic Achievement	Yes	$12,508.85	11,327.71
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,310,465.17	293,602.51
2	2.2	Track and Record Daily Student Participation	No	$1,199,563.53	1,370,855.60
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$795,630.28	882,317.86
2	2.4	Caretaker Engagement Support	Yes	$54,941.12	92,930.42

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	2.5	Social Emotional / Mental Health Supports	No	$105,021.64	455,099.27
2	2.6	Increasing Diversity and Inclusion	No	$16,963.58	21,436.67
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$11,440.68	52,007.23
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$40,536.90	14,474.59
3	3.1	College Preparation	Yes	$226,600.41	171,957.72
3	3.2	Career Preparation (CTE)	Yes	$4,665.41	3,744.00
3	3.3	AVID Program Implementation	Yes	$2,257.09	2,187.57
3	3.4	Credit Recovery and Summer Intervention	Yes	$229,281.61	157,390.59
3	3.5	Transition Plans	No	$79,114.44	60,729.82
3	3.6	Graduation Rate Progress Monitoring	Yes	$254,350.25	597,049.31
3	3.7	Dual Enrollment Options	No	$11,635.85	6,285.84
3	3.8	Early Intervention Program Development	No	$11,754.64	15,234.32

2024-25 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)
1,805,474	$5,131,393.71	$4,433,172.94	$698,220.77	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)
1	1.1	Professional Development for Academic Achievement	Yes	$85,379.40	12,888.94		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$930,703.96	1,093,637.60		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$1,143,784.71	1,322,704.55		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$77,232.08	29,386.86		
1	1.5	English Learner Student Achievement	Yes	$52,591.86	14,363.60		
1	1.6	LTEL Support	Yes	$228,056.75	6,236.15		
1	1.7	Foster and Homeless Academic Achievement	Yes	$12,508.85	8,877.71		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$1,164,669.48	180,712.45		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$688,605.11	725,501.43		
2	2.4	Caretaker Engagement Support	Yes	$54,941.12	92,930.42		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$11,440.68	37,044.29		
3	3.1	College Preparation	Yes	$226,600.41	171,957.72		

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	3.2	Career Preparation (CTE)	Yes	$4,665.41	3,744.00		
3	3.3	AVID Program Implementation	Yes	$2,257.09	2,187.57		
3	3.4	Credit Recovery and Summer Intervention	Yes	$229,281.61	157,390.59		
3	3.6	Graduation Rate Progress Monitoring	Yes	$218,675.19	573,609.06		

2024-25 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)
8,088,317	1,805,474		22.322%	$4,433,172.94	0.000%	54.810%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

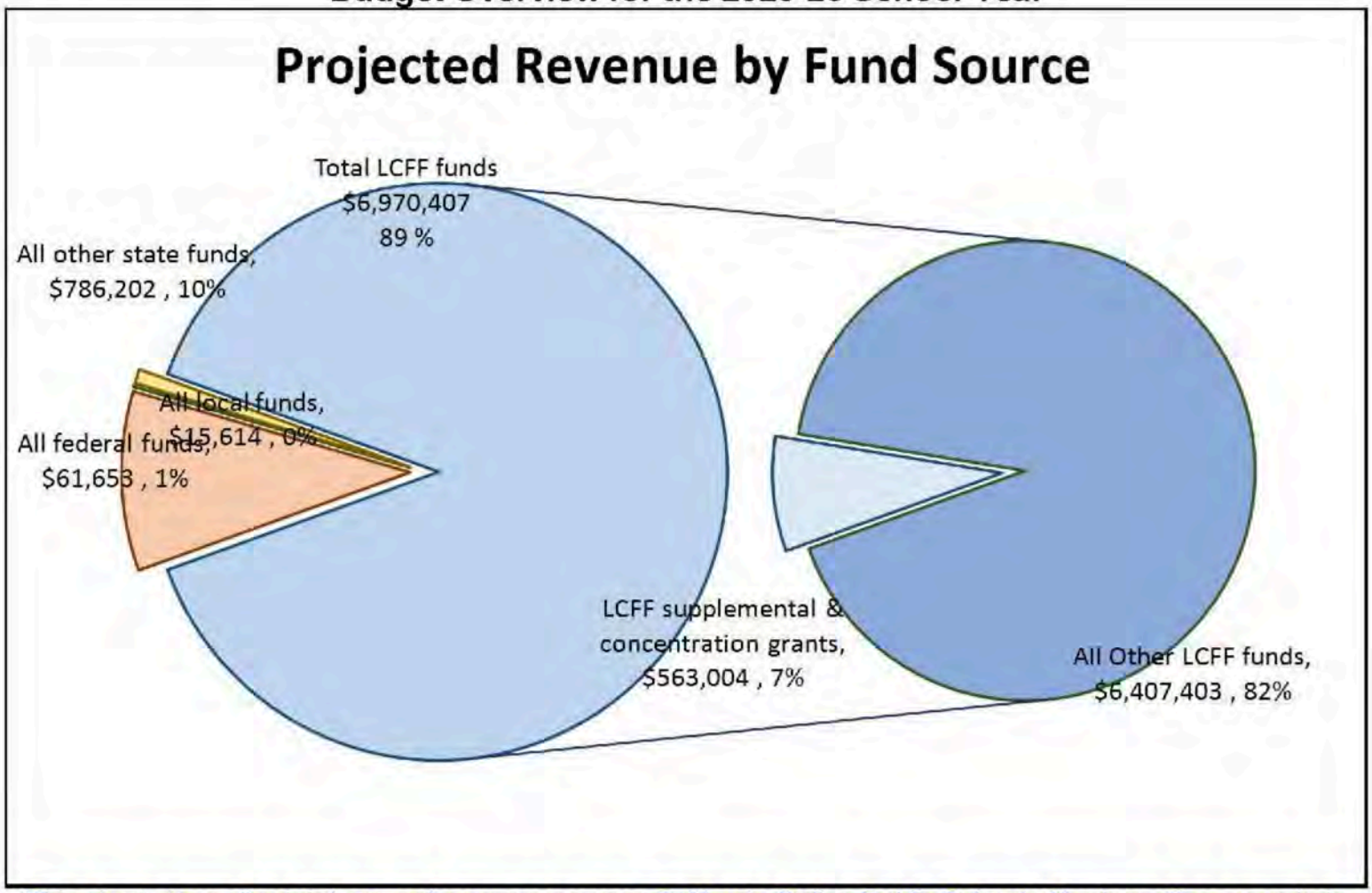
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Monterey Bay
CDS Code: 44-75432-0139410
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
949-461-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools Monterey Bay expects to receive in the coming year from all sources.

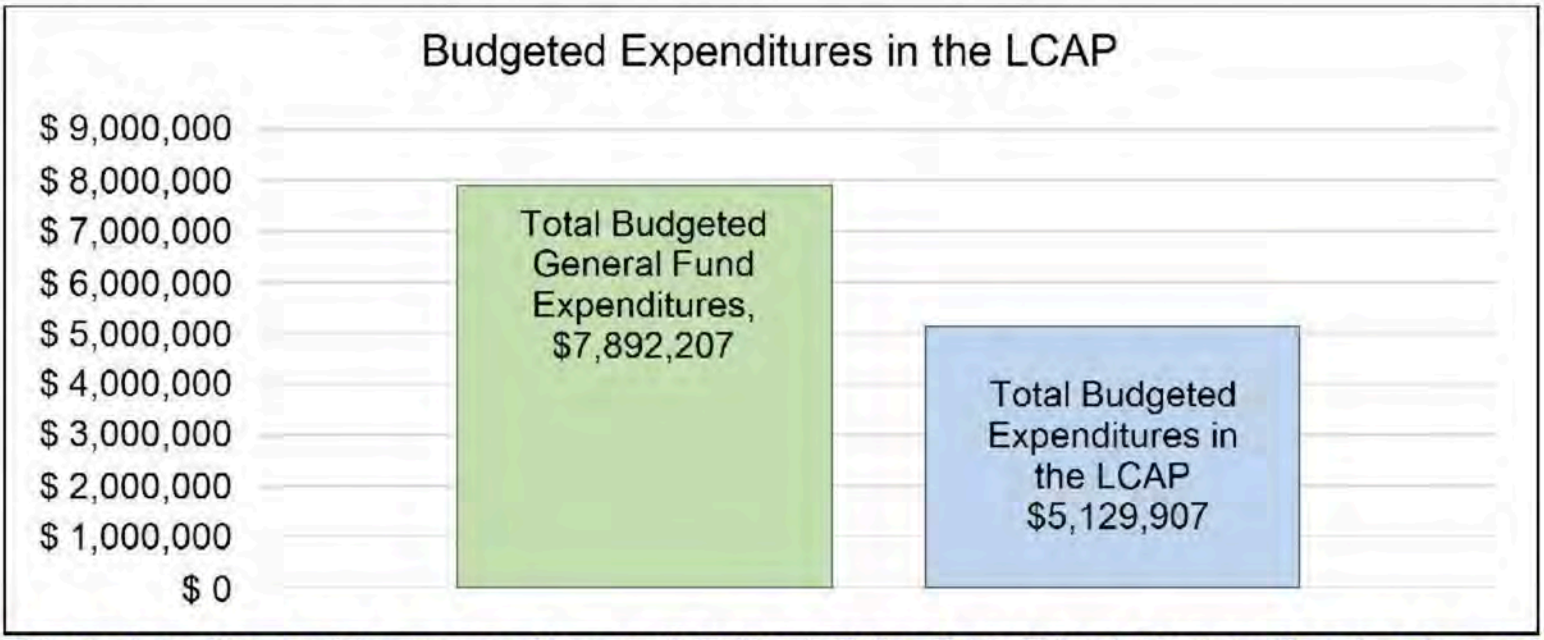
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Monterey Bay is $7,833,876, of which $6,970,407 is Local Control Funding Formula (LCFF), $786,202 is other state funds, $15,614 is local funds, and $61,653 is federal funds. Of the $6,970,407 in LCFF Funds, $563,004 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools Monterey Bay plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

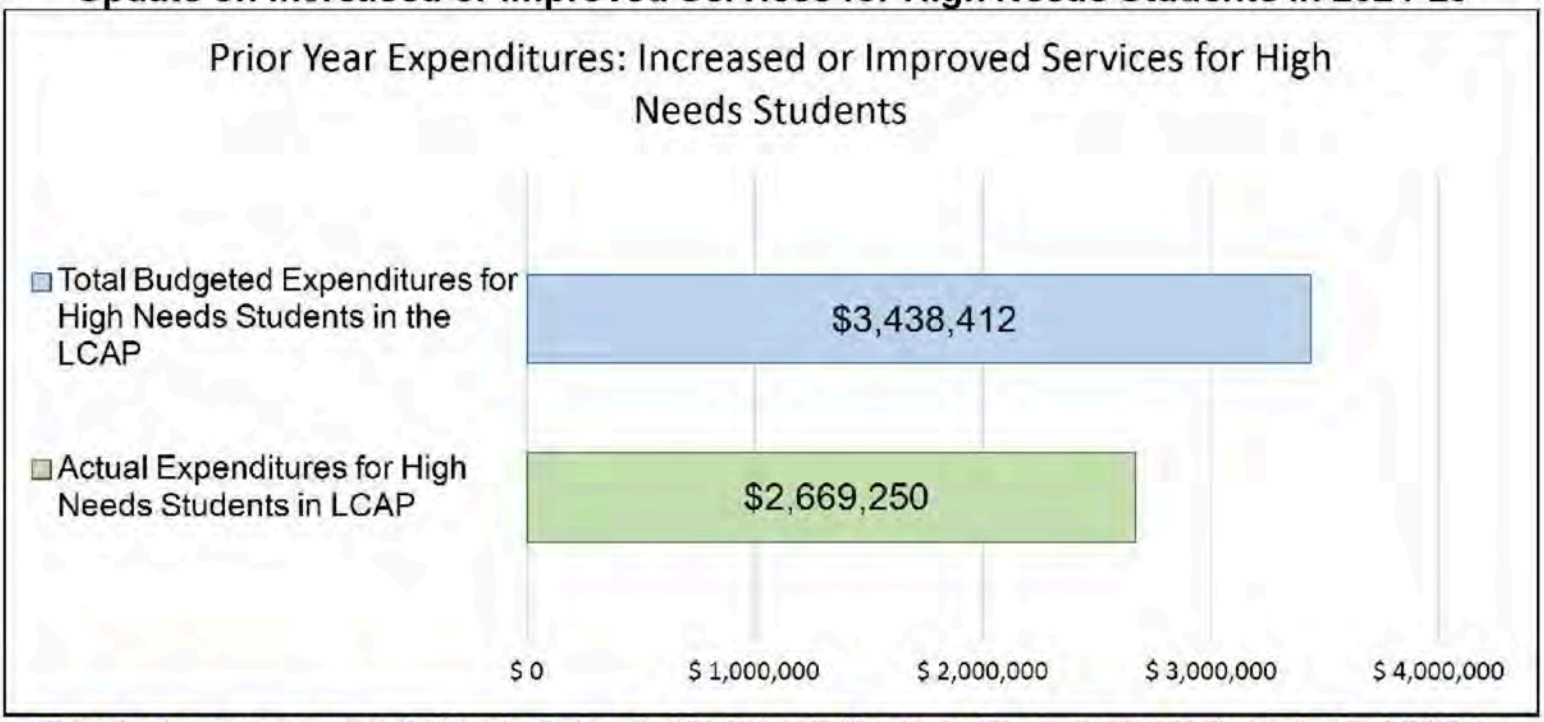
The text description of the above chart is as follows: California Online Public Schools Monterey Bay plans to spend $7,892,207 for the 2025-26 school year. Of that amount, $5,129,907 is tied to actions/services in the LCAP and $2,762,300 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Monterey Bay is projecting it will receive $563,004 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Monterey Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Monterey Bay plans to spend $3,438,412 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Monterey Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Monterey Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Monterey Bay's LCAP budgeted $3,438,412 for planned actions to increase or improve services for high needs students. California Online Public Schools Monterey Bay actually spent $2,669,250 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $769,162 had the following impact on California Online Public Schools Monterey Bay's ability to increase or improve services for high needs students:

During the 2024-2025 school year, California Online Public Schools transitioned away from Pearson Virtual Schools and became their own school. Due to the transition, the school experienced a decrease in student enrollment. Planned expenditures were based on previous year enrollment numbers. Actual expenditures were representative of the decreased enrollment. There was no impact to actions and services and the overall increase and improved services for high needs students in 2024-25.

California Online Public Schools

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 Online Public Schools Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claifomiaops.org 949-461-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 Online Public Schools 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 Online Public Schools' 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 Online Public Schools Monterey Bay program and that 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 are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.
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 Online Public Schools Monterey Bay's 2024 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 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement compared to the statewide average of 3.2%. This underscores our commitment to cultivating a supportive and inclusive virtual learning environment. Additionally, the graduation rate improved to 77%, a 4.6 percentage point increase from the prior year, and is now in the "Yellow" performance level. This positive momentum is especially encouraging as we continue to enhance graduation pathways and credit recovery supports for our students.
However, the Dashboard also highlights important areas for growth. Chronic Absenteeism increased to 14.4%, a rise of 6.9 percentage points, which places this indicator in the "Red" performance level. This concern was more pronounced for Socioeconomically Disadvantaged

students (21%), Hispanic students (19.1%), and students identified as Two or More Races (21.7%). These figures signal an urgent need to expand our outreach efforts, enhance student engagement strategies, and ensure equitable access to attendance supports, especially for our most vulnerable student groups.
In the area of Academic Performance, California Online Public Schools Monterey Bay remains below standard, with an "Orange" performance level in English Language Arts (ELA) and a "Yellow" in Mathematics. In ELA, students scored an average of 44.1 points below standard, declining by 3.7 points from the previous year. Hispanic students and Socioeconomically Disadvantaged students were particularly impacted, scoring 104.5 and 99.6 points below standard, respectively. In Mathematics, performance showed improvement, increasing by 8.3 points overall; however, students still averaged 89.4 points below standard. Hispanic students (163.7 points below standard) and SED students (149.6 points below standard) remain a primary focus for intervention.
We also recognize that assessment participation challenges persist in a virtual setting. Barriers such as transportation, work schedules, and health-related concerns limit access to in-person testing. To mitigate these challenges, we have expanded testing options to include remote administration and communicated more proactively with students and families. Additionally, we are working to increase early-grade testing participation and normalize the experience through practice tests and integrated test-preparation resources.
These actions are supported by interventions such as CHAMPS, Project Success, and targeted academic support systems designed to re-engage students, improve achievement, and close performance gaps. The integration of new schoolwide systems and expanded virtual support services also reflects our transition toward a more responsive and student-centered online learning model.
In conclusion, California Online Public Schools Monterey Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 Dashboard while building upon our strengths to ensure the success of all students. Through collaborative efforts, targeted interventions, and strategic planning, we are dedicated to fostering a culture of continuous improvement and academic achievement for every learner in our school community.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Monterey Bay qualifies for Differentiated Assistance under the following state priorities:
Priority 4: Academic Performance
Priority 5: Pupil Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of both the Hispanic and Socioeconomically Disadvantaged (SED) student groups, which each scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data
In partnership with the Santa Cruz County Office of Education, CalOPS MB has engaged in a collaborative review of both state and internal data to identify trends, strengths, and challenges.
Strengths Identified:
-Suspension Rate: 0% across all student groups (Blue)

-Graduation Rate: Improved to 77%, up 4.6 percentage points (Yellow)
-Remote access for testing has been implemented and supported by 1:1 student device access
-Growth in Math: Overall student scores improved by 8.3 points
-Intervention impact: High success rates in internal programs such as Project Success and summer school

Areas for Growth:
-ELA: Hispanic students scored 104.5 points below standard (declined 47.8 points); SED students scored 99.6 points below standard (declined 17.1 points)
-Mathematics: Hispanic students scored 163.7 points below standard (declined 21.2 points); SED students scored 149.6 points below standard (declined 10 points)
-Chronic Absenteeism: SED (21%) and Hispanic (19.1%) students had significant increases in chronic absence rates
-College and Career Indicator: Only 15.9% of all students met the "Prepared" benchmark; SED students scored 8.2%
-Growth Scores: Both ELA and Math showed below-typical growth for key student groups, particularly students with disabilities and SED students

Focus Areas: Math Achievement & Chronic Absenteeism
Through targeted technical assistance and in alignment with the CalOPS Theory for Improvement, CalOPS MB has identified two primary focus areas:
-Improve math achievement for Hispanic and SED student groups through expanded access to daily synchronous instruction, updated curriculum, and consistent student support systems.
-Reduce chronic absenteeism by increasing school engagement, building stronger connections with families, and removing barriers to attendance, especially for SED and Hispanic students.
These focus areas support the CalOPS MB Theory for Improvement, aim to increase Hispanic student achievement in math by 5% by 2025 (from -163.7 to -155.5 points below standard), and reduce chronic absenteeism for SED and Hispanic students to below 15%.

Professional Development and Implementation Plan
To support this work, CalOPS MB will implement a multi-tiered action plan that includes the following LCAP-aligned and improvement-driven strategies:
-Action 2.1: Provide high-dosage math intervention, especially in middle and high school, using dedicated intervention teachers and updated curriculum tools.
-Action 2.2: Leverage formative diagnostic platforms such as IXL, iReady, Tutor.com, and Interim Assessments to guide responsive instruction.
-Action 2.3: Focus on increasing test participation rates through early-year planning, removing logistical barriers, and offering remote options.
-Action 1.4: Expand 1:1 outreach, including proactive attendance tracking, frequent student check-ins, and early intervention for attendance concerns.
-Action 1.6: Implement targeted supports for families of chronically absent students, including translated communication, flexible scheduling, and referral to counseling or other resources.

Ongoing Commitment to Equity and Improvement

CalOPS MB recognizes that equity-driven change requires deep structural shifts, especially for historically underserved groups. Our efforts are guided by the CalOPS Theory for Improvement Drivers, which emphasizes increasing synchronous instructional time, removing technological and testing barriers, and consistently implementing student support plans with administrative oversight.
By working in collaboration with Santa Cruz COE and aligning with our systemwide Theory for Improvement, we are building the internal capacity necessary to foster lasting academic growth. These continuous improvement efforts demonstrate our unwavering commitment to ensuring that all students, particularly those most affected by systemic barriers, have the opportunity to succeed.

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.

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms,Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools 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, and grade level and department 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 Online Public Schools Monterey Bay 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%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		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%	The difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		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%	The difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 11.90%	In 2024-2025, the RFEP rate through month 8 was 6.25%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 12.4%	The difference from baseline is -5.65%

Goal Analysis [2024-25]

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.

The school effectively implemented most planned actions under Goal 1, including professional development for academic achievement, the administration of diagnostic assessments, MTSS academic interventions, and use of instructional tools. Teachers engaged in PLCs to discuss data and instructional strategies. iReady diagnostic results were reviewed regularly and used to inform instruction.

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.

Although overall expenditures were aligned with planned budgets, underspending occurred in some contributing actions due to a drop in enrollment as part of our broader transition year. As funding is tied to ADA, the reduced student count lowered actual expenses in some areas.

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

Implementation led to steady academic progress. Although i-Ready metrics showed a slight decline in Reading typical growth (60%) and a modest dip in Math (50%), PLCs and academic support structures remained strong. Continued professional development and academic data

analysis have been effective in identifying students needing additional support and responding accordingly. EL reclassification rates declined, indicating the possible need to re-evaluate support strategies for English Learners.

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.

In light of reflections and the funding-to-enrollment adjustment, planned actions will be more closely aligned with expected ADA. Efforts to improve EL outcomes and math growth will be prioritized through refined professional development and intervention strategies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE	$67,836.80	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$785,628.25	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$951,884.36	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$56,596.20	Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$46,872.81	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$159,874.83	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$8,769.09	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference in baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7 chronic	The difference in baseline is 3.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 19%		absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference in baseline is 0%

Goal Analysis [2024-25]

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.

Actions under Goal 2 were largely implemented as intended, including technology access, internet reimbursement, daily participation tracking, tiered re-engagement strategies, and social-emotional learning initiatives. The caretaker support system also expanded to offer enhanced onboarding and multilingual resources.

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.

Most differences in expenditures again stemmed from the lower-than-projected enrollment, affecting the scope of services provided and reducing the total cost of contributing actions. Despite this, the school preserved essential engagement activities and supports.

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

Chronic absenteeism increased from 15.94% to 19%, highlighting the need for stronger re-engagement. However, the biweekly contact rate remained high (87%), and suspension rates remained at 0%. Efforts to identify and support disengaged students were consistent, but more personalized outreach is needed.

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.

In response to engagement challenges, the school will increase targeted outreach for SED and Hispanic students, enhance early-warning re-engagement protocols, and strengthen caretaker collaboration systems. Planned expenditures will also be re-aligned to reflect current enrollment trends.

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

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.	$918,676.62	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$840,931.14	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.	$557,761.44	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	$38,515.42	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
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.	$73,623.43	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.	$11,891.99	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.	$8,020.27	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$22,837.89	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

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 2024-2025, 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%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school	In the summer of 2024, the summer		The desired outcome for the	The difference from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%	school course pass rate was 73%		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 2023-2024 grad rate was 77%		The desired outcome for the 2025-2026 grad rate is 76%	The difference from baseline is 4.6%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 41%	In 2023-2024, the percentage of students completing a-g requirements was 36%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 43%	The difference from baseline is -5%

Goal Analysis [2024-25]

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.

Key strategies such as Project Success, summer school programming, early identification of credit deficiency, and programs like CHAMPS and AVID were implemented. Dual enrollment pathways were initiated in partnership with a local community college.

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.

As with other goals, differences between planned and actual expenditures were mostly in contributing actions impacted by the enrollment drop. Although funding allocations were reduced, core programs remained intact and effective

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

The graduation rate rose from 72.4% to 77%, and Project Success maintained a 96% pass rate. However, summer school pass rates dropped to 73%, and a-g completion rates declined to 36%. These mixed results suggest a need for strengthened summer interventions and academic planning for college readiness.

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.

Moving forward, more structured academic planning and increased counselor involvement will support a-g completion. We will refine summer programming to better support students in recovering credits efficiently. All contributing expenditures will be re-examined to ensure alignment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$158,853.90	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$3,270.60	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$1,582.29	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	$160,733.49	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$55,461.67	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted..	$178,307.39	Yes
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$8,157.09	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.	$8,240.37	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$563,004	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.077%	0.000%	$0.00	8.077%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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

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
	targeted interventions, and using data to inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	compliance and accountability. It ensures that all students have the opportunity to receive high-quality support and achieve academic success.	performance over time, including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			lower tiers as a result of intervention success. 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

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
			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. 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	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	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

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
	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	and inclusion while creating a culture of continuous improvement.	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, 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 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

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
			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 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,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**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 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

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
			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, 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.

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: 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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **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.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders.

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
			Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes.

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
			Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes:

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
			Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after 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
	improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering

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
			feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:**	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	promoting academic success and overall well-being.	Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success.

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			Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:**	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students, industries, and communities in today's rapidly changing economy.	rates and persistence rates of students enrolled in CTE programs to assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first

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
	underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities.

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
			This metric reflects the program's success in helping students gain admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include: Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's

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
		learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	success in helping students make up missed or failed credits. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or

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			standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.
3.6	**Action:** Graduation Rate Progress Monitoring	Monitoring graduation rates ensures fairness, equity, and effective resource allocation. By collecting comprehensive data, teachers and	Effectiveness in monitoring graduation rates can be

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Graduation rate progress monitoring is essential for promoting educational equity, supporting student success, allocating resources effectively, and continuously improving our graduating students and school. **Scope:** LEA-wide	administrators can enable targeted interventions where needed. This approach allows for strategic planning, as successful practices can be scaled up while areas requiring improvement can receive focused attention. Moreover, it promotes transparency and accountability within the school, enabling stakeholders to assess overall performance.	measured through several key indicators: Graduation Rate Trends: Monitoring changes in graduation rates over time provides insight into the effectiveness of interventions and initiatives aimed at improving graduation outcomes. A consistent increase in graduation rates suggests that strategies are working, while stagnation or decline may indicate areas needing further attention. Achievement of Goals: Setting specific targets for graduation rates and assessing whether these goals are met or exceeded helps gauge the effectiveness of efforts. If the actual graduation rates align with or surpass predetermined targets, it indicates successful progress toward improving outcomes. Closing Achievement Gaps: Evaluating whether graduation rates are

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
			improving for all student demographic groups, particularly historically underserved populations, helps measure equity and inclusivity in education. Effectiveness can be assessed by narrowing or eliminating gaps in graduation rates between different student groups. Stakeholder Feedback: Gathering feedback from various stakeholders, including students, parents, and teachers, about their perceptions of the effectiveness of graduation rate monitoring efforts can provide valuable insights into areas of strength and areas for improvement. Resource Utilization: Assessing how resources are allocated and utilized to support graduation rate improvement initiatives helps determine the efficiency and effectiveness of interventions.

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.	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 students' academic

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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. Graduation Rates: Tracking graduation rates among 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 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.

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights. **Scope:** Limited to Unduplicated Student Group(s)	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes. Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in

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

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

NA

Additional Concentration Grant Funding

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

NA

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,970,407	563,004	8.077%	0.000%	8.077%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,470,016.34	$505,859.08	$0.00	$148,451.92	$5,124,327.34	$4,031,251.67	$1,093,075.67

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$1,332.80	$66,504.00	$59,853.60			$7,983.20	$67,836.80	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide		All Schools	2025-2026	$774,496.99	$11,131.26	$652,452.26	$125,046.59		$8,129.40	$785,628.25	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide		All Schools	2025-2026	$951,884.36	$0.00	$801,828.45	$150,055.91			$951,884.36	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide		All Schools	2025-2026	$47.60	$56,548.60	$54,142.08			$2,454.12	$56,596.20	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$46,872.81	$0.00	$36,868.52			$10,004.29	$46,872.81	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$159,874.83	$0.00	$159,874.83				$159,874.83	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$7,613.09	$1,156.00	$8,769.09				$8,769.09	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$36,526.63	$882,149.99	$816,469.33			$102,207.29	$918,676.62	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	$791,071.50	$49,859.64	$740,893.86	$100,037.28			$840,931.14	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	$557,761.44	$0.00	$482,733.48	$75,027.96			$557,761.44	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$38,515.42	$0.00	$38,515.42				$38,515.42	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$65,094.73	$8,528.70	$65,094.73	$5,672.70		$2,856.00	$73,623.43	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$11,891.99	$0.00	$11,891.99				$11,891.99	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$8,020.27	$0.00	$8,020.27				$8,020.27	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$14,817.62	$8,020.27	$8,020.27			$14,817.62	$22,837.89	
3	3.1	College Preparation	All	No			All Schools	2025-2026	$158,853.90	$0.00	$158,853.90				$158,853.90	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$59.50	$3,211.10	$3,270.60				$3,270.60	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$908.48	$673.81	$1,582.29				$1,582.29	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$155,985.19	$4,748.30	$160,733.49				$160,733.49	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$55,461.67	$0.00	$30,452.35	$25,009.32			$55,461.67	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Graduation Rate Progress Monitoring	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2025-2026	$178,307.39	$0.00	$153,298.07	$25,009.32			$178,307.39	
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$7,613.09	$544.00	$8,157.09				$8,157.09	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$8,240.37	$0.00	$8,240.37				$8,240.37	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,970,407	563,004	8.077%	0.000%	8.077%	$3,438,411.78	0.000%	49.329 %	Total:	$3,438,411.78
								LEA-wide Total:	$3,224,879.07
								Limited Total:	$213,532.71
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide		All Schools	$59,853.60	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide		All Schools	$652,452.26	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide		All Schools	$801,828.45	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide		All Schools	$54,142.08	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$36,868.52	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$159,874.83	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$8,769.09	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	$816,469.33	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$482,733.48	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$38,515.42	
2	2.5	Social Emotional / Mental Health Supports				All Schools	$65,094.73	
2	2.6	Increasing Diversity and Inclusion				All Schools	$11,891.99	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$8,020.27	
2	2.8	In-Person and Virtual Engagement and Enrichment				All Schools	$8,020.27	
3	3.1	College Preparation				All Schools	$158,853.90	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,270.60	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,582.29	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,733.49	
3	3.5	Transition Plans				All Schools	$30,452.35	
3	3.6	Graduation Rate Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth	All Schools	$153,298.07	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,124,327.34	$4,521,508.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Academic Achievement	Yes	$67,836.80	21,357.04
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$785,628.25	847,997.04
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$951,884.36	1,017,213.23
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$56,596.20	26,950.87
1	1.5	English Learner Student Achievement	Yes	$46,872.81	12,706.94
1	1.6	LTEL Support	Yes	$159,874.83	4,382.11
1	1.7	Foster and Homeless Academic Achievement	Yes	$8,769.09	6,800.81
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$918,676.62	187,163.64
2	2.2	Track and Record Daily Student Participation	No	$840,931.14	844,897.83
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$557,761.44	543,896.39
2	2.4	Caretaker Engagement Support	Yes	$38,515.42	57,072.06

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	2.5	Social Emotional / Mental Health Supports	No	$73,623.43	279,619.63
2	2.6	Increasing Diversity and Inclusion	No	$11,891.99	13,203.51
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$8,020.27	31,968.71
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$22,837.89	4,633.83
3	3.1	College Preparation	No	$158,853.90	104,979.61
3	3.2	Career Preparation (CTE)	Yes	$3,270.60	1,872.00
3	3.3	AVID Program Implementation	Yes	$1,582.29	1,130.53
3	3.4	Credit Recovery and Summer Intervention	Yes	$160,733.49	95,829.15
3	3.5	Transition Plans	No	$55,461.67	37,812.39
3	3.6	Graduation Rate Progress Monitoring	Yes	$178,307.39	366,814.27
3	3.7	Dual Enrollment Options	No	$8,157.09	3,824.52
3	3.8	Early Intervention Program Development	No	$8,240.37	9,382.66

2024-25 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)
428,854	$3,438,411.78	$2,669,250.25	$769,161.53	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)
1	1.1	Professional Development for Academic Achievement	Yes	$59,853.60	16,172.04		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$652,452.26	674,099.74		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$801,828.45	811,945.72		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$54,142.08	19,909.96		
1	1.5	English Learner Student Achievement	Yes	$36,868.52	8,524.71		
1	1.6	LTEL Support	Yes	$159,874.83	3,817.51		
1	1.7	Foster and Homeless Academic Achievement	Yes	$8,769.09	6,800.81		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$816,469.33	151,961.54		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$482,733.48	445,367.99		
2	2.4	Caretaker Engagement Support	Yes	$38,515.42	57,072.06		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$8,020.27	22,561.06		
3	3.2	Career Preparation (CTE)	Yes	$3,270.60	1,872.00		

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	3.3	AVID Program Implementation	Yes	$1,582.29	1,130.53		
3	3.4	Credit Recovery and Summer Intervention	Yes	$160,733.49	95,829.15		
3	3.6	Graduation Rate Progress Monitoring	Yes	$153,298.07	352,185.43		

2024-25 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)
4,988,984	428,854		8.596%	$2,669,250.25	0.000%	53.503%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

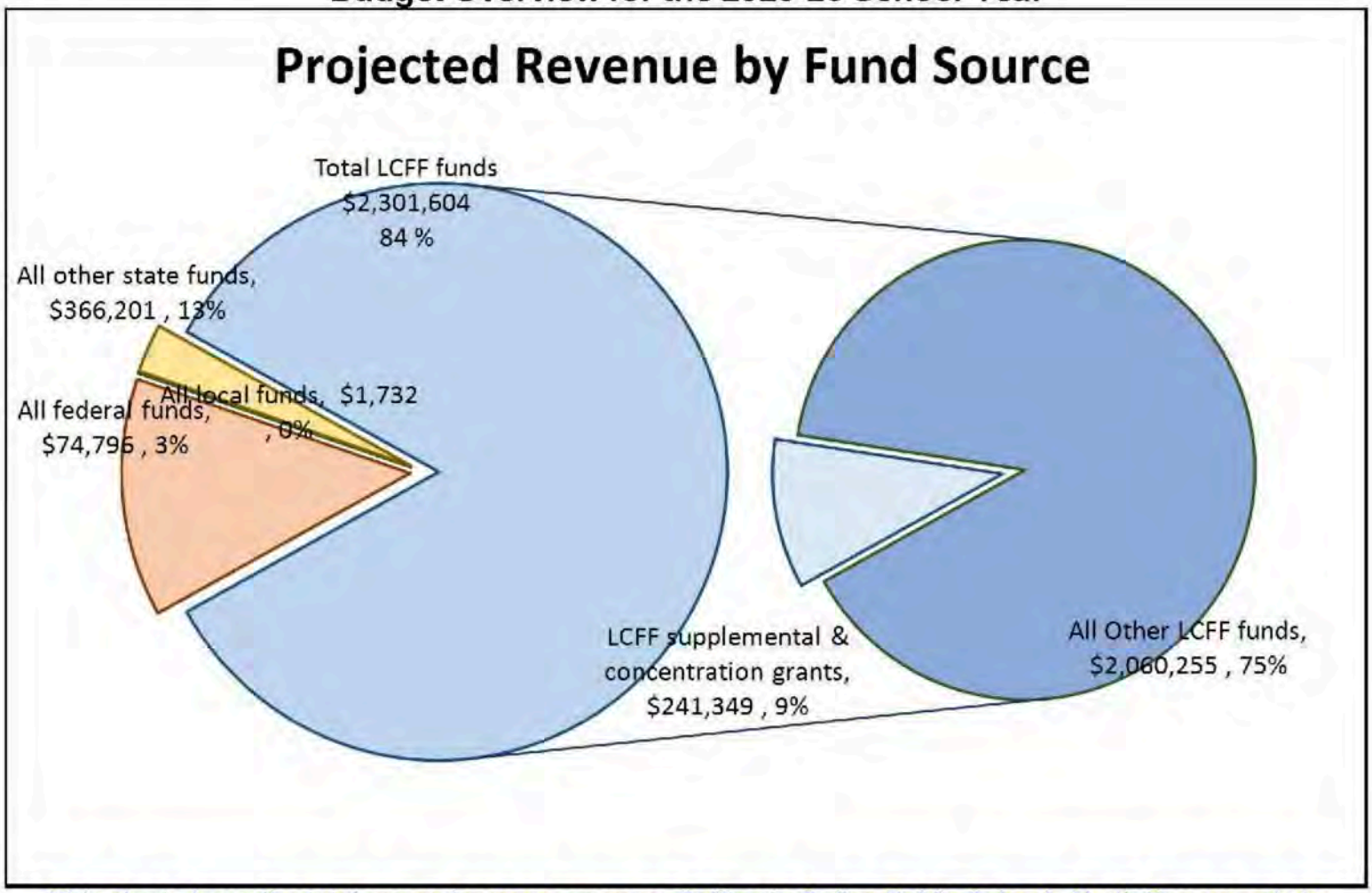
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools North Bay
CDS Code: 17 640550129601
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
949-467-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools North Bay expects to receive in the coming year from all sources.

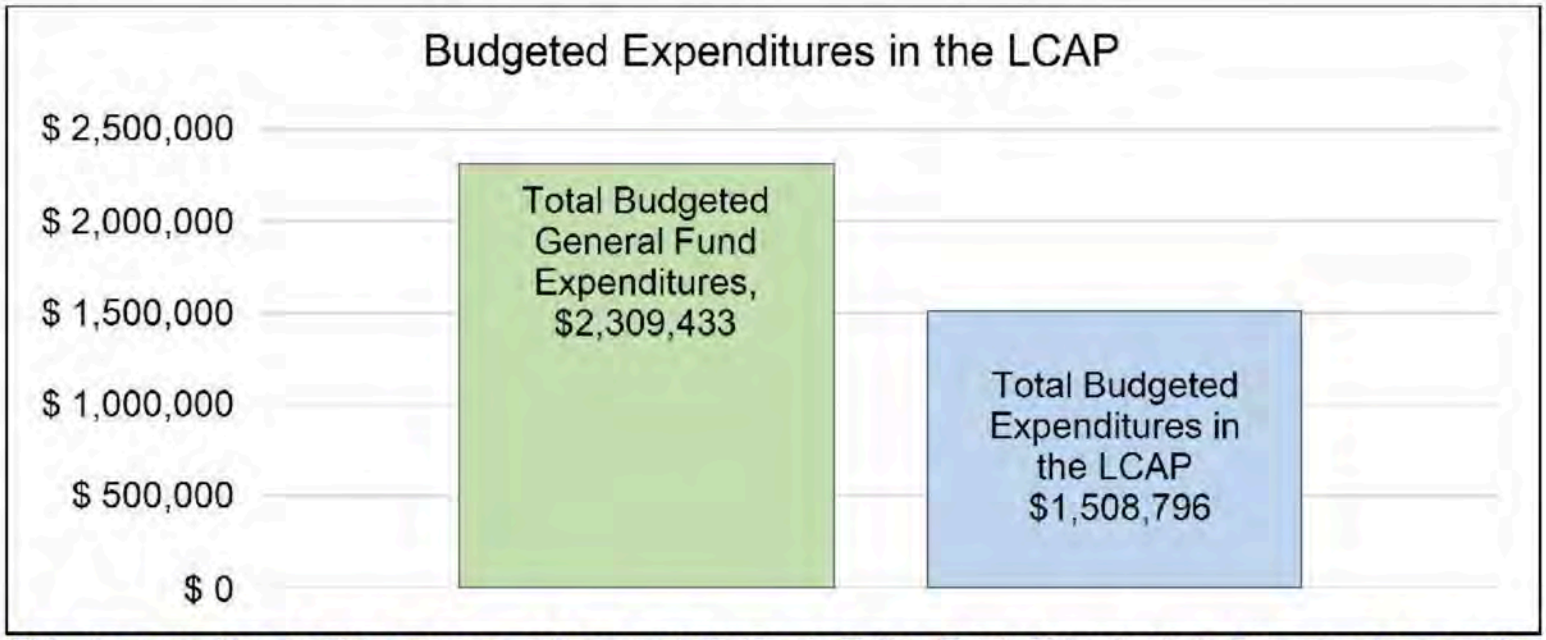
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools North Bay is $2,744,333, of which $2,301,604 is Local Control Funding Formula (LCFF), $366,201 is other state funds, $1,732 is local funds, and $74,796 is federal funds. Of the $2,301,604 in LCFF Funds, $241,349 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools North Bay plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

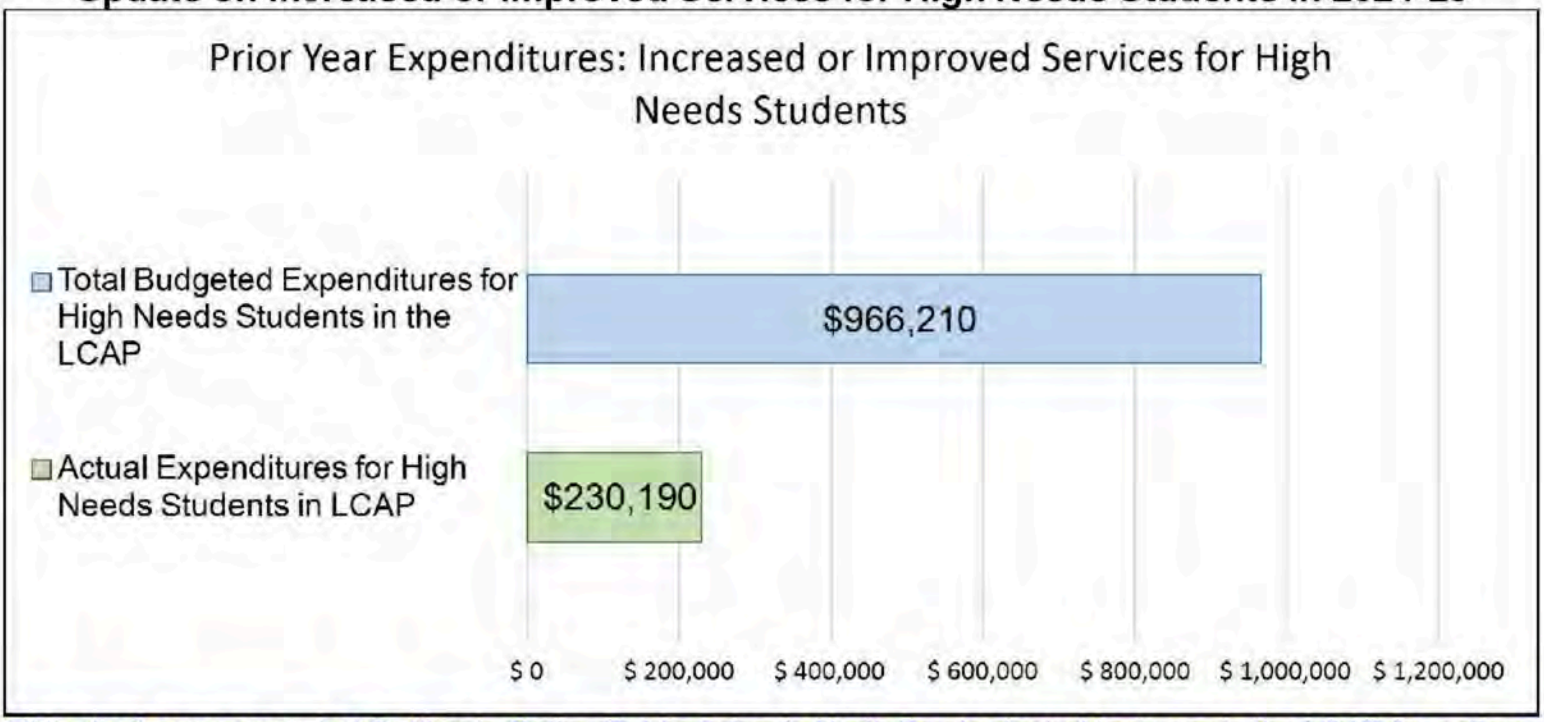
The text description of the above chart is as follows: California Online Public Schools North Bay plans to spend $2,309,433 for the 2025-26 school year. Of that amount, $1,508,796 is tied to actions/services in the LCAP and $800,637 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools North Bay is projecting it will receive $241,349 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools North Bay must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools North Bay plans to spend $966,210 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools North Bay budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools North Bay estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools North Bay's LCAP budgeted $966,210 for planned actions to increase or improve services for high needs students. California Online Public Schools North Bay actually spent $230,190 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $736,020 had the following impact on California Online Public Schools North Bay's ability to increase or improve services for high needs students:

During the 2024-2025 school year, California Online Public Schools transitioned away from Pearson Virtual Schools and became their own school. Due to the transition, the school experienced a decrease in student enrollment. Planned expenditures were based on previous year enrollment numbers. Actual expenditures were representative of the decreased enrollment. There was no impact to actions and services and the overall increase and improved services for high needs students in 2024-25.

California Online Public Schools

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 Online Public Schools North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-467-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 Online Public Schools 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 Online Public Schools' 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 Online Public Schools North Bay program and that 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 transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.
A high percentage of high school students who enroll are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
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 Online Public Schools North Bay's 2024 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 2024 California School Dashboard are most clearly reflected in our continued zero percent Suspension Rate across all student groups—a notable achievement when compared to the statewide average of 3.2%. This reflects our strong commitment to creating a supportive and inclusive learning environment for all students. Additionally, the graduation rate rose significantly to 82.9%, an increase of 18.3 percentage points from the previous year, placing this indicator in the “Green” performance level.
However, the Dashboard also highlights critical areas for growth. Chronic Absenteeism increased sharply to 28.1%, a 13.1 percentage point rise from the prior year, placing this indicator in the “Red” performance level. This issue was especially pronounced for Socioeconomically

Disadvantaged students (35%), Hispanic students (34.5%), and Students with Disabilities (52.4%). These trends underscore the need to enhance student engagement and implement additional supports to improve attendance, particularly for our most at-risk groups.
In the area of Academic Performance, California Online Public Schools North Bay remains in the lowest performance levels for both English Language Arts and Mathematics. In ELA, students scored an average of 111.4 points below standard, with a 27.1-point decline from the previous year. Socioeconomically Disadvantaged students, in particular, scored 126.1 points below standard, declining by 36.4 points. In Mathematics, the school reported 152.4 points below standard overall, though with a slight improvement of 6.9 points. The SED group scored 164.3 points below standard and maintained performance compared to the prior year.
We recognize that these scores are affected not only by instructional challenges but also by low participation rates in state assessments. As a fully online school, we continue to face logistical barriers to CAASPP participation, including issues related to transportation, work schedules, and health concerns. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We are also enhancing familiarity with the testing format by providing practice assessments and integrating test-aligned materials into our curriculum.
Additionally, we are placing increased emphasis on early-grade participation in state testing to normalize this experience and set a foundation for student success throughout their academic career. These steps, alongside ongoing interventions such as credit recovery, CHAMPS, and targeted academic support, are central to our continuous improvement strategy.
In conclusion, California Online Public Schools North Bay remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 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 Online Public Schools North Bay.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools North Bay qualifies for Differentiated Assistance under the following state priorities:
Priority 4: Academic Performance
Priority 5: Academic Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which scored in the lowest performance level (Red) in two or more indicators, including English Language Arts, Mathematics, and Chronic Absenteeism.

Collaborative Review of Data
In partnership with the Lake County Office of Education, CalOPS North Bay has engaged in a thorough review of both state and local data to assess strengths, challenges, and opportunities for improvement.
Strengths Identified:
-Graduation rate improvement to 82.9% (Green), up 18.3 percentage points from the prior year
-High success rate (96.5%) in the internal credit recovery program (Project Success)

-Strong contact rate and student connection through the homeroom model
-Full implementation of 1:1 student device access and remote testing options, increasing equity and access
-Suspension rate held at 0% across all student groups (Blue)

Areas for Growth:
-English Language Arts: SED students scored 126.1 points below standard, with a decline of 36.4 points
-Mathematics: SED students scored 164.3 points below standard, maintaining performance from the prior year
-Chronic Absenteeism: SED students had a 35% chronic absence rate, an increase of 13.8 percentage points
-College and Career Indicator: Only 11.4% of all students met the "Prepared" threshold; performance for SED students was not reported due to low sample size but remains an area of focus
-Growth scores in both ELA (-1) and Math (-13) for all students reflect below typical progress

Focus Areas: Math Achievement & College and Career Readiness
Through targeted technical assistance, CalOPS North Bay has committed to two key focus areas:
-Improve math outcomes for Socioeconomically Disadvantaged students by strengthening instruction, intervention, and student engagement practices
-Increase college and career readiness through expanded dual enrollment, career pathways, and individualized academic planning
These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan
To support these priorities, CalOPS North Bay will implement an action-based improvement plan supported by Lake COE. Key LCAP-aligned strategies include:
-Action 2.1 – Targeted tutoring, high-dosage math interventions, and scaffolded support for SED students
-Action 2.2 – Use of diagnostic and formative tools such as iReady, IXL, Tutor.com, and Interim Assessments to guide responsive instruction
-Action 2.4 – Continued implementation of updated math curriculum, supported by professional learning and coaching
-Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
-Action 3.3 – Expand access to college and career planning, including dual enrollment (CCAP), a-g guidance, and career pathway advising

Ongoing Commitment to Equity and Improvement
The transition to 1:1 technology and remote state testing has already helped remove barriers for students facing logistical and access-related challenges. While internal tools such as iReady and MAP show stronger student proficiency than CAASPP scores, the school recognizes the need to increase participation, test preparedness, and math-specific instructional quality.
Through its collaborative work with the Lake County Office of Education and continued alignment with the CalOPS Theory for Improvement, CalOPS North Bay is building the internal capacity and systems necessary to create lasting, equity-focused change. These improvement efforts reflect a sustained commitment to ensuring all students, especially those most underserved, have the support, resources, and opportunities to thrive.

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 Online Public Schools 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
Based on the 2024 California School Dashboard, California Online Public Schools North Bay remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate showed a significant improvement, from 64.5% in 2023 to 82.9% in 2024, persistent challenges remain across several state priority areas. These designations stem largely from the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, the SED group had the lowest academic achievement in:
-English Language Arts: 164.3 points below standard
-Mathematics: 126.1 points below standard
-Chronic Absenteeism: 35%, an increase of 13.8 percentage points from the previous year

In comparison, the all-student average for chronic absenteeism was 18.8%, with additional disparities among English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These figures highlight urgent needs around student engagement and attendance, particularly among key student subgroups.
To develop this CSI plan, California Online Public Schools North Bay engaged schoolwide leadership at all grade bands, high school leaders, counseling and student services, and community members through the School Advisory Committee and English Learner Advisory Committee. These stakeholder groups were actively involved in reviewing data and providing feedback on key improvement strategies, including in-house summer school, credit recovery, and enhanced student outreach.

Root Cause Analysis
-High chronic absenteeism among SED, Hispanic, and EL students contributes to reduced instructional access.
-Low academic performance in both ELA and math, especially for SED students.
-Students are falling off cohort in 9th grade, significantly affecting graduation rates.
-High student mobility introduces mid-year enrollments of credit-deficient students.
-Low participation in CAASPP testing limits the reliability of state indicator data.

Evidence-Based Interventions
Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to address multiple layers of student need. These include:

-Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early. Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.
-Project Success (Credit Recovery Program): Strategically grouped homerooms with core-subject teachers to support students behind in credits. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.
-CHAMPS Program: Identifies students at risk before they begin high school. Current CHAMPS students achieved an 85% pass rate in 2023–2024.
-In-House Summer School: In summer 2024, our program was scaled back due to system transitions, but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.
-College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–202,5 achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities
While the virtual model provides equal access to courses and materials, performance data shows that SED students face compounded barriers to success. To address these inequities:
Lower student-teacher ratios will be implemented for credit-deficient students.
Additional staffing, resources, and support will be directed to Project Success, CHAMPS, summer school, early warning systems, and college/career initiatives.
Eligibility for these interventions is based on credit deficiency and engagement, not subgroup status, ensuring equitable access to additional supports.
CalOPS North Bay remains focused on addressing both academic and engagement gaps, using real-time data and targeted interventions to promote success for all students, especially those historically underserved.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (https://nirn.fpg.unc.edu/).
Progress will be reviewed formally on a quarterly basis, focusing on:
-The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.
-Increased rates of underclassmen staying on cohort.
-Expansion and impact of the CCAP dual enrollment program.
-Continued refinement of the in-house summer school and CHAMPS programs.

-Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.
Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms,Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools 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, and grade level and department 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 Online Public Schools North Bay 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%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		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%	The difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		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%	The difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 12.5%	In 2024-2025, the RFEP rate through month 8 was 0%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 13.1%	The difference from baseline is -12.5%

Goal Analysis [2024-25]

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.

Overall, the implementation of Goal 1 actions was consistent with the original plan, with professional development, diagnostic assessments, MTSS planning, and instructional tool utilization executed across all grade bands. Systems such as PLC collaboration and academic supports for EL, LTEL, foster, and homeless students remained core components. While most actions were implemented effectively, some services for unduplicated students were impacted by lower enrollment, which influenced staffing and service levels

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.

Estimated actual expenditures were below what was budgeted for several contributing actions. These differences are attributed to a drop in enrollment during the transition year, which resulted in a proportional reduction in service demand and associated costs. Despite lower expenditures, core services were preserved. Moving forward, we will more strategically tag expenditures for contributing actions to reflect accurate need and scalability.

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

Actions like Project Success and MTSS-supported diagnostics showed strong results, including a 96% pass rate in Project Success and targeted academic planning through data-informed PLCs. However, metrics such as English Learner reclassification and iReady Reading and Math growth declined, indicating the need for enhanced focus and differentiated supports for specific student groups.

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.

Metrics will remain the same; however, funding strategies will be refined to align better with projected enrollment and ensure contributing actions are fully funded. Additional professional development will be provided to support EL services and diagnostics interpretation. Systems for identifying and monitoring high-needs students will also be strengthened.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$19,952.00	Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$231,067.13	Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$279,965.99	Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$16,645.94	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$13,786.12	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$47,022.01	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$2,579.14	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023 - 2024, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023 - 2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month 7	The difference from baseline is 7.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 23%		chronic absenteeism rate will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2023-2024 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

Goal 2 actions—technology access, caretaker engagement, participation monitoring, re-engagement strategies, and social-emotional supports—were carried out as planned. Expanded caretaker onboarding and biweekly contact systems were implemented with fidelity, although contact rates were lower than baseline. Mental health supports were offered through expanded training and referral systems.

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.

Similar to Goal 1, several contributing actions were under-expended, particularly those supporting unduplicated students. These shortfalls are directly related to the decreased enrollment this year and our efforts to scale staffing proportionally. Still, we maintained access to technology and engagement systems across all grade levels.

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

The school sustained a 0% suspension rate and continued to invest in re-engagement and social-emotional support. Chronic absenteeism, however, rose to 23% after month 7, with pronounced impact among SED and Students with Disabilities. This indicates a continued need for intensive outreach and individualized student support strategies.

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.

We will refine attendance escalation procedures and expand early intervention models. Additionally, we plan to better align budget tagging for contributing actions tied to student engagement, with clearer metrics tied to intervention effectiveness, especially for SED and foster youth. Enhanced parent communication tools, multilingual resources, and training will be prioritized.

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

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.	$270,199.01	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$247,627.89	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.	$164,047.49	Yes
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement	$11,328.07	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.		
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.	$21,653.95	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.	$3,497.64	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.	$2,358.90	Yes
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$8,358.12	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

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 2024-2025, 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%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course pass rate was 73%		The desired outcome for the summer school course pass rate for the summer of 2026 is 87%.	The difference from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Increase graduation rates	The 2022-2023 grad rate was 64.5%	The 2023-2024 grad rate was 82.9%		The desired outcome for the 2025-2026 grad rate is 68%	The difference from baseline is 18.4%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 26%	In 2023-2024, the percentage of students completing a-g requirements was 29.2%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 27.3%	The difference from baseline is 3.2%

Goal Analysis [2024-25]

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.

Key systems to support this goal, such as Project Success, and a-g tracking, were successfully implemented. CCAP participation and dual enrollment continued to grow, and the AVID and CHAMPS programs supported early intervention. Despite these efforts, summer school pass rates declined slightly, due to reduced scale during the transition year.

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.

Expenditures for Goal 3 also fell short in several contributing action areas. The primary reason was lower enrollment, which impacted the number of students served through credit recovery, dual enrollment, and intervention services. Many services remained available but at reduced scale. This emphasizes the need to adjust tagged expenditures to match anticipated ADA and enrollment trends.

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

Notably, graduation rates rose significantly to 82.9%, a testament to targeted interventions like Project Success (96% pass rate) and consistent monitoring of at-risk students. In contrast, summer school pass rates dropped to 73%, likely due to limited offerings during the schools systems transition. The percentage of students meeting a-g requirements increased by 3.2%, indicating steady improvement in college readiness.

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.

We will continue to scale Project Success and CHAMPS and will revisit the structure of summer school to ensure broader participation. CCAP will be expanded with more course options and outreach. To ensure effectiveness and appropriate funding alignment, we will refine our system for forecasting needs and tagging expenditures for contributing actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$46,721.74	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$961.94	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$465.38	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester. Continued in house summer school program, allowing high school students to make up credits.	$47,274.56	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$16,312.25	No

Action #	Title	Description	Total Funds	Contributing
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	$52,443.35	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$2,399.14	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program	$2,423.64	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$241,348.57	$

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
10.486%	0.000%	$0.00	10.486%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and alignment with goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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,

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
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			lower tiers as a result of intervention success. 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

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
			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. 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	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	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

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
	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	and inclusion while creating a culture of continuous improvement.	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, 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 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

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
			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 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,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**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 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

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
			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, 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.

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: 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 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.

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
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **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.	California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity:

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
			Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment,

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
			assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance

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
			indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.

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
	allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-

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 strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:** LEA-wide	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest. Surveys and Feedback: Administering surveys or

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
			feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success. Parent-Teacher Meetings: Assessing the frequency and quality of interactions

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
			during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:** LEA-wide	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to

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
			assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for

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
	focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain

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
			admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include: Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.

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
		remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and

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
			summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being

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.	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 students' academic

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 population by closely monitoring school transfers, mobility rates,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights. **Scope:** Limited to Unduplicated Student Group(s)	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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

NA

Additional Concentration Grant Funding

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

NA

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,301,604.00	241,348.57	10.486%	0.000%	10.486%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,316,646.99	$148,782.08	$0.00	$43,662.33	$1,509,091.40	$1,185,662.26	$323,429.14

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement		Yes	LEA-wide			2025-2026	$392.00	$19,560.00	$17,604.00			$2,348.00	$19,952.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions		Yes	LEA-wide			2025-2026	$227,793.23	$3,273.90	$191,897.72	$36,778.41		$2,391.00	$231,067.13	
1	1.3	Teacher Collaboration for Academic Achievement		Yes	LEA-wide			2025-2026	$279,965.99	$0.00	$235,831.90	$44,134.09			$279,965.99	
1	1.4	Synchronous and Asynchronous Instructional Tools		Yes	LEA-wide			2025-2026	$14.00	$16,631.94	$15,924.14			$721.80	$16,645.94	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$13,786.12	$0.00	$10,843.68			$2,942.44	$13,786.12	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$47,022.01	$0.00	$47,022.01				$47,022.01	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$2,239.14	$340.00	$2,579.14				$2,579.14	
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	2025-2026	$10,743.13	$259,455.88	$240,138.04			$30,060.97	$270,199.01	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	$232,668.09	$14,959.80	$218,205.16	$29,422.73			$247,627.89	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$164,047.49	$0.00	$141,980.44	$22,067.05			$164,047.49	
2	2.4	Caretaker Engagement Support	English Learners	Yes	LEA-wide	English Learners		2025-2026	$11,328.07	$0.00	$11,328.07				$11,328.07	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$19,145.51	$2,508.44	$19,145.51	$1,668.44		$840.00	$21,653.95	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$3,497.64	$0.00	$3,497.64				$3,497.64	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$2,358.90	$0.00	$2,358.90				$2,358.90	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$4,358.12	$4,000.00	$4,000.00			$4,358.12	$8,358.12	
3	3.1	College Preparation	All	No			All Schools	2025-2026	$46,721.74	$0.00	$46,721.74				$46,721.74	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$17.50	$944.44	$961.94				$961.94	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	$267.20	$198.18	$465.38				$465.38	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$45,878.00	$1,396.56	$47,274.56				$47,274.56	
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$16,312.25	$0.00	$8,956.57	$7,355.68			$16,312.25	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	$52,443.35	$0.00	$45,087.67	$7,355.68			$52,443.35	

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	Planned Percentage of Improved Services
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$2,239.14	$160.00	$2,399.14				$2,399.14	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$2,423.64	$0.00	$2,423.64				$2,423.64	

2025-26 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
2,301,604.00	241,348.57	10.486%	0.000%	10.486%	$966,209.92	0.000%	41.980 %	**Total:**	$966,209.92
								LEA-wide Total:	$903,406.19
								Limited Total:	$62,803.73
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$17,604.00	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$191,897.72	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$235,831.90	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$15,924.14	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$10,843.68	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$47,022.01	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,579.14	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Low Income	All Schools	$240,138.04	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,980.44	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners		$11,328.07	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$2,358.90	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$961.94	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income		$465.38	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,274.56	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,509,091.40	$1,445,880.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Academic Achievement	Yes	$19,952.00	6,681.83
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$231,067.13	271,307.57
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$279,965.99	325,660.16
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$16,645.94	8,819.01
1	1.5	English Learner Student Achievement	Yes	$13,786.12	4,118.03
1	1.6	LTEL Support	Yes	$47,022.01	1,413.01
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,579.14	2,282.87
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$270,199.01	58,115.59
2	2.2	Track and Record Daily Student Participation	No	$247,627.89	268,232.35
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$164,047.49	174,218.74
2	2.4	Caretaker Engagement Support	Yes	$11,328.07	18,365.30

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	2.5	Social Emotional / Mental Health Supports	No	$21,653.95	89,927.09
2	2.6	Increasing Diversity and Inclusion	No	$3,497.64	4,247.29
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$2,358.90	10,265.61
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$8,358.12	2,147.79
3	3.1	College Preparation	No	$46,721.74	33,920.14
3	3.2	Career Preparation (CTE)	Yes	$961.94	624.00
3	3.3	AVID Program Implementation	Yes	$465.38	413.59
3	3.4	Credit Recovery and Summer Intervention	Yes	$47,274.56	30,879.78
3	3.5	Transition Plans	No	$16,312.25	11,946.25
3	3.6	Graduation Rate Progress Monitoring	No	$52,443.35	118,034.77
3	3.7	Dual Enrollment Options	No	$2,399.14	1,243.75
3	3.8	Early Intervention Program Development	No	$2,423.64	3,016.37

2024-25 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)
187,160	$966,209.92	$736,020.26	$230,189.66	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)
1	1.1	Professional Development for Academic Achievement	Yes	$17,604.00	2,492.99		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$191,897.72	216,385.71		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$235,831.90	261,555.77		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$15,924.14	5,915.69		
1	1.5	English Learner Student Achievement	Yes	$10,843.68	2,759.09		
1	1.6	LTEL Support	Yes	$47,022.01	1,229.55		
1	1.7	Foster and Homeless Academic Achievement	Yes	$2,579.14	1,792.87		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$240,138.04	42,828.79		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$141,980.44	143,448.63		
2	2.4	Caretaker Engagement Support	Yes	$11,328.07	18,365.30		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$2,358.90	7,328.50		
3	3.2	Career Preparation (CTE)	Yes	$961.94	624.00		

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	3.3	AVID Program Implementation	Yes	$465.38	413.59		
3	3.4	Credit Recovery and Summer Intervention	Yes	$47,274.56	30,879.78		

2024-25 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)
1,591,500	187,160		11.760%	$736,020.26	0.000%	46.247%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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,

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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 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 2024

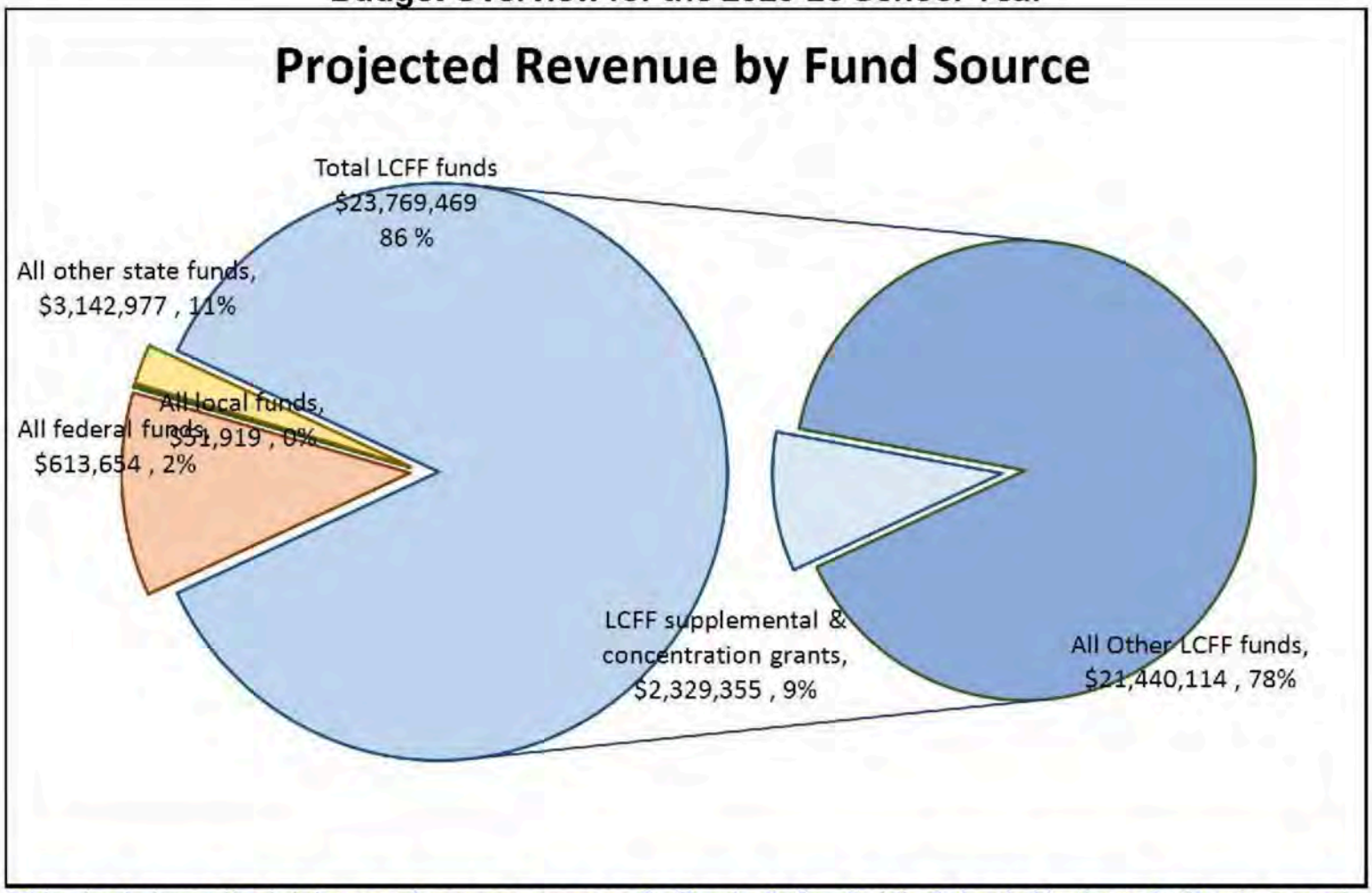
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Northern California
CDS Code: 39 686500125849
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
949-461-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools Northern California expects to receive in the coming year from all sources.

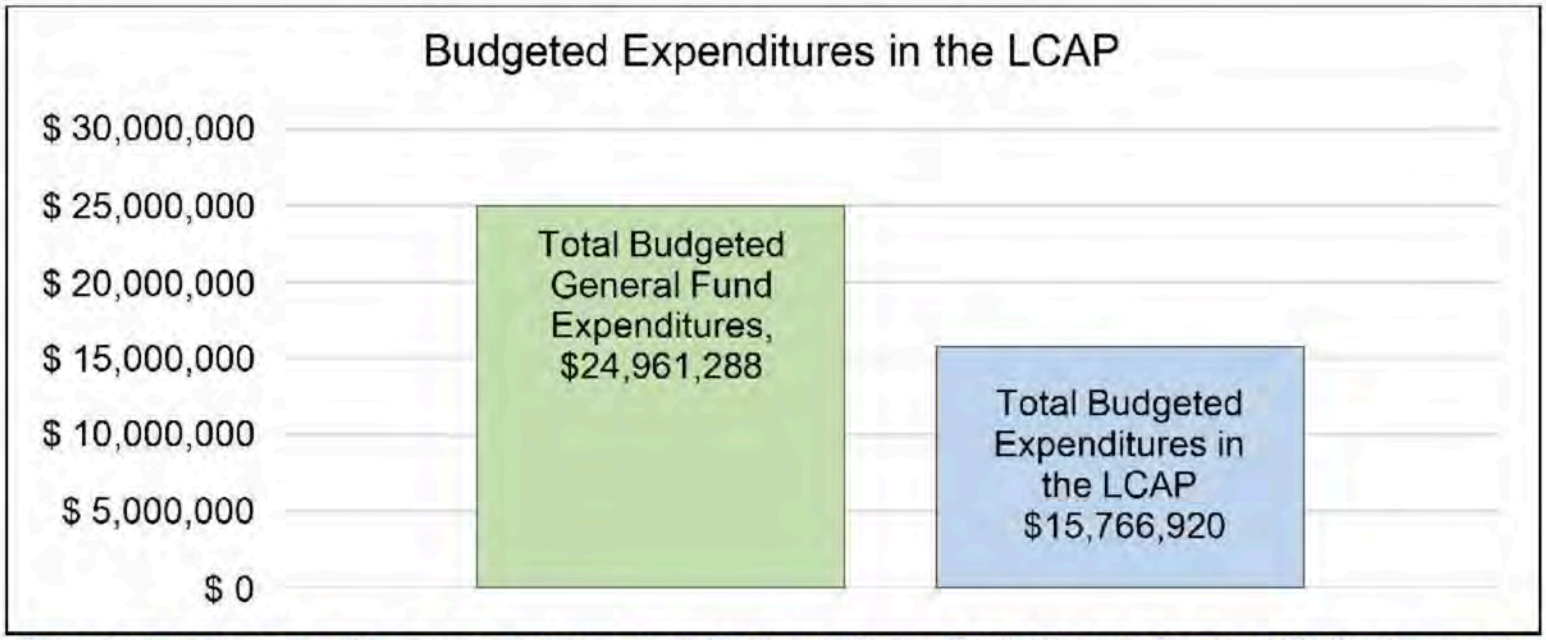
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Northern California is $27,578,019, of which $23,769,469 is Local Control Funding Formula (LCFF), $3,142,977 is other state funds, $51,919 is local funds, and $613,654 is federal funds. Of the $23,769,469 in LCFF Funds, $2,329,355 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools Northern California plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

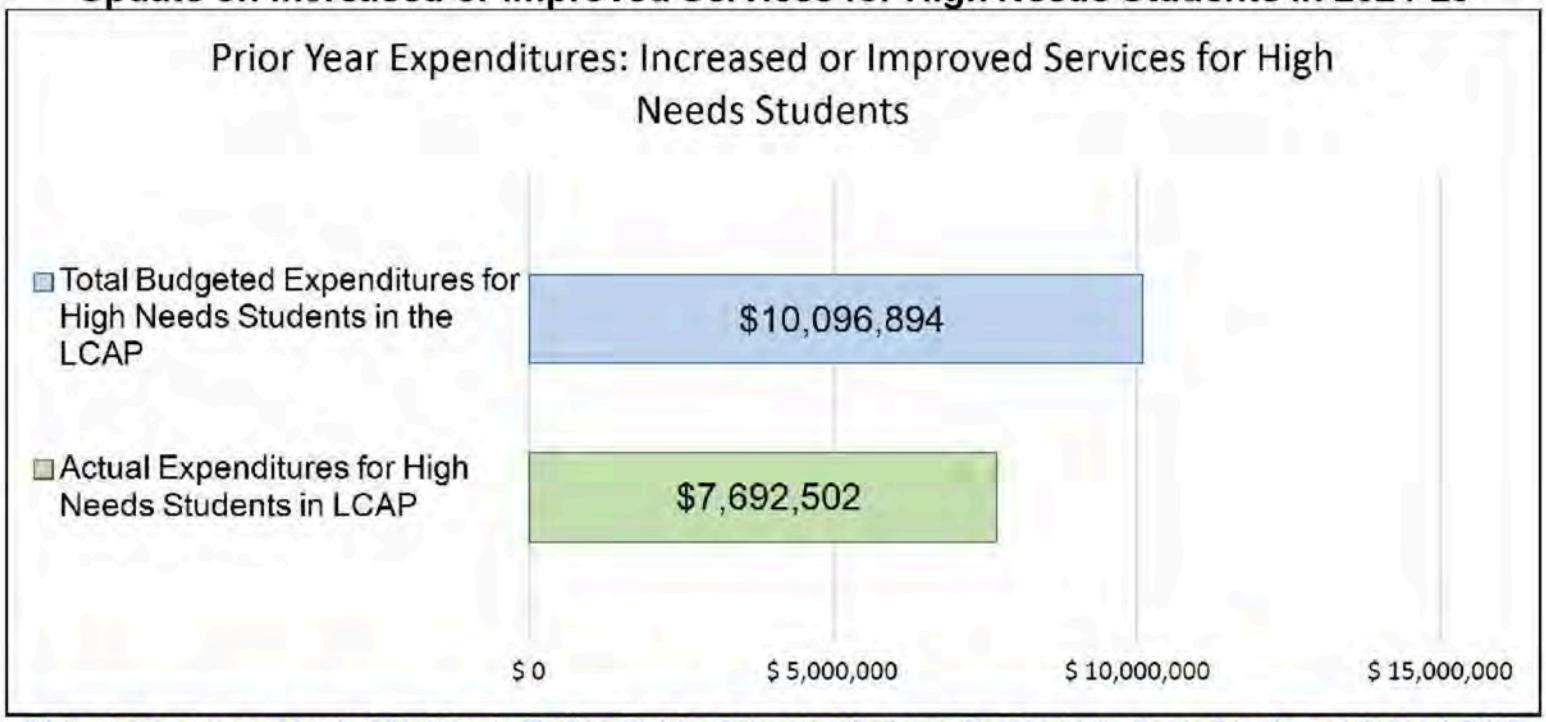
The text description of the above chart is as follows: California Online Public Schools Northern California plans to spend $24,961,288 for the 2025-26 school year. Of that amount, $15,766,920 is tied to actions/services in the LCAP and $9,194,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Northern California is projecting it will receive $2,329,355 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Northern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Northern California plans to spend $10,096,894 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Northern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Northern California estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Northern California's LCAP budgeted $10,096,894 for planned actions to increase or improve services for high needs students. California Online Public Schools Northern California actually spent $7,692,502 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $2,404,392 had the following impact on California Online Public Schools Northern California's ability to increase or improve services for high needs students:

During the 2024-2025 school year, California Online Public Schools transitioned away from Pearson Virtual Schools and became their own school. Due to the transition, the school experienced a decrease in student enrollment. Planned expenditures were based on previous year enrollment numbers. Actual expenditures were representative of the decreased enrollment. There was no impact to actions and services and the overall increase and improved services for high needs students in 2024-25.

California Online Public Schools

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 Online Public Schools Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org 949-461-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 Caretaker (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 Online Public Schools 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 Online Public Schools' 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 Online Public Schools Northern California program and that 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 are deficient in the credits needed to graduate on time and therefore, take more than 4 years to graduate
A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.
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 Online Public Schools Northern California's 2024 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 2024 California School Dashboard are most clearly reflected in our zero percent Suspension Rate across all student groups—a strong indicator of the supportive and inclusive learning environment we continue to foster. This performance significantly outpaces the statewide average of 3.2% and demonstrates our school's proactive approach to behavior support and engagement.

However, chronic absenteeism remains a concern. The school's overall Chronic Absenteeism Rate rose to 18.8%, an increase of 6 percentage points from the prior year. The indicator is now in the Orange performance level. Particularly high rates were observed among Socioeconomically Disadvantaged students (25.6%), Hispanic students (25.1%), and English Learners (23.9%), with Students with Disabilities reaching 30.1%. This reinforces the importance of continued efforts to promote consistent attendance, especially among our most vulnerable student groups.

Academic indicators in both English Language Arts and Mathematics remain in the Red performance level. In ELA, the school scored 127.5 points below standard, reflecting a 4.6-point decline from 2023. In Mathematics, students scored 177.3 points below standard, although this marks a 9.5-point improvement over the prior year. The Socioeconomically Disadvantaged group scored 141.4 points below standard in ELA and 177.3 points below standard in Math, indicating a pressing need for targeted academic intervention.

Low participation in CAASPP testing continues to impact our academic indicators. Many students did not test, leading to LOSS scores being factored into the overall performance. As a virtual school, we face unique challenges in achieving full participation, including travel barriers, scheduling conflicts, and health-related concerns. To improve participation and outcomes, we are expanding our remote testing infrastructure, introducing more geographically distributed testing locations for students in need of 1:1 testing, and building awareness among families and students through outreach, practice testing, and curriculum alignment.

These initiatives are supported by early testing engagement strategies beginning in the elementary grades, aimed at normalizing the assessment process and embedding it as a routine part of the school experience. Alongside academic interventions such as Project Success, the CHAMPS program, in-house summer school, and the homeroom model, these efforts form the foundation of our strategy to accelerate growth and ensure equitable outcomes for all students.

In conclusion, California Online Public Schools Northern California remains steadfast in its commitment to addressing areas of improvement highlighted by the 2024 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 Online Public Schools Northern California.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Northern California (CalOPS) is eligible for Differentiated Assistance under the following state priorities:
Priority 4: Academic Performance
Priority 5: Academic Engagement
Priority 8: Student Outcomes (College & Career Indicator)

This designation applies to the following student groups:
-English Learners
-Hispanic
-Socioeconomically Disadvantaged (SED)
-White students

-Among these, the Socioeconomically Disadvantaged student group demonstrated the greatest need for support, with the lowest performance across multiple indicators, including math achievement, chronic absenteeism, and college and career readiness.

Collaborative Review of Data:
CalOPS worked closely with the San Joaquin County Office of Education (SJCOE) to review state and local data, reflect on systemic challenges, and identify actionable areas for growth and support.
Strengths Identified:
-Improvement in the all-student graduation rate (77.7%, up 4.5% from the prior year)
-96% success rate in the internal credit recovery program (Project Success)
-Consistent student engagement through the homeroom teacher model
-Transition to a 1:1 student device model, expanding digital access
-Implementation of remote state testing, reducing access barriers linked to travel and scheduling

Areas for Growth:
-Mathematics achievement for SED students: 177.3 points below standard (compared to 141.4 below for all students)
-Chronic absenteeism remains elevated, with multiple student groups performing in the Red (SED, EL, Hispanic, White)
-College and Career Readiness: SED, Students with Disabilities, and Hispanic students scored at the Very Low level on the College and Career Indicator (CCI)
-Continued challenges with participation in state testing, affecting overall academic performance indicators

Focus Areas: Math Achievement & College and Career Readiness
Through targeted technical assistance with SJCOE, CalOPS identified two core instructional priorities:
-Improve math achievement for Socioeconomically Disadvantaged students through strengthened curriculum, instruction, and engagement strategies
-Increase College and Career readiness by aligning coursework, advising, and graduation planning to support long-term student outcomes
These focus areas align with the CalOPS Theory for Improvement, which sets a measurable goal of increasing math achievement for SED students by 5% by 2025, while also addressing equity gaps in postsecondary preparedness.

Professional Development and Implementation Plan
To support these focus areas, CalOPS will continue partnering with SJCOE to implement a professional development and instructional improvement plan. The following LCAP actions reflect key strategies identified through technical assistance:
-Action 2.1 – Provide targeted tutoring, intervention programs, and math support services for SED students
-Action 2.2 – Use diagnostic and formative assessment tools (iReady, IXL, Tutor.com, interim assessments) to tailor instruction and monitor progress
-Action 2.4 – Implement new math curriculum and offer aligned professional learning for instructional staff
-Action 1.4 – Strengthen 1:1 family communication, including data chats, goal setting, and outreach
-Action 3.3 – Expand access to college and career readiness tools and advising, including CTE, dual enrollment, and a-g support

Ongoing Commitment to Equity and Access

CalOPS has made significant strides in removing participation barriers through the transition to 1:1 student devices and remote state testing. These shifts have increased access to academic supports and decreased logistical challenges for families. Internal diagnostics such as iReady and MAP assessments demonstrate higher student proficiency than reflected in CAASPP results, reinforcing the importance of focusing on test awareness, participation, and preparation.
The support and partnership of SJCOE continue to be central to building sustainable systems of support that promote academic achievement, engagement, and postsecondary readiness for all students, especially those who have been historically underserved.

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 Online Public Schools 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
Based on the 2024 California School Dashboard, California Online Public Schools Northern California remains eligible for Comprehensive Support and Improvement (CSI) as it continues to fall within the lowest-performing 5% of schools statewide. While the school's graduation rate improved from 64.5% in 2023 to 77.7% in 2024, the school continues to face challenges across key priority areas.

Among student subgroups, the Socioeconomically Disadvantaged (SED) group shows the greatest need, with the following 2024 Dashboard results:
-English Language Arts: 127.5 points below standard, a decline of 4.6 points from the prior year
-Mathematics: 177.3 points below standard, though showing improvement of 9.5 points from 2023
-Chronic Absenteeism: 25.6%, an increase of 6 percentage points

In comparison, chronic absenteeism for all students was 18.8%, with additional disparities for English Learners (23.9%), Hispanic students (25.1%), and White students (14.6%). These trends indicate ongoing needs in academic support, student engagement, and equitable access to learning opportunities.
To inform this CSI plan, California Online Public Schools Northern California consulted with schoolwide and high school leadership, student services, counseling, and family groups, including the School Advisory Committee and English Learner Advisory Committee. Stakeholder input emphasized early intervention, summer credit recovery, and increased teacher-student engagement.

Root Cause Analysis
-High chronic absenteeism among SED, Hispanic, and EL students reduces access to instruction.

-Low academic performance in ELA and math, especially for SED students.
-Students are falling off cohort in 9th grade, which impacts graduation outcomes.
-High student mobility brings in students who are already credit deficient.
-Limited CAASPP participation affects the accuracy of state performance indicators.

Evidence-Based Interventions
Using The Practical Decision Maker (Harvey, Bearley, Corkrum, 1997) as a framework, the school selected evidence-based strategies to meet multiple student needs:
-Homeroom Model: Teachers are assigned small groups of students to monitor engagement, promote connection, and intervene early. Contact rates reached an average of 87% through the first three quarters of the 2024-2025 school year.
-Project Success (Credit Recovery Program): Groups students with credit deficiencies into homerooms led by core-subject teachers. The program reported a 96% pass rate after the first three quarters of the 2024-2025 school year.
-CHAMPS Program: Supports at-risk students before high school entry. In 2023–2024, students in this program had an 85% pass rate.
-In-House Summer School: In summer 2024, our program was scaled back due to system transitions but still supported high school credit recovery with a 73% pass rate. While slightly below past years, the results remain positive given the reduced scope. As systems stabilize, we will enhance outreach to identify students needing summer support and tailor course options to serve both credit-deficient upper-grade students and those in lower grades needing foundational skill reinforcement.
-College and Career Access Pathway (CCAP): CCAP, a partnership with Saddleback College, enables high school students to dual enroll in college courses. Since its launch in 2021–2022, enrollment and performance have steadily improved, from 38 students with a 78% pass rate to 57 students in 2024–2025, achieving an 86% pass rate across two courses. The program now offers four course options, expanding access to college-level learning. CCAP continues to be a valuable bridge to postsecondary success, especially for students seeking career pathways or general education transfer opportunities.

Identification of Resource Inequities
Although the virtual model ensures equal course and material access, data shows that SED students face systemic barriers to success. To address this, CalOPS will:
-Lower student-teacher ratios for students who are credit deficient.
-Provide additional staffing and resources to support Project Success, CHAMPS, summer school, early warning systems, and college/career readiness programs.
-Use academic need, not subgroup status, to determine eligibility, ensuring equitable access to these supports.

CalOPS Northern California remains committed to closing academic and engagement gaps through targeted supports, informed by real-time data, to ensure all students, especially those most underserved, have the opportunity to succeed.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (https://nirn.fpg.unc.edu/).

Progress will be reviewed formally on a quarterly basis, focusing on:

The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.

Increased rates of underclassmen staying on cohort.

Expansion and impact of the CCAP dual enrollment program.

Continued refinement of the in-house summer school and CHAMPS programs.

Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.

Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Parents/Caretakers	School Advisory Committee Meetings, ELAC meetings, Parent/Administration Collaboration Meetings, Parent satisfaction surveys, LCAP goal input surveys, State Testing Surveys, and curriculum feedback forms, Charter School Board Meetings
Students	School Advisory Committee Meetings, ELAC meetings, YouthTruth Student engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback forms, and Charter School Board Meetings
Teachers	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, and Back to school 'All Staff' Meetings.
Administration/Principals	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, curriculum feedback form, School Enhancement Target reviews, Brown Bag Staff Meetings, Charter School Board Meetings, WASC Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.
Other school personnel	School Advisory Committee Meetings, ELAC meetings, Staff engagement survey, LCAP goal input surveys, State Testing Surveys, Brown Bag Staff Meetings, Charter School Board Meetings, WASC

Educational Partner(s)	Process for Engagement
	Accreditation Focus Group Meetings, Executive Leadership Team Meetings, and Back to school 'All Staff' Meetings.

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

The educational partner engagement processes outlined by California Online Public Schools 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, and grade level and department 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 Online Public Schools Northern 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%	In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in reading was 60%.		The desired outcome for 2026 - 2027, the median percent progress towards Typical Growth after the first two	The current difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					diagnostics (through month 5) in Reading will be 69.3%	
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%	In 2024-2025, after the first two diagnostics, the median percent progress towards Typical Growth in math is 50%.		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%	The current difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 10.07%	In 2024-2025, the RFEP rate after Month 8 was 16.95%.		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 10.57%	The current difference from baseline is 6.88%

Goal Analysis [2024-25]

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.

During the 2024–25 school year, implementation of Goal 1 actions remained largely aligned to the original plan. Key academic supports such as diagnostic assessments (i-Ready, MAP), Professional Learning Communities (PLCs), targeted English Learner supports, and foster/homeless student interventions were maintained and executed with fidelity. Instructional tools continued to be leveraged in both synchronous and asynchronous environments. PLCs were integral to MTSS implementation and used progress monitoring data to adjust supports.

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.

Overall, most actions under this goal were implemented as planned; however, actual expenditures were lower than budgeted for some contributing actions. This variance is attributed to a drop in enrollment due to our transition and adjustments in ADA planning. Planned

expenditures were based on higher enrollment, while actual implementation reflected the smaller student population. While this resulted in lower costs, it did not negatively impact the delivery of services.

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

Actions such as Project Success, PLC collaboration, and diagnostic-based interventions were effective in supporting student academic growth. Notably, our English Learner Reclassification rate rose to 16.95%—a 6.88% increase from the prior year. While growth in i-Ready reading and math metrics dipped slightly (-7.5% and -7%, respectively), the interventions in place provided a strong foundation for targeted support and adjustment moving forward.

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.

For 2025–26, no changes were made to the core goal or metrics; however, the school will more carefully align planned expenditures for contributing actions to the expected ADA. Additional attention will be paid to identifying which interventions are tagged as contributing and whether these designations are appropriate given the actual impact on unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$208,498.40	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$2,414,651.55	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine best strategies and methods and will implement best practices to re-teach and accelerate, as needed, all students in all subject areas.	$2,925,644.60	No Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$173,950.08	No Yes
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$144,064.97	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$491,380.01	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation.	$26,952.05	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024 through month 8, the average biweekly contact rate was 97.3%	In 2024-2025, the average biweekly contact rate was 87%.through month 8.		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate		The desired outcome for 2026-2027 month	The difference from baseline is 6.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			after month 7 was 22%		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 2023-2024 suspension rate was 0%.		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

All planned engagement actions were implemented, including biweekly contact tracking, internet reimbursements, technology access, tiered re-engagement systems, and expanded caretaker onboarding and training. The school enhanced its social-emotional supports and continued to improve identification processes and personalized supports for foster and homeless youth.

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.

Similar to Goal 1, Goal 2 actions that were marked as contributing were underspent relative to budgeted amounts. This was directly tied to decreased enrollment and resulting ADA, which required adjustments to staffing, materials, and outreach scalability. Still, the school ensured that core engagement strategies remained available to all students, especially unduplicated groups.

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

The suspension rate remained at 0%, and engagement in school-issued technology and supports remained high. However, chronic absenteeism increased from 15.94% to 22%, indicating that further support and refinement are needed in re-engagement strategies. Biweekly contact rates also dropped by over 10%, which reinforces the need for proactive outreach and adjusted staff caseloads.

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.

In light of enrollment shifts, the school will refine how and where caretaker support and re-engagement interventions are targeted. We are also reviewing which actions are tagged as contributing to ensure alignment with unduplicated student needs and the impact of these services in a virtual context. Outreach structures and staff supports will be reviewed to better support attendance and biweekly contact expectations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Upon enrollment and at other times when the need may arise, enrolled students will be provided with a school issued Chromebook and no cost to the family. Additionally, a prorated internet reimbursement may be requested during the enrollment process or at any time after enrollment. The tools named are for the purpose of engagement with our instructional program and our curriculum delivered through our learning management system. All enrolled students have access to all needed elements of our LMS to help them engage will with our program. Unduplicated students will be prioritized.	$2,823,579.60	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions, at a mutually agreed upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$2,584,626.58	No
2.3	Framework of Tiered Re-engagement	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	$1,714,296.18	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
2.4	Caretaker Engagement Support	The Caretaker Support System will be expanded, continuing with enhancements to the Learning Coach Support Plan, including more improvements to the onboarding process, improved summer engagement activities, additional Caretaker training and resources, including additional resources in Spanish and additional languages as requested.	$118,378.28	Yes
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social emotional supports for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	$226,283.75	No
2.6	Increasing Diversity and Inclusion	Our school is committed to the increasing diversity and inclusion for our entire school community. We will participate in professional development, evaluate curriculum and instructional practices, all with the focus of ensuring we are incorporating diverse and inclusive practices.	$36,550.39	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in identification, placement and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	$24,650.53	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in-person or virtually to enrich the school experience.	$87,342.40	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, 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%	The difference from baseline is 0%.
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school course pass rate was 83%	In the summer of 2024, the summer school course		The desired outcome for the summer school course pass rate	The difference from baseline is -10%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			pass rates was 73%		for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 73.2%	The 2023-2024 grad rate was 77.7%		The desired outcome for the 2025-2026 grad rate is 76.8%	The difference from baseline is 4.5%.
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 33%	In 2023-2024, the percentage of students completing a-g requirements was 28.6%		The desired outcome of students completing a-g requirements for the 2024-25 school year is 34.6%	The difference from baseline is -4.4%.

Goal Analysis [2024-25]

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.

Goal 3 was implemented through targeted actions such as Project Success, CHAMPS, graduation progress monitoring, AVID, and the dual enrollment CCAP program. Transition plans for SPED students and internal summer school programming also supported academic progression. All systems transitioned well given the school's shift away from Pearson and into new structures.

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.

While all core actions under this goal were implemented, actual expenditures for several contributing actions were lower than anticipated. This was primarily due to the school's broader transition to new internal systems and infrastructure, which required temporary adjustments to the scale and pace of program delivery—particularly for summer school and other intervention supports. These refinements allowed the school to evaluate new tools and processes to ensure long-term effectiveness. As we plan for the coming year, greater attention will be given to aligning budgeted resources with anticipated participation and identifying which services most directly support our unduplicated student population to ensure equity and impact.

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

Project Success maintained a 96% pass rate, continued support in early intervention, and graduation rates improved from 73.2% to 77.7%. However, summer school pass rates dropped to 73%, and a-g completion rates decreased by 4.4%. Dual enrollment participation and success increased, with CCAP pass rates climbing to 86%, indicating college-prep momentum remains strong.

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.

The school will more intentionally plan for how credit recovery and summer school are staffed and resourced in light of enrollment changes. CCAP will continue to expand, but other supports such as CHAMPS, AVID, and progress monitoring systems will be evaluated for effectiveness and reach. Fiscal planning will include a review of which supports are tagged for contributing actions and whether this designation aligns with impact on unduplicated students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$488,242.13	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$10,052.28	Yes
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at risk student populations.	$4,863.22	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program, known as Project Success, and students will be identified as eligible candidates via transcript evaluations which occur upon enrollment and at the end of each semester.	$494,019.13	Yes

Action #	Title	Description	Total Funds	Contributing
		Continued in house summer school program, allowing high school students to make up credits.		
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$170,463.07	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted..	$548,033.02	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$25,071.05	No
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.	$25,327.01	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,329,354.79	$

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
9.800%	0.000%	$0.00	9.800%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and Alignment with Goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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,

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
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			lower tiers as a result of intervention success. 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

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
			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. 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	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	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

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
	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	and inclusion while creating a culture of continuous improvement.	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. 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			curriculum, 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 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

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
			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 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,

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			regardless of department, we are helping to level the playing field and ensure that every student receives a high-quality education.
1.4	**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 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

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
			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, 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.

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			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 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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			essential for their success in and beyond high school.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **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.	Monitoring the effectiveness of these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity:

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			Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, and graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment,

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
			assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance

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
			indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students **Need:** Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	Metrics to monitor the effectiveness of tiered re-engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies.

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
	approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide		Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other assessments can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-

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 strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:** LEA-wide	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking attendance and participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest. Surveys and Feedback: Administering surveys or

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
			feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success. Parent-Teacher Meetings: Assessing the frequency and quality of interactions

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
			during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:** LEA-wide	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE) Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to

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
			assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for

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
	focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain

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
			admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses. Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment,	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include: Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits.

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
		remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and

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
			summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

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.	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 students' academic

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 school connectedness, sense of belonging, and participation in live classes, coursework, and other activities allows us to

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 population by closely monitoring school transfers, mobility rates,

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			and factors contributing to instability, such as housing transitions or placement changes.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights **Scope:** Limited to Unduplicated Student Group(s)	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support. Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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

NA

Additional Concentration Grant Funding

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

NA

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	23,769,469.00	2,329,354.79	9.800%	0.000%	9.800%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$13,753,802.38	$1,554,772.74	$0.00	$458,345.16	$15,766,920.28	$12,390,170.62	$3,376,749.66

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	$4,096.40	$204,402.00	$183,961.80			$24,536.60	$208,498.40	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2025-2026	$2,380,439.29	$34,212.26	$2,005,331.21	$384,334.38		$24,985.96	$2,414,651.55	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	$2,925,644.60	$0.00	$2,464,443.34	$461,201.26			$2,925,644.60	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2025-2026	$146.30	$173,803.78	$166,407.27			$7,542.81	$173,950.08	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$144,064.97	$0.00	$113,316.49			$30,748.48	$144,064.97	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$491,380.01	$0.00	$491,380.01				$491,380.01	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2025-2026	$23,399.05	$3,553.00	$26,952.05				$26,952.05	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2025-2026	$112,265.68	$2,711,313.92	$2,509,442.49			$314,137.11	$2,823,579.60	
2	2.2	Track and Record Daily Student Participation	All	No			All Schools	2025-2026	$2,431,381.51	$153,245.07	$2,275,085.27	$307,467.51		$2,073.80	$2,584,626.58	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,714,296.18	$0.00	$1,483,695.55	$230,600.63			$1,714,296.18	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$118,378.28	$0.00	$118,378.28				$118,378.28	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$200,070.55	$26,213.20	$200,070.55	$17,435.20		$8,778.00	$226,283.75	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$36,550.39	$0.00	$36,550.39				$36,550.39	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$24,650.53	$0.00	$24,650.53				$24,650.53	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$45,542.40	$41,800.00	$41,800.00			$45,542.40	$87,342.40	
3	3.1	College Preparation	All	No			All Schools	2025-2026	$488,242.13	$0.00	$488,242.13				$488,242.13	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$182.88	$9,869.40	$10,052.28				$10,052.28	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$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	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	$479,425.08	$14,594.05	$494,019.13				$494,019.13	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$170,463.07	$0.00	$93,596.19	$76,866.88			$170,463.07	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	$548,033.02	$0.00	$471,166.14	$76,866.88			$548,033.02	
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$23,399.05	$1,672.00	$25,071.05				$25,071.05	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$25,327.01	$0.00	$25,327.01				$25,327.01	

2025-26 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
23,769,469.00	2,329,354.79	9.800%	0.000%	9.800%	$10,096,893.65	0.000%	42.478 %	Total:	$10,096,893.65
								LEA-wide Total:	$9,440,594.57
								Limited Total:	$656,299.08
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$183,961.80	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$2,005,331.21	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$2,464,443.34	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$166,407.27	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$113,316.49	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$491,380.01	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$26,952.05	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		$2,509,442.49	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,483,695.55	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$118,378.28	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$24,650.53	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,052.28	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,863.22	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income		$494,019.13	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$15,766,920.28	$15,065,835.94

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)
1	1.1	Professional Development for Academic Achievement	No Yes	$208,498.40	69,742.36
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	No Yes	$2,414,651.55	2,816,443.07
1	1.3	Teacher Collaboration for Academic Achievement	No Yes	$2,925,644.60	3,386,067.55
1	1.4	Synchronous and Asynchronous Instructional Tools	No Yes	$173,950.08	63,115.62
1	1.5	English Learner Student Achievement	Yes	$144,064.97	43,214.02
1	1.6	LTEL Support	Yes	$491,380.01	14,694.88
1	1.7	Foster and Homeless Academic Achievement	Yes	$26,952.05	22,662.03
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$2,823,579.60	615,700.86

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Track and Record Daily Student Participation	No	$2,584,626.58	2,786,204.91
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,714,296.18	1,810,977.17
2	2.4	Caretaker Engagement Support	Yes	$118,378.28	190,261.03
2	2.5	Social Emotional / Mental Health Supports	No	$226,283.75	931,839.08
2	2.6	Increasing Diversity and Inclusion	No	$36,550.39	43,908.63
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$24,650.53	111,042.65
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$87,342.40	85,032.28
3	3.1	College Preparation	No	$488,242.13	351,004.79
3	3.2	Career Preparation (CTE)	Yes	$10,052.28	6,864.00
3	3.3	AVID Program Implementation	Yes	$4,863.22	3,998.31
3	3.4	Credit Recovery and Summer Intervention	Yes	$494,019.13	320,997.33
3	3.5	Transition Plans	No	$170,463.07	125,519.19
3	3.6	Graduation Rate Progress Monitoring	No	$548,033.02	1,222,487.20
3	3.7	Dual Enrollment Options	No	$25,071.05	12,794.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.8	Early Intervention Program Development	No	$25,327.01	31,264.42

2024-25 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)
1,806,640	$10,096,893.65	$7,692,501.53	$2,404,392.12	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)
1	1.1	Professional Development for Academic Achievement	Yes	$183,961.80	52,778.73		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$2,005,331.21	2,241,707.55		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$2,464,443.34	2,706,778.47		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$166,407.27	40,368.05		
1	1.5	English Learner Student Achievement	Yes	$113,316.49	28,881.07		
1	1.6	LTEL Support	Yes	$491,380.01	12,759.93		
1	1.7	Foster and Homeless Academic Achievement	Yes	$26,952.05	17,517.03		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$2,509,442.49	504,746.71		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$1,483,695.55	1,484,918.41		
2	2.4	Caretaker Engagement Support	Yes	$118,378.28	190,261.03		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$24,650.53	79,924.91		
3	3.2	Career Preparation (CTE)	Yes	$10,052.28	6,864.00		

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	3.3	AVID Program Implementation	Yes	$4,863.22	3,998.31		
3	3.4	Credit Recovery and Summer Intervention	Yes	$494,019.13	320,997.33		

2024-25 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)
16,809,087	1,806,640		10.748%	$7,692,501.53	0.000%	45.764%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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.

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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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
  - If the LEA has unexpended LREBG funds the LEA must provide the following:
    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
      - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
      - Actions may be grouped together for purposes of these explanations.
      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

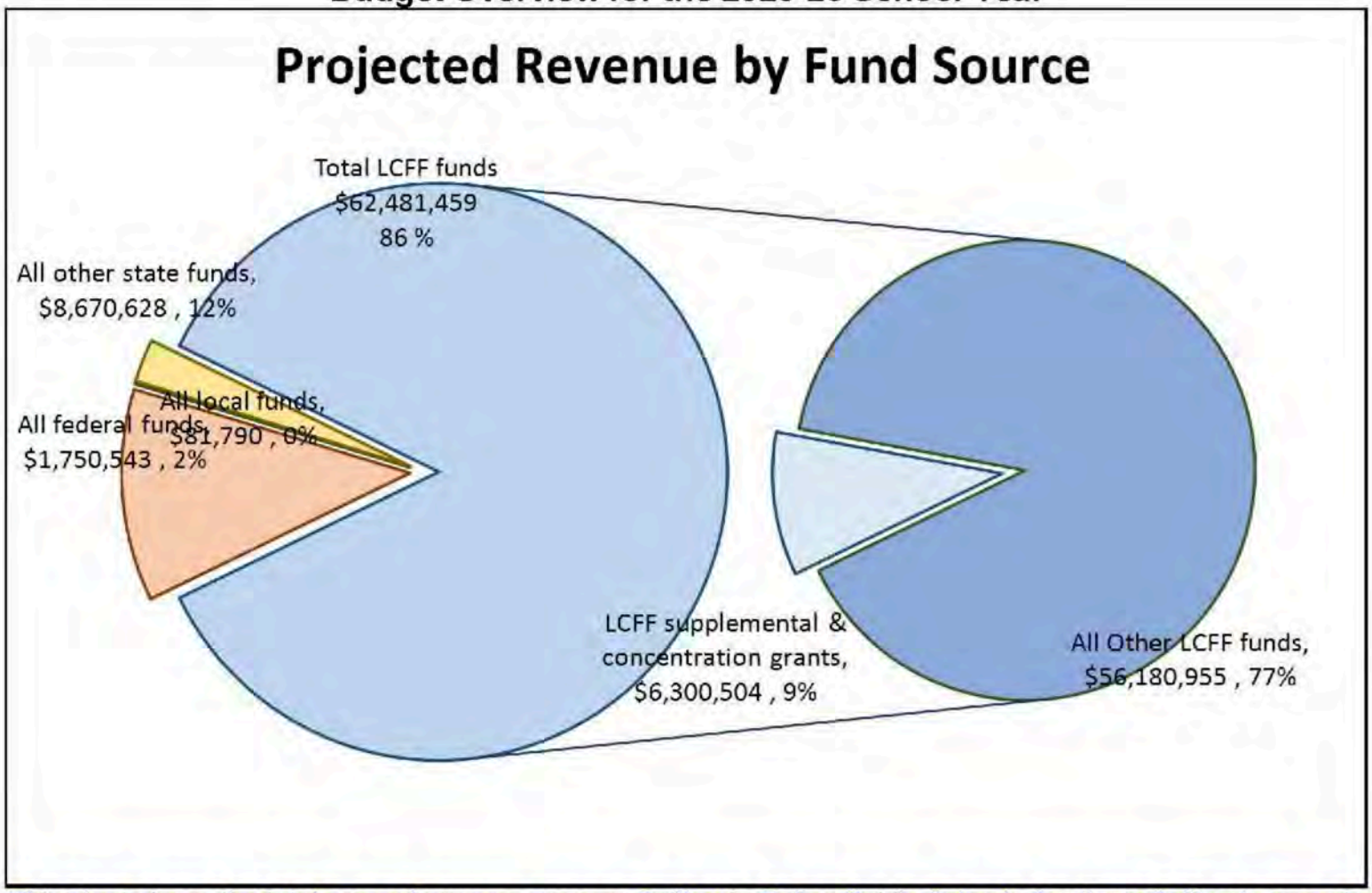
California Online Public Schools

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Online Public Schools Southern California
CDS Code: 30 66464 0106765
School Year: 2025-26
LEA contact information:
Dr. Richard Savage
Superintendent
rsavage@calca.connectionsacademy.org
(949) 461-1667

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

Budget Overview for the 2025-26 School Year



This chart shows the total general purpose revenue California Online Public Schools Southern California expects to receive in the coming year from all sources.

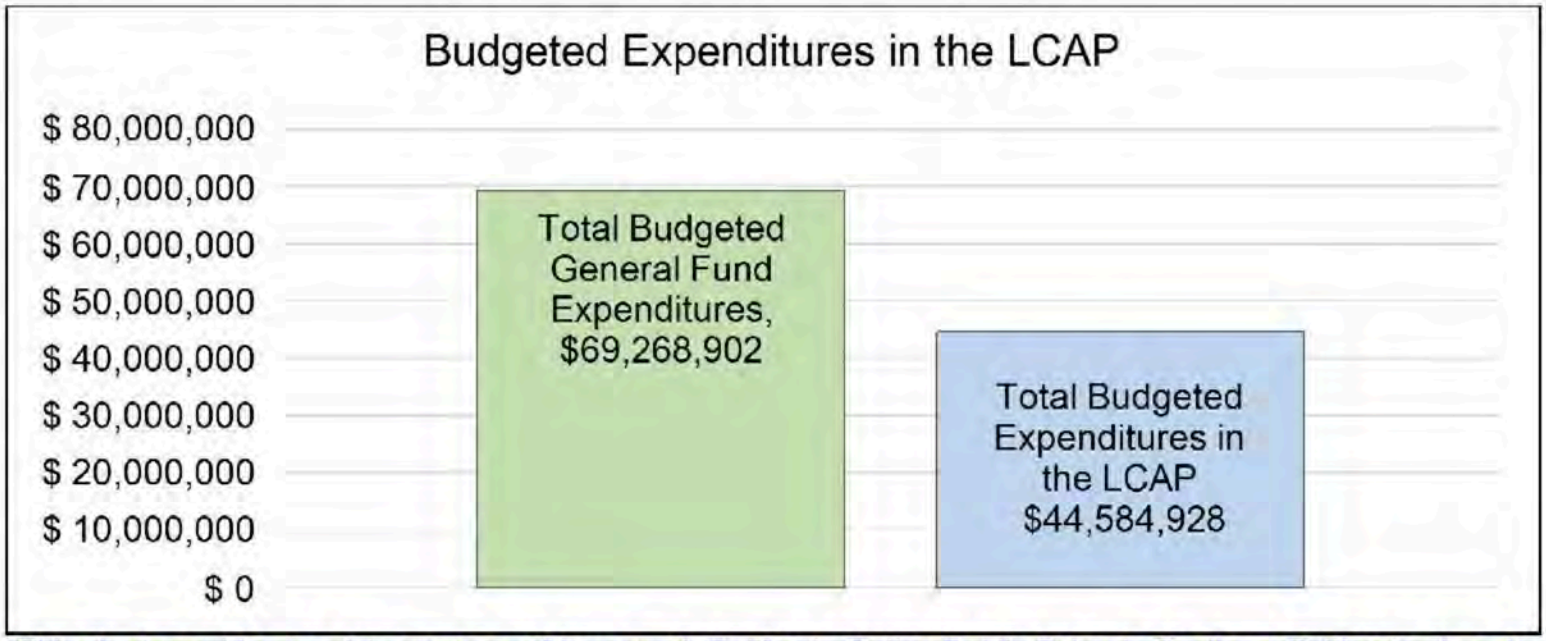
The text description for the above chart is as follows: The total revenue projected for California Online Public Schools Southern California is $72,984,420, of which $62,481,459 is Local Control Funding Formula (LCFF), $8,670,628 is other state funds, $81,790 is local funds, and $1,750,543 is federal funds. Of the $62,481,459 in LCFF Funds, $6,300,504 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much California Online Public Schools Southern California plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

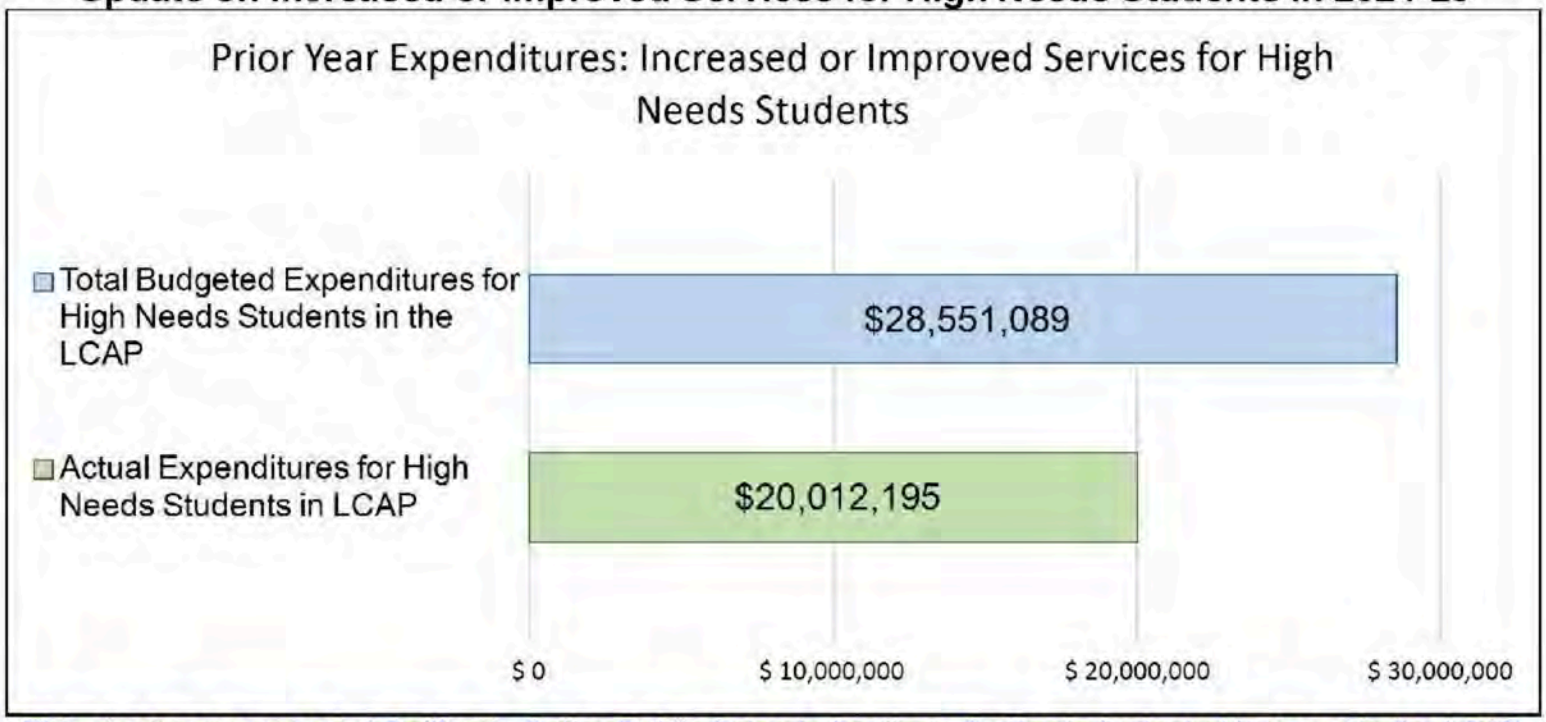
The text description of the above chart is as follows: California Online Public Schools Southern California plans to spend $69,268,902 for the 2025-26 school year. Of that amount, $44,584,928 is tied to actions/services in the LCAP and $24,683,974 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Online Public Schools Southern California is projecting it will receive $6,300,504 based on the enrollment of foster youth, English learner, and low-income students. California Online Public Schools Southern California must describe how it intends to increase or improve services for high needs students in the LCAP. California Online Public Schools Southern California plans to spend $28,551,503 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what California Online Public Schools Southern California budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Online Public Schools Southern California estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, California Online Public Schools Southern California's LCAP budgeted $28,551,089 for planned actions to increase or improve services for high needs students. California Online Public Schools Southern California actually spent $20,012,195 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $8,538,894 had the following impact on California Online Public Schools Southern California's ability to increase or improve services for high needs students:

During the 2024-2025 school year, California Online Public Schools transitioned away from Pearson Virtual Schools and became their own school. Due to the transition, the school experienced a decrease in student enrollment. Planned expenditures were based on previous year enrollment numbers. Actual expenditures were representative of the decreased enrollment. There was no impact to actions and services and the overall increase and improved services for high needs students in 2024-25.

California Online Public Schools

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 Online Public Schools Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Online Public Schools 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 Online Public Schools 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 Online Public Schools' 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 that 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 which are unique to the California Online Public Schools 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 are deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate
A transitional year in 2024-2025 of change that involved new internal systems (SIS and LMS) and curriculum at all grade levels.
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 Online Public Schools Southern California's 2024 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 2024 California School Dashboard are clearly reflected in our maintained zero percent Suspension Rate across all student groups—a significant accomplishment when compared to the statewide average of 3.2%. This underscores our strong commitment to creating a safe, supportive, and inclusive school environment. Additionally, our Graduation Rate rose to 80.5%, a 2.1 percentage point increase from the previous year, and earned a "Green" performance level, signaling positive momentum in our work to ensure all students reach this critical milestone.

However, the Dashboard also highlights areas that require urgent attention. Chronic Absenteeism increased to 19%, a 7.1 percentage point rise from the prior year, placing this indicator in the "Red" performance level. The increase was most significant among Socioeconomically Disadvantaged students (23.5%), Hispanic students (20.3%), Students with Disabilities (25.2%), and Homeless youth (35.6%). These trends highlight the need for intensified engagement efforts and wraparound supports to improve attendance and student connection to school.
In terms of Academic Performance, our students continue to face challenges. In English Language Arts, students scored an average of 90.5 points below standard, with a 10-point decline from the prior year, resulting in a "Red" performance level. In Mathematics, the school was 140.6 points below standard, though it improved by 5.6 points, moving into the "Orange" performance level. The Socioeconomically Disadvantaged group scored 112.9 points below standard in ELA and 162.2 points below standard in Math, while Students with Disabilities scored 158 points below standard in ELA and 199.9 points below standard in Math. These results call for stronger instructional interventions and continued focus on differentiated supports.
We recognize that these outcomes are influenced not only by instructional rigor but also by CAASPP participation rates, which are impacted by the unique challenges of operating as a fully online school. Transportation issues, family work schedules, and health concerns continue to pose obstacles. In response, we have expanded access through remote testing options, introduced more geographically distributed testing locations for students in need of 1:1 testing, and bolstered our outreach to families through targeted communication. We also continue to increase test readiness through practice tests and aligned materials in the curriculum.
We are also increasing focus on early-grade participation in state assessments to build student familiarity and long-term engagement. Our academic teams have also deepened efforts to support students through targeted programs such as CHAMPS, credit recovery, and course-specific tutoring aligned to standards.
In conclusion, California Online Public Schools Southern California remains committed to acting on the insights gained from the 2024 Dashboard. We will continue to build on our strengths, address areas of concern, and implement targeted, data-driven strategies to meet the needs of every student. With the dedication of our staff, families, and community, we will persist in cultivating a culture of continuous growth and high expectations across all grade levels.

Reflections: Technical Assistance

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

Based on the 2024 California School Dashboard, California Online Public Schools Southern California qualifies for Differentiated Assistance under the following state priorities:
Priority 4: Academic Performance
Priority 5: Pupil Engagement
Priority 8: Student Outcomes (College and Career Indicator)
This designation is based on the performance of the Socioeconomically Disadvantaged (SED) student group, which received "Red" performance levels in two or more indicators, including English Language Arts, Chronic Absenteeism, and College/Career Readiness. The school also experienced below typical growth in both ELA and Math across several student groups, further identifying key areas of need.

Collaborative Review of Data
In partnership with the Orange County Department of Education, CalOPS Southern California has conducted a thorough analysis of both state and local performance indicators to better understand student needs and system-wide opportunities for improvement.

Strengths Identified:
-Graduation rate increased to 80.5% (Green), showing positive year-over-year growth
-Suspension Rate maintained at 0% (Blue) across all student groups
-Success of internal support programs, including a 96.5% pass rate in the credit recovery program (Project Success)
-Expanded access to dual enrollment through Saddleback College (CCAP)
-Full implementation of academic standards and instructional materials across content areas

Areas for Growth:
-English Language Arts: SED students scored 112.9 points below standard, with a 7.1-point decline; Students with Disabilities scored 158 points below standard
-Mathematics: SED students scored 162.2 points below standard, Students with Disabilities at 199.9 points below
-Chronic Absenteeism: SED students at 23.5%, Students with Disabilities at 25.2%, and Homeless youth at 35.6%
-College and Career Indicator: Only 13.1% of SED students met the "Prepared" level; Students with Disabilities at 4.9%
-Growth: Students in the SED group scored 21 points below typical growth in Math and 12 points below in ELA
-Focus Areas: Math Proficiency & Postsecondary Preparation

In alignment with the CalOPS Theory for Improvement, CalOPS Southern California is committed to the following improvement priorities:
-Improve math performance and growth for SED and Students with Disabilities through expanded intervention and instructional support
-Strengthen college and career readiness through individualized planning, expanded CTE and a-g pathways, and dual enrollment
-Address chronic absenteeism with targeted engagement strategies and increased tiered supports
These areas have been selected due to both dashboard performance and internal data highlighting persistent equity gaps among our most at-risk student groups.

Professional Development and Implementation Plan
The school has partnered with OCDE to implement targeted strategies aligned to the LCAP:
-Action 2.1 – Expansion of high-dosage tutoring and math intervention groups using iReady and IXL data
-Action 2.2 – Use of CAASPP Interim Assessments and diagnostic platforms for real-time instructional decisions
-Action 2.3 – Continued training for general education and SPED teachers on differentiation and standards alignment
-Action 3.1 – College and Career counseling supports, including CCAP dual enrollment and CTE expansion
-Action 1.4 – Family engagement through goal-setting, data chats, and ongoing attendance outreach

Ongoing Commitment to Equity and Improvement
CalOPS Southern California has taken strategic steps to increase state testing participation, including remote options, weekend testing, and targeted outreach. At the same time, internal assessments such as iReady provide more detailed insight into student growth and proficiency. As part of our continuous improvement cycle, we remain focused on long-term systemic improvements that align with our mission to support every learner. This includes eliminating barriers to access, building educator capacity, and refining instructional and engagement practices that meet the diverse needs of our student population.

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 Online Public Schools 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
Based on the 2024 California School Dashboard, California Online Public Schools Southern California remains eligible for Comprehensive Support and Improvement (CSI), as it falls within the lowest-performing 5% of schools statewide. Although the school's graduation rate improved modestly from 78.4% to 80.5%, persistent performance gaps remain across multiple state priorities.
This continued CSI designation is primarily driven by the performance of the Socioeconomically Disadvantaged (SED) student group. In 2024, this group demonstrated the lowest academic achievement and engagement in the following areas:
-English Language Arts: 112.9 points below standard
-Mathematics: 162.2 points below standard
-Chronic Absenteeism: 23.5%, an increase of 7.5 percentage points from the previous year
For context, the all-student average chronic absenteeism rate was 19%, with even more concerning rates among Students with Disabilities (25.2%), Hispanic students (20.3%), and Homeless youth (35.6%). These indicators underscore an urgent need for sustained improvements in both academic achievement and student attendance, particularly among our most at-risk groups.
To develop this CSI plan, CalOPS Southern California collaborated with stakeholders across all grade spans, including leaders from the high school team, student services, counselors, and advisory groups such as the School Advisory Committee and English Learner Advisory Committee. These groups played a central role in reviewing state and local data and refining proposed interventions.

Root Cause Analysis
-Chronic absenteeism among SED, EL, and Homeless students limits instructional time and academic momentum
-Significant academic gaps in ELA and Math, driven by skill gaps, inconsistent engagement, and instructional access
-Low participation rates in CAASPP testing, especially among mobile or credit-deficient students, hinder data accuracy
-High school mobility and mid-year transfers create challenges in maintaining academic progress and credit accumulation
-Lack of early intervention in middle school leads to gaps that are not addressed until high school, impacting graduation

Evidence-Based Interventions
Using The Practical Decision Maker framework (Harvey, Bearley, Corkrum, 1997), CalOPS Southern California selected the following multi-tiered strategies to address both academic and engagement needs:
-Homeroom Connection Model: Staff are assigned small groups of students for weekly check-ins, monitoring progress, and delivering early intervention. Contact rates reached an average of 87% through Q3 of the 2024–2025 school year.

-Project Success (Credit Recovery Program): Students are grouped into academic support sections led by credentialed content teachers. The program has maintained a 96.5% pass rate in 2024–2025, supporting on-time graduation for credit-deficient students.
-CHAMPS (Creating Hope and Motivation for Postsecondary Success): Identifies at-risk students entering high school and places them in structured academic and SEL supports. The 2023–2024 cohort showed an 85% pass rate across core subjects.
-In-House Summer School: Though scaled back in summer 2024 due to transitions, the program served both credit recovery and skill-building students with a 73% pass rate. Plans for summer 2025 include expanded course offerings and early outreach to high-needs students.
-College and Career Access Pathway (CCAP): The Saddleback College partnership now supports 57 dual-enrolled students, with an 86% pass rate across four transferable or career-pathway courses. This expansion provides equitable access to college-level coursework and supports long-term postsecondary planning.

Identification of Resource Inequities
While the school's virtual model provides consistent access to curriculum and technology, performance disparities indicate systemic inequities that require targeted support. In response:
-Student-teacher ratios will be reduced for credit-deficient and high-needs students
-Additional intervention staff and resources will be dedicated to CHAMPS, Project Success, and summer school programs
-Expanded outreach and case management will be prioritized for SED, EL, and mobile students to promote attendance
-Eligibility for services is determined by real-time academic and engagement data, not solely by subgroup classification, ensuring all students with demonstrated need have equitable access to intervention

Conclusion
California Online Public Schools Southern California remains committed to addressing the conditions that led to its CSI designation. By leveraging data-driven strategies, increasing access to high-quality instruction and support, and engaging in ongoing reflection and improvement, the school is focused on ensuring meaningful and measurable progress for all students, particularly those most underserved.

Monitoring and Evaluating Effectiveness

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

The implementation and effectiveness of this CSI plan will be continuously monitored using the stages of implementation outlined by Fixsen: exploration, installation, initial implementation, and full implementation. These stages are dynamic, allowing the school to adjust as staff and circumstances evolve (https://nirn.fpg.unc.edu/).
Progress will be reviewed formally on a quarterly basis, focusing on:
The percentage of all students on track to graduate, with the goal of exceeding the 68% cohort graduation threshold.
Increased rates of underclassmen staying on cohort.
Expansion and impact of the CCAP dual enrollment program.
Continued refinement of the in-house summer school and CHAMPS programs.
Reduction in chronic absenteeism rates across student groups, particularly among Socioeconomically Disadvantaged, Hispanic, and English Learner students.
Leadership, staff, and community stakeholders will participate in these reviews to provide insight and feedback. Their input will guide

adjustments to interventions and support decisions about program expansion or revision. These monitoring efforts will ensure the school remains responsive and adaptive, using evidence and feedback to drive continuous improvement and improve student outcomes. In addition, ongoing training and communication will be provided to staff and families to support understanding of the CSI plan, foster shared responsibility for student outcomes, and build capacity to address chronic absenteeism, student engagement, and academic progress collaboratively.

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 Online Public Schools 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, and grade level and department 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 Online Public Schools 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%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Reading was 60%		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%	Current difference from baseline is -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	The median percent progress towards Typical Growth after the first two diagnostics (through month 5) in Math as measured by i-Ready	In 2023-2024, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 57%	In 2024-2025, the median percent progress towards Typical Growth after the first two diagnostics (through month 6) in Math was 50%		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%	Current difference from baseline is -7%
1.3	Increase English Learner reclassification rates	In 2023-2024, the RFEP rate through month 8 was 8.96%	In 2024-2025, the RFEP rate through month 8 was 12.76%		The desired outcome for 2026 - 2027 is an RFEP rate through month 8 of 9.4%	Current difference from baseline is 3.8%

Goal Analysis [2024-25]

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.

Implementation of Goal 1 remained largely aligned with the plan. Teachers participated in targeted professional development (Action 1.1), and i-Ready diagnostics and MTSS systems (Action 1.2) were consistently used to monitor and support academic growth. PLC collaboration (Action 1.3) continued to inform instructional practice, and instructional tools (Action 1.4) were integrated to support synchronous and asynchronous instruction. EL and LTEL supports (Actions 1.5 and 1.6) were implemented, though with slightly reduced scope due to enrollment-driven adjustments.

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.

Expenditures were generally consistent with planned budgets, but some contributing actions, particularly those tied to EL and LTEL support, were under budget. This variance was due to a transitional year with planned ADA reductions and shifts in student demographics. While funding projections were based on prior enrollment, implementation remained high-quality and targeted.

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

Goal 1 actions produced several positive outcomes. The school exceeded its RFEP target, increasing from 8.96% to 12.76%, demonstrating improved EL support. Diagnostic data revealed opportunities for growth: reading progress dropped from 67.5% to 60%, and math from 57% to 50%, reinforcing the need for targeted math instructional supports. These outcomes confirmed the strength of core strategies and informed the need for continued refinement.

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.

For 2025–26, adjustments will focus on aligning contributing expenditures to actual ADA and refining EL supports based on diagnostic data. Instructional tools and collaborative planning will remain central to improving growth in reading and math across all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development for Academic Achievement	Teachers will participate in both in-person and virtual professional development focused on supporting academic achievement in the core as well as electives and CTE.	$589,581.60	No Yes
1.2	Diagnostic Assessments and MTSS Academic Interventions	Diagnostic assessments, such as i-Ready and MAP, will be administered 3x per year in Reading and Math, results will be analyzed by school leadership, and the data will be presented to the appropriate Professional Learning Communities (PLCs) for their analysis and MTSS academic intervention planning.	$6,828,033.82	No Yes
1.3	Teacher Collaboration for Academic Achievement	PLCs will discuss performance data to determine the best strategies and methods and implement best practices to re-teach and accelerate all students in all subject areas, as needed.	$8,272,995.02	No Yes
1.4	Synchronous and Asynchronous Instructional Tools	Teachers will utilize high-engagement online instructional tools to benefit both synchronous and asynchronous lesson design and delivery.	$491,887.53	No Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Student Achievement	Refinement of support for EL students to increase engagement and achievement to ensure progress towards English language proficiency.	$407,379.89	Yes
1.6	LTEL Support	Implement processes for identifying and transitioning Long Term English Learner students towards reclassification.	$1,389,500.40	Yes
1.7	Foster and Homeless Academic Achievement	Foster/homeless youth will be automatically eligible to receive various interventions such as specialized tutoring support through PLC discussions, student support section, enhanced monitoring by teachers, and consideration for modifications to graduation	$76,213.69	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All stakeholder groups will demonstrate active engagement in the school program.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In order to achieve in any manner, the school community needs to be engaged with one another. Actions associated with this goal are designed to help the school community engage in the pursuit of academic success and also success in society, both while enrolled in our school and beyond. All metrics associated with this goal are selected to measure engagement through the unique lens of our virtual environment as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain a high rate of biweekly contacts	In 2023-2024 through month 8, the average biweekly contact rate was 97.3%	In 2024-2025 through month 8, the average biweekly contact rate was 87%		The desired outcome for 2026 - 2027 is an average biweekly contact rate of 99.2% through month 8.	The difference from baseline is -10.3%
2.2	Decrease chronic absenteeism	The 2023-2024 chronic absenteeism rate after month 7 was 15.94%	The 2024-2025 chronic absenteeism rate after month 7 was 21%		The desired outcome for 2026-2027 month 7 chronic absenteeism rate	The difference from baseline is 5.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					will be less than 14.34%.	
2.3	Maintain a low suspension rate	The 2022-2023 suspension rate was 0%	The 2024-2025 suspension rate was 0%		The desired outcome for 2026-2027 suspension rate is 0%	The difference from baseline is 0%

Goal Analysis [2024-25]

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.

Actions supporting stakeholder engagement were successfully implemented, including access to technology (Action 2.1), tracking participation (Action 2.2), re-engagement (Action 2.3), and increased caretaker support (Action 2.4). Notable success was seen in maintaining a 0% suspension rate and enhancing caretaker onboarding and outreach efforts. However, chronic absenteeism rose to 21%, indicating a need for stronger engagement with at-risk groups.

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.

While the overall implementation of Goal 2 actions remained strong, actual expenditures were lower than initially projected in some areas due to the school's planned enrollment transition. For instance, the budget for technology access (Action 2.1) reflected a larger student population than was ultimately served, resulting in reduced spending. These adjustments were consistent with our shift in ADA and do not reflect a lack of program delivery. As we plan for the upcoming year, we will continue to refine our budget estimates to better align with enrollment and ensure that all engagement-related resources are targeted effectively.

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

Engagement strategies were effective in sustaining a safe school climate, but less so in curbing absenteeism. Despite comprehensive support systems, increased student mobility and transitional challenges limited their impact on attendance. Contact rates declined to 87%, signaling a need for deeper re-engagement with families and students.

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.

In the next year, we will streamline spending on re-engagement and increase the targeting of interventions to SED and mobile students. We'll also continue prioritizing high-impact engagement strategies like homeroom contact and live class instruction.

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

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. 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.	$7,984,380.58	Yes
2.2	Track and Record Daily Student Participation	Each student in every grade must communicate with a teacher at least once every two (2) weeks. In addition, parents/legal guardians (or their qualified designee) must communicate with their student's teacher(s) on a regular basis, with the frequency to be determined by the teacher based on the student's grade level and progress in the program. These required reports (also known as contacts) occur in person, by phone, or via real-time instructional sessions at a mutually agreed-upon time and date. Meetings and contacts are documented in log entries. Attendance and lesson completion are recorded daily.	$7,308,680.90	
2.3	Framework of Tiered Re-engagement	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	$4,847,603.07	Yes

Action #	Title	Description	Total Funds	Contributing
	Strategies for Students	with our school program. School staff will also utilize these strategies to lessen instances of chronic absenteeism.		
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.	$334,744.32	Yes
2.5	Social Emotional / Mental Health Supports	Staff will be trained in and asked to engage in social-emotional support for all students. In instances where more intense mental health support is needed, the school will consult and consider hiring additional experts in these fields.	$639,874.15	No
2.6	Increasing Diversity and Inclusion	Our school is committed to increasing diversity and inclusion for our entire school community. We will participate in professional development and evaluate curriculum and instructional practices, all with the focus of ensuring we incorporate diverse and inclusive practices.	$103,355.40	No
2.7	Foster and Homeless Youth Engagement Support	Continue to refine and consistently implement the identification process for foster and homeless youth during the enrollment and placement process. The school will continue to train one or more liaisons who will work closely with all students identified as foster or homeless and provide a personalized support structure to ensure their success. The roles and responsibilities of the liaison will be developed and clarified for different grade bands. Identified students will be assigned to the student support section of a liaison. Counseling and homeroom staff will be trained in the identification, placement, and support of foster and homeless youth. The focus of all these staff is to identify individualized support for these students providing tools such as WiFi hotspots and other such engagement support.	$69,705.56	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	In-Person and Virtual Engagement and Enrichment	Staff and families will be provided the opportunity to interact in person or virtually to enrich the school experience.	$246,982.56	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will graduate with the knowledge and skills needed for college and careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As an educational organization serving students in high school, it is our work to assist as many students as possible to graduate from high school. Our immediate focus within this goal is to increase the overall graduation rate. To that end, the metrics selected are heavily weighted towards strategies to increase graduation rate as are relevant and available.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase the course pass rates within our in house credit recovery program known as Project Success	In 2023-2024, the average Project Success course pass rate after quarter 3 was 96%	In 2024-2025, 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%	The difference from baseline is 0%
3.2	Increase summer school course pass rates	In the summer of 2023, the summer school	In the summer of 2024, the summer		The desired outcome for the summer school	The difference from baseline is -10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		course pass rate was 83%	school course pass rate was 73%		course pass rate for the summer of 2026 is 87%.	
3.3	Increase graduation rates	The 2022-2023 grad rate was 78.4%	The 2023-2024 grad rate was 80.5%		The desired outcome for the 2025-2026 grad rate is 82.3%	The difference from baseline is 2.1%
3.4	Increase the percentage of students completing a-g requirements.	In 2022-2023, the percentage of students completing a-g requirements was 37%.	In 2023-2024, the percentage of students completing a-g requirements was 37.1%.		The desired outcome of students completing a-g requirements for the 2025-2026 school year is 38.8%	The difference from baseline is .1%

Goal Analysis [2024-25]

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.

Overall, the implementation of Goal 3 actions went well and supported steady progress toward improving college and career readiness. Project Success remained a key support for credit-deficient students, particularly in the upper grades. The CHAMPS program was implemented, offering foundational support for students early in their high school experience. Additionally, our CCAP dual enrollment program continued to grow in both participation and course offerings, helping students explore college-level coursework while still in high school. While a few initiatives were scaled based on enrollment shifts, the majority of actions were successfully carried out and contributed to positive student outcomes. Summer school saw reduced participation and pass rates (73%) due to the systemwide transition, but it remains a critical pathway for credit recovery.

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.

While several contributing actions under Goal 3 came in under budget, these differences reflect broader schoolwide transitions that occurred this year as part of our shift to the CalOPS model. As a transition year, we implemented new systems and structures across the school, which included refining staffing, support programs, and outreach strategies to align with updated enrollment and student needs. As a result,

some initiatives—such as CCAP expansion, summer school, and AVID—were delivered at a more measured scale than originally anticipated. These adjustments allowed us to stay responsive during a year of major change while still maintaining a strong focus on student readiness and access. Moving forward, we will continue to build on these foundational systems and scale programs intentionally as part of our long-term improvement efforts.

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

Graduation rates rose from 78.4% to 80.5%, a notable success tied to targeted interventions. While a-g completion and CCI indicators remain areas for improvement, continued expansion of academic pathways, early interventions, and progress-monitoring tools laid a strong foundation for growth.

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.

Based on this year's outcomes and stakeholder feedback, we will continue refining and strengthening multiple actions under Goal 3 to better support student readiness. Credit recovery and summer school offerings will be expanded and better aligned to student needs earlier in the year to increase access and success rates. We will also strengthen our early identification systems to support at-risk students more proactively through programs like CHAMPS and Project Success. In addition, we plan to scale career exploration and advising supports, ensuring students are aware of and prepared for both college and career pathways. While CCAP will remain part of our overall strategy, we are also focusing on broadening postsecondary readiness through a-g support, and CTE opportunities. These adjustments reflect our commitment to providing multiple, meaningful pathways to success for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	College Preparation	Continue to improve guidance department policies and procedures to ensure students are enrolled in college prep curriculum, including analysis using student data to promote additional a-g, AP, and honors coursework. Collect and analyze a-g course completion data and develop strategies to increase overall student performance in these courses.	$1,380,627.27	No
3.2	Career Preparation (CTE)	Develop and implement formal Career Technical Education Pathways.	$28,425.33	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	AVID Program Implementation	Continue to implement and expand the AVID program to provide additional support for college readiness to at-risk student populations.	$13,751.98	Yes
3.4	Credit Recovery and Summer Intervention	Additional credit recovery options will continue to be made available, including a more robust credit recovery program known as Project Success, and students will be identified as eligible candidates via transcript evaluations, which occur upon enrollment and at the end of each semester. Continued in-house summer school program, allowing high school students to make up credits.	$1,396,963.19	Yes
3.5	Transition Plans	Monitor Individual Transition Plan goals for all high school Special Education students for goal mastery, in particular, for college and career awareness and independent living.	$482,027.14	No
3.6	Graduation Rate Progress Monitoring	Continued implementation of an Early Warning and Response System. This system has a clear focus on students' level of credit need, so varied interventions and supports can be targeted.	$1,549,701.00	No
3.7	Dual Enrollment Options	Develop a Career College Access Pathway with a community college partner to expand dual enrollment options.	$70,894.69	No
3.8	Early Intervention Program Development	Continued development and refinement of CHAMPS (Community Helps Achieve My Personal Success) program to identify 8th - 10th grade students who need more intervention regarding overall participation, credit deficiency, and engagement in our program.	$71,618.47	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,300,504.17	$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
10.084%	0.000%	$0.00	10.084%

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 educators while also ensuring that they are prepared to meet the diverse needs of all our	Providing professional development on an LEA-wide ensures that all teachers have access to consistent, comprehensive support that aligns with the diverse needs and priorities of the educational community. It promotes collaboration, efficiency, and effectiveness in professional learning efforts, ultimately contributing to the enhancement of teaching quality and student achievement across the board. The focused needs for providing professional development for our staff are Consistency and Equity, Comprehensive Support,	Monitoring the effectiveness of professional development initiatives requires a combination of quantitative and qualitative metrics. Student Achievement Data: One of the primary goals of professional development is to improve

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
	student groups with special attention to our unduplicated student population. **Scope:** LEA-wide	Maximizing Resources, and Alignment with Goals and Initiatives.	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

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. Indicators such as increased participation 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	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	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,

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
	inform decision-making, teachers and staff can help all students thrive academically. **Scope:** LEA-wide	students have the opportunity to receive high-quality support and achieve academic success.	including improvements in internal diagnostics three times per year and standardized test scores, grades, and other indicators of academic achievement. Compare pre- and post-intervention data to assess the impact of MTSS interventions on student learning. 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

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
			who move from higher to lower tiers as a result of intervention success. 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

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
			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. 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:**	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	Teacher collaboration addresses several critical needs within our school that arel addressed through various measures.

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 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	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.	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. 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.

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
			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 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.

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
			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 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.

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
			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 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

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
			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, effectiveness in supporting learning objectives, and areas for improvement. Resource Utilization: Regular evaluation 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
			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 impact of synchronous and asynchronous instructional tools on student outcomes, such as retention 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
			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.
2.1	**Action:** Access to Technology, Internet Connectivity, and a Rigorous Curriculum **Need:** The need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is paramount in ensuring equitable educational opportunities for all students. Additionally, a rigorous curriculum is essential for preparing students to succeed in a rapidly evolving world, equipping them with the knowledge, skills, and critical thinking abilities needed for future success. Therefore, addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum is crucial for promoting academic excellence, fostering innovation, and empowering all students to reach their full potential. **Scope:** LEA-wide	Providing actions on an LEA-wide ensures that all students have access to the resources and opportunities needed to succeed academically, regardless of their background or circumstances. By taking a systemic approach to addressing the need for Access to Technology, Internet Connectivity, and a Rigorous Curriculum, educational leaders can create an environment where every student has the support and tools they need to thrive.	California Connections Academy will monitor these metrics by implementing a comprehensive data management system and reporting structure: Access to Technology: Utilizing a centralized database to track device distribution and usage, with regular updates to ensure accuracy. Conducting periodic surveys or assessments to gauge students' access to technology at home, with data integrated into the student information system. Analyzing trends and disparities in device usage

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
			and access rates to inform decision-making and resource allocation. Generating regular reports on device allocation, usage rates, and access disparities for review by school administrators and stakeholders. Internet Connectivity: Monitoring network performance and usage statistics within the school's infrastructure using network monitoring tools. Administering surveys or assessments to assess students' internet access at home, with data stored in the student information system. Analyzing survey data and network performance metrics to identify areas for improvement in internet connectivity. Rigorous Curriculum: Tracking curriculum alignment, student performance on assessments, participation rates in advanced coursework, 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
			graduation rates through the school's learning management system. Analyzing assessment results, enrollment data, and graduation rates to evaluate curriculum effectiveness and student outcomes. Generating reports on curriculum alignment, assessment results, and student outcomes to assess the impact of curriculum initiatives and inform future decisions. Equity and Access Disparities: Collecting demographic data, survey responses, and other relevant information through the student information system. Analyzing demographic data and survey responses to identify disparities and trends in technology access and internet connectivity among student populations. Producing reports highlighting disparities in access to technology and

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
			internet connectivity among student populations to guide equity initiatives and resource allocation decisions. Student Engagement and Learning Outcomes: Collecting data on student engagement levels, academic performance indicators, and student feedback on digital learning resources through the learning management system. Analyzing data on student engagement, academic performance, and feedback to assess the effectiveness of digital learning initiatives and curriculum materials. Producing reports summarizing student engagement levels, academic performance indicators, and feedback to evaluate the impact of digital learning initiatives and inform instructional decisions.
2.3	**Action:** Framework of Tiered Re-engagement Strategies for Students	The action provides support tailored to each student's needs, helping them stay engaged and succeed. This approach is vital because it will help	Metrics to monitor the effectiveness of tiered re-

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
	Need: Tiered re-engagement strategies for students are crucial because they allow educators to customize interventions based on the diverse needs of individual learners. By identifying and intervening early, these strategies help prevent disengagement from escalating, ultimately improving academic outcomes and increasing graduation rates. Additionally, tiered approaches enable schools to optimize the allocation of resources, ensuring that all students, regardless of background, receive the support they need to succeed. By fostering equity and creating a positive school environment, these strategies contribute to a culture of inclusivity and academic achievement. **Scope:** LEA-wide	us to catch problems early, preventing bigger issues later, use resources efficiently by focusing on what each student needs most, ensure fairness by giving every student the help they need to thrive, create a positive atmosphere where all students feel valued and encouraged, and meet standards by showing schools are actively helping students succeed.	engagement strategies for all students include: Attendance Rates: Monitoring attendance can indicate if students are more consistently attending classes after the implementation of re-engagement strategies. Live Classroom Participation: Observing and tracking students' participation in live class discussions, group activities, and other interactive learning opportunities can provide insights into their engagement levels. Assignment Completion Rates: Tracking the percentage of assignments completed by students can indicate their level of involvement and commitment to their academic work. Academic Performance: Assessing students' academic progress through grades, test scores, and other

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 can indicate whether re-engagement strategies are positively impacting their learning outcomes. Student Surveys or Feedback: Gathering feedback directly from students about their experiences with re-engagement strategies can provide valuable insights into their effectiveness and areas for improvement. Graduation Rates: Tracking the percentage of students who successfully graduate can be a long-term indicator of the effectiveness of re-engagement strategies in supporting student success.
2.4	**Action:** Caretaker Engagement Support **Need:** The need to provide caretakers engagement support arises from their crucial role in a student's academic journey and overall well-being. Caretakers, whether parents or guardians, are key influencers in a student's	This action addresses the need for caretaker engagement support by providing caretakers with the resources, information, and opportunities they need to effectively support their child's learning and development. By offering caretakers access to educational materials, training sessions, collaborative meetings, and communication, they are empowered to become active participants in their child's education. This engagement support	Measuring the effectiveness of caretaker engagement support can be done through various methods: Attendance and Participation: Tracking 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
	life, providing essential support and guidance outside of the virtual classroom. Engaging caretakers in the educational process strengthens the partnership between home and school, facilitating better communication, collaboration, and support for students. **Scope:** LEA-wide	helps caretakers feel more confident and equipped to navigate the challenges of supporting their child's learning, ultimately creating a more supportive and enriching home environment. Additionally, by fostering strong partnerships between home and school, this action ensures that caretakers are fully involved in their child's educational journey, which is essential for promoting academic success and overall well-being.	participation in collaborative meetings, training sessions, or informational events designed for caretakers provides insights into their level of engagement and interest. Surveys and Feedback: Administering surveys or feedback forms to caretakers can gather their opinions, satisfaction levels, and perceived usefulness of the support provided. This feedback helps assess the impact of engagement efforts from their perspective. Communication Logs: Keeping records of communication exchanges between school staff and caretakers, such as emails, phone calls, or meetings, can indicate the frequency and quality of engagement. Student Progress and Performance: Monitoring students' academic progress and performance over time can indirectly

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
			reflect the effectiveness of caretaker engagement support. Improved student outcomes may indicate that caretaker involvement is positively influencing student success. Parent-Teacher Meetings: Assessing the frequency and quality of interactions during parent-teacher meetings can indicate the level of caretaker engagement and collaboration with educators. Retention and Involvement Rates: Tracking caretaker retention rates in engagement activities or programs over time can gauge the sustainability and impact of support efforts.
3.2	**Action:** Career Preparation (CTE) **Need:** The action of Career Preparation, particularly through Career and Technical Education (CTE) programs, is driven by the pressing need to equip students with the practical skills, industry knowledge, and career readiness	Career Preparation through Career and Technical Education (CTE) programs is provided to address a variety of critical needs. This action promotes equity and access by offering diverse career pathways and opportunities to all students, regardless of their background or academic achievement. This inclusive approach ensures that every student has the opportunity to explore and pursue high-demand careers, ultimately	Metrics to monitor the effectiveness of Career Preparation through Career and Technical Education (CTE) programs can include: Enrollment in Career Preparation (CTE)

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
	competencies essential for success in today's dynamic job market. With industries evolving rapidly and facing shortages of skilled workers, CTE programs play a pivotal role in closing the skills gap by providing students with relevant training aligned with real-world job demands. **Scope:** LEA-wide	contributing to a more equitable society. Furthermore, by preparing students for success in the workforce, CTE programs play a crucial role in workforce development and economic growth, benefiting both individuals and communities. Overall, Career Preparation through CTE programs is essential for meeting the needs of students, industries, and communities in today's rapidly changing economy.	Coursework: Monitor and evaluate the enrollment and completion of our CTE courses. Graduation and Persistence Rates: Monitoring the graduation rates and persistence rates of students enrolled in CTE programs to assess program completion and retention. Student Satisfaction Surveys: Administering surveys to CTE program students and graduates to assess their satisfaction with the program, the relevance of the skills learned, and their overall preparedness for the workforce. Post-Graduation Success: Tracking the post-graduation success of CTE program graduates, including their ability to advance in their careers, obtain promotions, or pursue further education.

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
3.3	**Action:** AVID Program Implementation **Need:** The implementation of the AVID (Advancement Via Individual Determination) program is crucial due to its proven effectiveness in addressing various educational needs. AVID provides targeted support to students who are traditionally underrepresented in higher education, including those from low-income, first-generation, and minority backgrounds. By focusing on college readiness skills such as note-taking, study strategies, and critical thinking, AVID prepares students for success in post-secondary education and beyond. **Scope:** LEA-wide	The AVID Program promotes equity by ensuring all students have access to academic support regardless of their background. Research underscores AVID's role in improving retention and graduation rates, demonstrating its impact on overall student success. Additionally, AVID implementation involves comprehensive professional development for educators, enhancing teaching practices and fostering a culture of academic excellence school-wide. By integrating 21st-century skills into the curriculum, AVID prepares students for future career prospects and lifelong learning. Overall, AVID's necessity lies in its ability to address achievement gaps, promote college readiness, advance equity, improve outcomes, provide teacher development, and nurture vital skills in students.	A metric to monitor the effectiveness of the AVID program is: College Enrollment and Persistence Rates: Tracking the percentage of AVID program graduates who enroll in college and persist beyond their first year. This metric indicates the program's success in preparing students for post-secondary education and supporting them through their college experience. Graduation Rates: Monitoring the percentage of AVID program participants who graduate from high school on time. This metric demonstrates the program's impact on student academic achievement and success. GPA Improvement: Measuring the average GPA improvement among AVID program participants compared to non-participants. This metric indicates the program's effectiveness in enhancing

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			students' academic performance and outcomes. College Acceptance Rates: Tracking the percentage of AVID program participants who are accepted into four-year colleges or universities. This metric reflects the program's success in helping students gain admission to higher education institutions. Survey Data: Administering surveys to AVID program participants to gather feedback on their experiences, perceptions, and outcomes related to the program. This qualitative data provides insights into the program's impact on students' attitudes, behaviors, and aspirations.
3.4	**Action:** Credit Recovery and Summer Intervention **Need:** The need for Credit Recovery and Summer Intervention programs is driven by the imperative to ensure that all students have the	These programs address several key challenges that students may encounter on their path to graduation. Firstly, they provide a lifeline for students who have fallen behind in coursework or have failed to meet graduation requirements, offering them the chance to make up missed credits and complete necessary courses.	Metrics to measure the effectiveness of Credit Recovery and Summer Intervention programs include:

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
	opportunity to succeed academically and graduate from high school. **Scope:** LEA-wide	Additionally, Credit Recovery programs offer vital academic support and remediation to help struggling students master essential concepts and skills, ensuring they have the foundation needed for success in subsequent courses. Furthermore, these programs play a crucial role in preventing dropout by providing at-risk students with alternative pathways to earning credits and staying on track toward graduation. Moreover, Summer Intervention programs address the issue of learning loss over the summer break, particularly for students from disadvantaged backgrounds, by offering opportunities for academic enrichment, remediation, and credit recovery during the summer months. Overall, Credit Recovery and Summer Intervention programs are essential components of a comprehensive strategy to support student success, graduation, and academic achievement, ensuring that all students have the chance to reach their full potential.	Credit Attainment: Tracking the percentage of students who successfully complete credit recovery courses or earn credits during summer intervention programs compared to the total number of students enrolled. This metric indicates the program's success in helping students make up missed or failed credits. Graduation Rates: Monitoring the percentage of students who graduate from high school after participating in credit recovery or summer intervention programs. This metric demonstrates the program's impact on improving graduation rates and ensuring students stay on track toward graduation. Course Completion Rates: Assessing the percentage of enrolled students who successfully complete credit recovery courses or summer intervention programs. This metric

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
			provides insights into the program's effectiveness in supporting student academic progress and persistence. Academic Performance: Comparing pre- and post-program academic performance, such as GPA improvement or standardized test scores, to measure the impact of credit recovery and summer intervention programs on student learning outcomes. Attendance and Engagement: Tracking student attendance and participation rates in credit recovery and summer intervention programs to assess their level of engagement and commitment to academic success. Post-Program Success: Surveying program participants to gather feedback on their experiences, perceptions, and outcomes following participation in credit

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			recovery or summer intervention programs. This qualitative data provides insights into the program's long-term impact on student success and well-being.

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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 unduplicated student group, will ensure that they are on track to

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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:**	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	Monitoring the effectiveness of actions designed to support the academic achievement of foster and homeless

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			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.
2.7	**Action:** Foster and Homeless Youth Engagement Support **Need:** Foster and homeless youth face a myriad of challenges that can significantly impact their ability to engage in education. These challenges include instability in living arrangements, disruptions in schooling, experiences of trauma and adversity, and struggles to meet basic needs. As a result, foster and homeless youth often require additional support to navigate educational systems, access resources, and advocate for their rights.	Supporting foster and homeless youth engagement directly addresses the need by providing additional support to help these vulnerable populations navigate the numerous challenges they face in education. By offering tailored assistance, such as educational advocacy, access to resources, and empowerment programs, this support aims to mitigate the impacts of instability in living arrangements, disruptions in schooling, trauma, adversity, and struggles to meet basic needs. By addressing these challenges, foster and homeless youth are better equipped to engage in education and overcome barriers to learning. Thus, supporting foster and homeless youth engagement directly aligns with the identified need by providing the necessary resources and support to help these youth	Effectiveness in supporting foster and homeless youth engagement can be monitored through various methods: Attendance and Participation: Tracking attendance and participation in engagement programs, contacts, or support groups specifically designed for foster and homeless youth can provide insights into the

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	navigate educational systems, access resources, and advocate for their rights, ultimately promoting their academic success and well-being.	reach and effectiveness of these initiatives. Academic Progress: Monitoring academic progress, such as improvements in grades, completion of assignments, and participation, can indicate the impact of engagement support on educational outcomes. Feedback and Surveys: Gathering feedback and insights directly from foster and homeless youth who have participated in engagement programs or received support services can provide valuable information on the perceived effectiveness of these initiatives. Retention Rates: Tracking retention rates of foster and homeless youth in educational programs or support services over time can indicate the level of satisfaction and engagement with the provided support.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			Graduation Rates: Monitoring graduation rates among foster and homeless youth can serve as a long-term indicator of the effectiveness of engagement support in promoting educational success and attainment.

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

NA

Additional Concentration Grant Funding

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

NA

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$62,481,459.00	6,300,504.17	10.084%	0.000%	10.084%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$38,897,781.56	$4,967,352.63	$0.00	$719,793.37	$44,584,927.56	$35,036,319.70	$9,548,607.86

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development for Academic Achievement	All	No Yes	LEA-wide		All Schools	2025-2026	$11,583.60	$577,998.00	$520,198.20			$69,383.40	$589,581.60	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	All	No Yes	LEA-wide		All Schools	2025-2026	$6,731,290.07	$96,743.75	$5,670,577.74	$1,086,802.02		$70,654.06	$6,828,033.82	
1	1.3	Teacher Collaboration for Academic Achievement	All	No Yes	LEA-wide			2025-2026	$8,272,995.02	$0.00	$6,968,832.60	$1,304,162.42			$8,272,995.02	
1	1.4	Synchronous and Asynchronous Instructional Tools	All	No Yes	LEA-wide		All Schools	2025-2026	$413.70	$491,473.83	$470,144.64			$21,742.89	$491,887.53	
1	1.5	English Learner Student Achievement	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-2026	$407,379.89	$0.00	$320,430.84			$86,949.05	$407,379.89	
1	1.6	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2025-2026	$1,389,500.40	$0.00	$1,389,500.40				$1,389,500.40	
1	1.7	Foster and Homeless Academic Achievement	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth	All Schools	2025-2026	$66,166.69	$10,047.00	$76,213.69				$76,213.69	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		2025-2026	$317,459.41	$7,666,921.17	$7,096,079.00	$570,842.17		$317,459.41	$7,984,380.58	
2	2.2	Track and Record Daily Student Participation	Foster Youth Low Income			Foster Youth Low Income		2025-2026	$6,875,341.96	$433,338.94	$6,439,239.29	$869,441.61			$7,308,680.90	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	$4,847,603.07	$0.00	$4,195,521.86	$652,081.21			$4,847,603.07	
2	2.4	Caretaker Engagement Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2025-2026	$334,744.32	$0.00	$334,744.32				$334,744.32	
2	2.5	Social Emotional / Mental Health Supports	All	No			All Schools	2025-2026	$565,749.75	$74,124.40	$565,749.75	$49,302.40		$24,822.00	$639,874.15	
2	2.6	Increasing Diversity and Inclusion	All	No			All Schools	2025-2026	$103,355.40	$0.00	$103,355.40				$103,355.40	
2	2.7	Foster and Homeless Youth Engagement Support	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2025-2026	$69,705.56	$0.00	$69,705.56				$69,705.56	
2	2.8	In-Person and Virtual Engagement and Enrichment	All	No			All Schools	2025-2026	$128,782.56	$118,200.00	$118,200.00			$128,782.56	$246,982.56	
3	3.1	College Preparation	All	No			All Schools	2025-2026	$1,380,627.27	$0.00	$1,380,627.27				$1,380,627.27	
3	3.2	Career Preparation (CTE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$517.13	$27,908.20	$28,425.33				$28,425.33	
3	3.3	AVID Program Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$7,895.76	$5,856.22	$13,751.98				$13,751.98	
3	3.4	Credit Recovery and Summer Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2025-2026	$1,355,694.84	$41,268.35	$1,396,963.19				$1,396,963.19	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	Transition Plans	Students with Disabilities	No			All Schools	2025-2026	$482,027.14	$0.00	$264,666.74	$217,360.40			$482,027.14	
3	3.6	Graduation Rate Progress Monitoring	All	No			All Schools	2025-2026	$1,549,701.00	$0.00	$1,332,340.60	$217,360.40			$1,549,701.00	
3	3.7	Dual Enrollment Options	All	No			All Schools	2025-2026	$66,166.69	$4,728.00	$70,894.69				$70,894.69	
3	3.8	Early Intervention Program Development	All	No			All Schools	2025-2026	$71,618.47	$0.00	$71,618.47				$71,618.47	

2025-26 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
$62,481,459.00	6,300,504.17	10.084%	0.000%	10.084%	$28,551,089.35	0.000%	45.695 %	Total:	$28,551,089.35
								LEA-wide Total:	$26,695,238.86
								Limited Total:	$1,855,850.49
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development for Academic Achievement	Yes	LEA-wide			$520,198.20	
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	LEA-wide			$5,670,577.74	
1	1.3	Teacher Collaboration for Academic Achievement	Yes	LEA-wide			$6,968,832.60	
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	LEA-wide			$470,144.64	
1	1.5	English Learner Student Achievement	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$320,430.84	
1	1.6	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,389,500.40	
1	1.7	Foster and Homeless Academic Achievement	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$76,213.69	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	LEA-wide	Foster Youth Low Income		$7,096,079.00	
2	2.2	Track and Record Daily Student Participation			Foster Youth Low Income		$6,439,239.29	
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$4,195,521.86	
2	2.4	Caretaker Engagement Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$334,744.32	
2	2.7	Foster and Homeless Youth Engagement Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$69,705.56	
3	3.2	Career Preparation (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,425.33	
3	3.3	AVID Program Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,751.98	
3	3.4	Credit Recovery and Summer Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,396,963.19	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$44,584,927.56	$40,624,383.25

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development for Academic Achievement	Yes	$589,581.60	204,296.60
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$6,828,033.82	7,745,564.00
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$8,272,995.02	8,523,705.96
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$491,887.53	243,308.42
1	1.5	English Learner Student Achievement	Yes	$407,379.89	116,793.10
1	1.6	LTEL Support	Yes	$1,389,500.40	40,139.25
1	1.7	Foster and Homeless Academic Achievement	Yes	$76,213.69	61,759.20
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$7,984,380.58	1,745,310.10
2	2.2	Track and Record Daily Student Participation	No	$7,308,680.90	7,737,589.77
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$4,847,603.07	4,972,058.05
2	2.4	Caretaker Engagement Support	Yes	$334,744.32	521,134.89

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	2.5	Social Emotional / Mental Health Supports	No	$639,874.15	2,555,568.72
2	2.6	Increasing Diversity and Inclusion	No	$103,355.40	120,479.38
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$69,705.56	292,675.75
2	2.8	In-Person and Virtual Engagement and Enrichment	No	$246,982.56	61,066.48
3	3.1	College Preparation	No	$1,380,627.27	958,991.39
3	3.2	Career Preparation (CTE)	Yes	$28,425.33	17,472.00
3	3.3	AVID Program Implementation	Yes	$13,751.98	10,312.75
3	3.4	Credit Recovery and Summer Intervention	Yes	$1,396,963.19	876,268.92
3	3.5	Transition Plans	No	$482,027.14	345,694.73
3	3.6	Graduation Rate Progress Monitoring	No	$1,549,701.00	3,353,685.19
3	3.7	Dual Enrollment Options	No	$70,894.69	34,959.87
3	3.8	Early Intervention Program Development	No	$71,618.47	85,548.73

2024-25 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)
4,850,909	$28,551,089.35	$20,012,194.56	$8,538,894.79	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)
1	1.1	Professional Development for Academic Achievement	Yes	$520,198.20	146,745.85		
1	1.2	Diagnostic Assessments and MTSS Academic Interventions	Yes	$5,670,577.74	6,141,837.82		
1	1.3	Teacher Collaboration for Academic Achievement	Yes	$6,968,832.60	6,647,349.90		
1	1.4	Synchronous and Asynchronous Instructional Tools	Yes	$470,144.64	157,660.80		
1	1.5	English Learner Student Achievement	Yes	$320,430.84	78,224.59		
1	1.6	LTEL Support	Yes	$1,389,500.40	34,932.50		
1	1.7	Foster and Homeless Academic Achievement	Yes	$76,213.69	47,304.20		
2	2.1	Access to Technology, Internet Connectivity, and a Rigorous Curriculum	Yes	$7,096,079.00	1,054,846.18		
2	2.3	Framework of Tiered Re-engagement Strategies for Students	Yes	$4,195,521.86	4,071,407.13		
2	2.4	Caretaker Engagement Support	Yes	$334,744.32	521,134.89		
2	2.7	Foster and Homeless Youth Engagement Support	Yes	$69,705.56	206,697.03		
3	3.2	Career Preparation (CTE)	Yes	$28,425.33	17,472.00		

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	3.3	AVID Program Implementation	Yes	$13,751.98	10,312.75		
3	3.4	Credit Recovery and Summer Intervention	Yes	$1,396,963.19	876,268.92		

2024-25 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)
43,923,471	4,850,909		11.044%	$20,012,194.56	0.000%	45.562%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* 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) 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;
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.

- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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- 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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

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Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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 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 2024

Coversheet

Principals' Report (attached)

Section:	IV. Oral Reports
Item:	B. Principals' Report (attached)
Purpose:	FYI
Submitted by:	
Related Material:	CalOPS Principals' Report 05.13.25.pdf

California Online Public Schools

CalOPS Principals' Report

May 2024-25

Site Reports

Matthew Brockway, High School Principal

Site Administrator for Northern Region - Monterey Bay, North Bay, and Northern California

April was gone in a flash! As with everybody, we are in the middle of our state testing. In addition to that, we are in the midst of our AP testing as well. I want to thank all of the amazing teachers and counselors and other staff that have helped make the testing process go as smoothly as it can. We are in the season of all things graduation related, in a few short weeks we will be having prom, grad night, and our two ceremonies. It is an exciting time for all.

Marcus White, Elementary Principal

Site Administrator for Central Region - Central Valley and Central Coast

Greetings From Elementary,

We are working very hard to keep our students engaged and excited about learning. Teachers have started holding end of the year conferences. In these conferences they go over student data and growth with caretakers. Additionally, they give caretakers summertime tips and suggestions to encourage student learning over the summer. We are also in the midst of state testing. Our team is doing an outstanding job helping students feel comfortable and confident as they test. We could not be more proud of the work our team is doing.

Heather Tamayo, Middle School Principal

Site Administrator for Southern Region - Southern California

As we approach the end of the school year, our middle school team is wrapping up with focus and determination. Teachers are doing an exceptional job administering state testing with efficiency and care, ensuring a smooth experience for students. In addition to testing, they are also actively engaging with homeroom families to complete Intent to Return (ITR) forms for the 2025–2026 school year and confirm course placements. Their dedication during this busy season reflects their unwavering commitment to student success and schoolwide continuity.

Middle school administration is actively collaborating with various teacher-led committees to reflect on this year's experiences and refine current protocols and processes. This collaborative effort is focused on ensuring that lessons learned inform and shape more effective, streamlined

practices for the 2025–2026 school year.

Enrollment Update

Month for Report: May

	Elementary School	Middle School	High School	Total
Enrolled	2206	1927	4264	8397
25-26 ITR Pipeline Applications	247	203	565	1015
25-26 Completed & Approved ITR Applications	950	806	1783	3539
25-26 Pipeline Applications	155	129	185	469
25-26 Completed & Approved New Student Applications	229	136	172	537
Updated: May 5, 2025				

Marketing Update

2025/2026 Family Forum Webinars

We are thrilled to have launched a series of webinars for all families, both new and returning, who have enrolled for the 2025/2026 school year. These "family forums" are designed to keep caretakers engaged with our school through the first day of school. These are hosted in addition to the prospective family information sessions held weekly.

Family Forum Schedule as of 5/5/2025

Date	Day	Time	Topic
April 22, 2025	Tuesday	11:00 AM/5:00 PM	How does our school work?
May 6, 2025	Tuesday	11:00 AM	The Parent/Caretaker Role
May 6, 2025	Tuesday	5:00 PM	The Parent/Caretaker Role
May 20,2025	Tuesday	11:30 AM	Socialization
May 21,2025	Wednesday	5:00 PM	Socialization
June 5, 2025	Thursday	11:30 AM	Special Populations
June 10, 2025	Tuesday	10:30 AM	Social/Emotional Mental Health Support
Summer dates are in development			

Engagement Activities

Recent Engagement Activities

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

- No in-person field trips were planned for Northern California this past month.

Central Region - *Central Valley and Central Coast*

- **Fresno State Campus Tour** – Friday, April 11th (9:00 AM - 10:30 AM)
  Target Grades: Middle school students (grades 6-8)
  Total attendance: 6 CalOPS students, 6 non-CalOPS students, 14 adults, 3 staff (29 total attendees)

Southern Region - *SoCal*

- **Park Day Field Trip** –Wednesday, April 9th (10:00 AM - 1:00 PM)
  Target Grades: Elementary students and their families (grades TK-5)
  Total attendance: 54 CalOPS students, 14 non-CalOPS students, 30 adults, 13 staff (111 total attendees)
- **California State University San Bernardino Campus Tour** – Friday, April 11th (8:30 AM - 10:00 AM)
  Target Grades: High school students (grades 9-12)
  Total attendance: 2 CalOPS students, 1 non-CalOPS students, 2 adults, 2 staff (7 total attendees)
- **Earl Burns Miller Japanese Garden** –Wednesday, April 23rd (11:00 AM - 1:00 PM)
  Target Grades: Middle School Social Meet-up Anime Club (grades 6-8)

Total attendance: 7 CalOPS students, 1 non-CalOPS students, 7 adults, 2 staff (17 total attendees)

Virtual Field Trips - *All Six School Locations*

- **T. Rex, Triceratops, and MORE!** – Friday, April 4th (10:00 AM - 11:00 AM)
  Target Grades: 2-6, but all are welcome
  Total attendance: 99 CalOPS students, 0 non-CalOPS students, 90 adults, 4 staff (193 total attendees)
- **National Marine Mammal Foundation Presents: Dolphin Doctor** – Friday, April 11th (11:00 AM - 12:00 PM)
  Target Grades: K-5, but all are welcome
  Total attendance: 44 CalOPS students, 0 non-CalOPS students, 40 adults, 1 staff (85 total attendees)

Upcoming Engagement Activities

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

- **Northern Region End-of-the-Year Festival** – Wednesday, May 28th (10:00 AM - 1:00 PM
  Target Grades: TK-12, all are welcome

Central Region - *Central Valley and Central Coast*

- **Central Region End-of-the-Year Festival** – Friday, June 6th (11:00 AM - 1:00 PM)
  Target Grades: TK-12, all are welcome

Southern Region - *SoCal*

- **Pokemon Adventure at Irvine Great Park** – Wednesday, May 28th (10:00 AM - 1:30 PM)
  Target Grades: 6-8
- **Southern Region End-of-the-Year Festival** – Wednesday, May 28th (10:00 AM - 1:30 PM)
  Target Grades: TK-12, all are welcome

Virtual Field Trips - *All Six School Locations*

- Virtual field trips are concluded for the 2024-2025 school year and will resume in Fall of the 2025-2026 school year.

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_FY25_03_Monthly Financial Presentation.pdf

CHARTER IMPACT

California Online Public Schools

Monthly Financial Presentation – March 2025

Summary

		TOTAL		
Revenue	**Enrollment**	**7,210**	**7,060**	**150**
	ADA	**7,061**	**6,917**	**145**
		Mar FC	**Feb FC**	**$ Variance**
	State Aid-Rev Limit	$ 91,334,006	$ 90,026,155	$ 1,307,851
	Federal Revenue	3,644,234	3,556,613	87,620
	Other State Revenue	14,138,147	14,706,979	-568,832
	Other Local Revenue	183,995	185,060	-1,065
	Total Revenue	**$ 109,300,382**	**$ 108,474,808**	**$ 825,575**
Expenses	Certificated Salaries	$ 57,786,254	$ 57,680,245	$ 106,009
	Classified Salaries	2,831,348	2,893,683	-62,335
	Benefits	18,608,732	18,728,926	-120,195
	Books and Supplies	8,652,084	8,017,565	634,519
	Subagreement Services	7,530,599	7,881,696	-351,097
	Operations	2,615,147	2,561,986	53,161
	Facilities	944,856	958,204	-13,348
	Professional Services	5,694,136	5,944,682	-250,546
	Depreciation	44,744	40,254	4,490
	Interest	0	0	0
	Total Expenses	**$ 104,707,900**	**$ 104,707,242**	**$ 659**
Full-Year	**Total Surplus(Deficit)**	**$ 4,592,482**	**$ 3,767,566**	**$ 824,916**
	Beginning Fund Balance	$25,520,411	$25,520,411	$0
	Ending Fund Balance	**$ 30,112,891**	**$ 29,287,977**	**$ 824,915**
	As a % of Annual Expenses	29%	28%	
	Surplus as % of Expenses	4.4%	3.6%	

Highlights

- **Attendance: 145 added ADA** based on P2 actuals
- **Revenue: +$825K (+1%)**, driven by added ADA, offset by deferred specialty funds
- **Expenses: flat** to prior projection, with shifts from services to supplies
- **Surplus: $4.6M** (**4%** of expenses)
- **Ending Fund balance: $29M**
- **Cash: $39.5M** as of 3/31

CHARTER IMPACT

Attendance Data and Metrics

P2 ADA Locked at **7,061:**

- **+145** to prior projection
- **-15%** YoY

TOTAL

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	7,210	8,456
ADA	7,061	8,285
Attendance Rate	97.9%	98.0%
Unduplicated %	55.6%	55.6%
Revenue per ADA	$15,479	$12,572
Expenses per ADA	$14,828	$11,818

SoCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	4,101	4,983
ADA	4,018	4,883
Attendance Rate	98.0%	98.0%
Unduplicated %	55.2%	55.7%
Revenue per ADA	$15,586	$14,891
Expenses per ADA	$15,161	$14,420

Central Valley

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	801	816
ADA	784	799
Attendance Rate	97.9%	98.0%
Unduplicated %	68.3%	67.8%
Revenue per ADA	$15,853	$16,111
Expenses per ADA	$13,891	$15,645

NorCal

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	1,567	1,760
ADA	1,535	1,725
Attendance Rate	98.0%	98.0%
Unduplicated %	53.7%	54.7%
Revenue per ADA	$15,309	$14,741
Expenses per ADA	$14,606	$14,365

North Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	156	161
ADA	153	158
Attendance Rate	98.4%	98.0%
Unduplicated %	58.8%	59.6%
Revenue per ADA	$14,915	$15,815
Expenses per ADA	$13,740	$15,458

Monterey Bay

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	464	564
ADA	454	552
Attendance Rate	98.0%	98.0%
Unduplicated %	43.0%	43.5%
Revenue per ADA	$14,783	$14,408
Expenses per ADA	$14,633	$14,089

Central Coast

Enrollment & Per Pupil Data	Forecast	Budget
Average Enrollment	122	138
ADA	116	135
Attendance Rate	95.1%	98.0%
Unduplicated %	50.3%	52.0%
Revenue per ADA	$14,960	$14,635
Expenses per ADA	$14,797	$14,384

CHARTER IMPACT

Revenue

- **FY25 annual revenue forecasted at $109M; +$825K** to prior month
  - 145 Added ADA: +$1.9M
  - ILPT Adjustment (SoCal): -$480K
  - Deferred Specialty Funds: -$640K, reducing spending obligations for CV, NB, and MB

TOTAL

	Year-to-Date			*Annual/Full Year*		
	Actual	**Budget**	**Fav/(Unf)**	**Forecast**	**Budget**	**Fav/(Unf)**
Revenue						
State Aid-Rev Limit	$ 66,690,333	$ 73,146,211	$ (6,455,878)	$ 91,334,006	$ 107,049,556	$ (15,715,549)
Federal Revenue	1,390,405	2,264,473	(874,068)	3,644,234	2,653,953	990,281
Other State Revenue	7,029,336	8,081,266	(1,051,930)	14,138,147	14,692,617	(554,470)
Other Local Revenue	153,991	90,655	63,337	183,995	120,742	63,253
Total Revenue	**$ 75,264,066**	**$ 83,582,605**	**$ (8,318,538)**	**$ 109,300,382**	**$ 124,516,869**	**$ (15,216,486)**

CHARTER IMPACT

Revenue

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 43,465,346	$ 43,814,321	$ (348,975)	$ 51,527,473	$ 62,774,775	$ (11,247,303)
Federal Revenue	1,071,878	1,382,290	(310,413)	2,290,265	1,612,417	677,848
Other State Revenue	4,321,678	4,839,405	(517,726)	8,727,459	8,808,554	(81,095)
Other Local Revenue	67,839	48,296	19,543	83,937	64,395	19,543
Total Revenue	**$48,926,741**	**$50,084,312**	**$(1,157,571)**	**$ 62,629,134**	**$ 73,260,142**	**$(10,631,008)**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 6,635,164	$ 7,573,365	$ (938,200)	$ 10,958,928	$ 11,289,624	$ (330,696)
Federal Revenue	129,068	244,519	(115,452)	453,347	282,427	170,920
Other State Revenue	629,091	806,755	(177,664)	1,012,309	1,471,790	(459,481)
Other Local Revenue	7,178	-	7,178	7,178	-	7,178
Total Revenue	**$ 7,400,501**	**$ 8,624,639**	**$(1,224,138)**	**$ 12,431,762**	**$ 13,043,841**	**$ (612,079)**

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 11,074,797	$ 14,406,847	$ (3,332,050)	$ 19,756,944	$ 22,089,481	$ (2,332,537)
Federal Revenue	158,821	445,758	(286,938)	708,577	527,164	181,413
Other State Revenue	1,375,281	1,643,872	(268,591)	2,978,080	2,981,749	(3,669)
Other Local Revenue	49,663	26,662	23,001	58,336	35,419	22,917
Total Revenue	**$12,658,562**	**$16,523,139**	**$(3,864,577)**	**$ 23,501,936**	**$ 25,633,812**	**$ (2,131,876)**

CHARTER IMPACT

Revenue

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 1,247,726	$ 1,369,651	$ (121,925)	$ 1,984,045	$ 2,117,942	$ (133,897)
Federal Revenue	30,640	60,492	(29,852)	92,911	67,888	25,023
Other State Revenue	140,735	170,350	(29,615)	205,541	312,527	(106,986)
Other Local Revenue	3,194	91	3,103	3,225	122	3,103
Total Revenue	**$ 1,422,294**	**$ 1,600,584**	**$ (178,289)**	**$ 2,285,722**	**$ 2,498,479**	**$ (212,757)**

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 3,451,303	$ 4,793,011	$ (1,341,708)	$ 5,658,116	$ 7,030,076	$ (1,371,960)
Federal Revenue	-	102,279	(102,279)	79,715	128,489	(48,774)
Other State Revenue	444,642	499,650	(55,008)	961,388	899,863	61,525
Other Local Revenue	14,369	7,715	6,654	16,941	10,286	6,654
Total Revenue	**$ 3,910,314**	**$ 5,402,655**	**$(1,492,341)**	**$ 6,716,158**	**$ 8,068,713**	**$(1,352,555)**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
State Aid-Rev Limit	$ 815,997	$ 1,189,017	$ (373,020)	$ 1,448,501	$ 1,747,657	$ (299,156)
Federal Revenue	-	29,134	(29,134)	19,419	35,568	(16,148)
Other State Revenue	117,909	121,234	(3,325)	253,371	218,135	35,236
Other Local Revenue	11,748	7,891	3,857	14,378	10,521	3,857
Total Revenue	**$ 945,654**	**$ 1,347,276**	**$ (401,622)**	**$ 1,735,670**	**$ 2,011,881**	**$ (276,211)**

CHARTER IMPACT

Expenses

- **FY25 annual expenses forecasted at $105M; flat** to prior month

TOTAL	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 45,775,881	$ 40,619,971	$ (5,155,910)	$ 57,786,254	$ 54,477,716	$ (3,308,538)
Classified Salaries	2,110,626	777,913	(1,332,713)	2,831,348	1,244,661	(1,586,687)
Benefits	13,930,696	14,861,921	931,225	18,608,732	19,749,726	1,140,994
Books and Supplies	5,014,043	12,508,752	7,494,710	8,652,084	19,211,300	10,559,216
Subagreement Services	4,060,290	6,550,369	2,490,079	7,530,599	10,223,900	2,693,301
Operations	1,821,188	854,775	(966,413)	2,615,147	1,139,700	(1,475,447)
Facilities	701,685	712,650	10,965	944,856	950,200	5,344
Professional Services	3,589,077	10,213,926	6,624,849	5,694,136	13,832,733	8,138,597
Depreciation	43,660	50,850	7,190	44,744	67,800	23,056
Total Expenses	**$77,047,145**	**$87,151,127**	**$10,103,982**	**$ 104,707,900**	**$ 120,897,736**	**$16,189,835**

CHARTER IMPACT

Expenses

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 26,758,597	$ 24,006,403	$ (2,752,195)	$ 33,645,467	$ 32,196,330	$ (1,449,137)
Classified Salaries	1,235,025	459,747	(775,278)	1,648,294	735,595	(912,700)
Benefits	8,107,380	8,461,127	353,747	10,736,172	11,292,382	556,210
Books and Supplies	3,005,990	7,078,768	4,072,778	5,086,751	11,215,400	6,128,649
Subagreement Services	2,420,517	3,748,892	1,328,375	4,402,921	5,648,500	1,245,579
Operations	1,064,625	573,300	(491,325)	1,519,889	764,400	(755,489)
Facilities	419,438	560,100	140,662	558,875	746,800	187,925
Professional Services	2,327,374	6,115,026	3,787,652	3,319,161	8,340,629	5,021,468
Depreciation	1,625	1,800	175	2,710	2,400	(310)
Total Expenses	**$45,340,570**	**$51,005,163**	**$ 5,664,592**	**$ 60,920,241**	**$ 70,942,436**	**$10,022,196**

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 4,711,478	$ 3,940,137	$ (771,341)	$ 5,990,192	$ 5,284,338	$ (705,854)
Classified Salaries	216,199	75,458	(140,741)	292,932	120,732	(172,200)
Benefits	1,432,798	1,563,050	130,253	1,947,193	2,059,361	112,168
Books and Supplies	494,279	1,121,862	627,583	883,257	1,957,500	1,074,243
Subagreement Services	404,174	709,824	305,650	775,364	1,685,200	909,836
Operations	172,467	49,575	(122,892)	256,998	66,100	(190,898)
Facilities	57,091	28,800	(28,291)	82,981	38,400	(44,581)
Professional Services	353,398	1,078,049	724,652	664,751	1,454,632	789,881
Total Expenses	**$ 7,841,883**	**$ 8,566,755**	**$ 724,872**	**$ 10,893,669**	**$ 12,666,264**	**$ 1,772,595**

Expenses

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 9,741,015	$ 8,489,574	$ (1,251,441)	$ 12,370,954	$ 11,385,843	$ (985,111)
Classified Salaries	448,353	162,584	(285,769)	606,171	260,134	(346,037)
Benefits	2,978,774	3,123,721	144,947	4,017,615	4,148,243	130,627
Books and Supplies	1,024,666	3,054,282	2,029,616	1,822,800	4,069,200	2,246,400
Subagreement Services	858,424	1,528,738	670,314	1,622,136	2,036,400	414,264
Operations	412,100	176,025	(236,075)	585,956	234,700	(351,256)
Facilities	166,076	99,225	(66,851)	219,324	132,300	(87,024)
Professional Services	618,114	1,978,126	1,360,012	1,136,340	2,647,071	1,510,731
Depreciation	42,034	49,050	7,016	42,034	65,400	23,366
Total Expenses	**$16,289,555**	**$18,661,324**	**$ 2,371,768**	**$ 22,423,329**	**$ 24,979,290**	**$ 2,555,962**

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 916,985	$ 771,779	$ (145,205)	$ 1,165,225	$ 1,035,077	$ (130,149)
Classified Salaries	42,210	14,780	(27,430)	57,106	23,649	(33,458)
Benefits	278,375	318,684	40,308	379,820	417,947	38,127
Books and Supplies	94,437	319,454	225,017	169,474	499,000	329,526
Subagreement Services	65,737	105,579	39,842	137,821	164,900	27,079
Operations	34,194	10,950	(23,244)	50,604	14,600	(36,004)
Facilities	12,464	8,550	(3,914)	17,490	11,400	(6,090)
Professional Services	67,485	205,749	138,264	128,182	275,449	147,267
Total Expenses	**$ 1,511,886**	**$ 1,755,525**	**$ 243,639**	**$ 2,105,723**	**$ 2,442,021**	**$ 336,298**

Expenses

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 2,905,471	$ 2,721,538	$ (183,933)	$ 3,683,418	$ 3,650,007	$ (33,411)
Classified Salaries	134,612	52,120	(82,492)	181,295	83,392	(97,903)
Benefits	896,062	1,109,982	213,920	1,211,103	1,457,582	246,479
Books and Supplies	316,001	759,974	443,973	553,445	1,211,000	657,555
Subagreement Services	267,720	381,159	113,439	493,804	571,900	78,096
Operations	106,369	33,750	(72,619)	157,796	45,000	(112,796)
Facilities	36,810	10,125	(26,685)	52,561	13,500	(39,061)
Professional Services	146,237	644,286	498,049	314,742	857,975	543,233
Total Expenses	**$ 4,809,282**	**$ 5,712,934**	**$ 903,652**	**$ 6,648,164**	**$ 7,890,356**	**$ 1,242,192**

Central Coast

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 742,335	$ 690,540	$ (51,795)	$ 930,998	$ 926,121	$ (4,877)
Classified Salaries	34,228	13,225	(21,003)	45,549	21,159	(24,390)
Benefits	237,307	285,357	48,050	316,828	374,211	57,382
Books and Supplies	78,670	174,413	95,743	136,356	259,200	122,844
Subagreement Services	43,719	76,178	32,459	98,553	117,000	18,447
Operations	31,433	11,175	(20,258)	43,905	14,900	(29,005)
Facilities	9,806	5,850	(3,956)	13,626	7,800	(5,826)
Professional Services	76,470	192,690	116,220	130,960	256,977	126,016
Total Expenses	**$ 1,253,968**	**$ 1,449,427**	**$ 195,459**	**$ 1,716,776**	**$ 1,977,368**	**$ 260,592**

Fund Balance

TOTAL

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (1,783,079)	$ (3,568,523)	$ 1,785,444	$ 4,592,482	$ 3,619,133	$ 973,349
Beginning Fund Balance	25,520,411	25,520,411		25,520,411	25,520,411	
Ending Fund Balance	$ 23,737,332	$ 21,951,888		$ 30,112,891	$ 29,139,545	
	22.7%	18.2%		28.8%	24.1%	

SoCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 3,586,170	$ (920,851)	$ 4,507,021	$ 1,708,893	$ 2,317,706	$ (608,813)
Beginning Fund Balance	16,849,381	16,849,381		16,849,381	16,849,381	
Ending Fund Balance	$ 20,435,549	$ 15,928,530		$ 18,558,274	$ 19,167,087	
As a % of Annual Expenses	33.5%	22.5%		30.5%	27.0%	

Central Valley

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (441,382)	$ 57,884	$ (499,265)	$ 1,538,094	$ 377,578	$ 1,160,516
Beginning Fund Balance	3,794,634	3,794,634		3,794,634	3,794,634	
Ending Fund Balance	$ 3,353,251	$ 3,852,518		$ 5,332,727	$ 4,172,211	
As a % of Annual Expenses	30.8%	30.4%		49.0%	32.9%	

NorCal

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (3,630,993)	$ (2,138,185)	$ (1,492,809)	$ 1,078,607	$ 654,521	$ 424,086
Beginning Fund Balance	3,401,695	3,401,695		3,401,695	3,401,695	
Ending Fund Balance	$ (229,298)	$ 1,263,510		$ 4,480,302	$ 4,056,217	
As a % of Annual Expenses	-1.0%	5.1%		20.0%	16.2%	

CHARTER IMPACT

Fund Balance

North Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (89,592)	$ (154,941)	$ 65,349	$ 179,999	$ 56,457	$ 123,541
Beginning Fund Balance	899,253	899,253		899,253	899,253	
Ending Fund Balance	$ 809,661	$ 744,312		$ 1,079,252	$ 955,711	
As a % of Annual Expenses	38.5%	30.5%		51.3%	39.1%	

Monterey Bay

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (898,968)	$ (310,278)	$ (588,690)	$ 67,995	$ 178,357	$ (110,363)
Beginning Fund Balance	318,847	318,847		318,847	318,847	
Ending Fund Balance	$ (580,121)	$ 8,568		$ 386,841	$ 497,204	
As a % of Annual Expenses	-8.7%	0.1%		5.8%	6.3%	

Central Coast

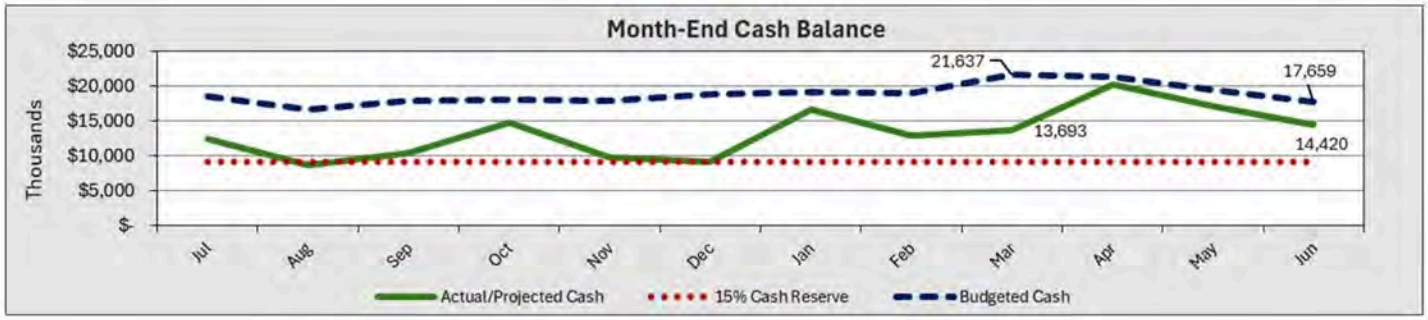
	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (308,314)	$ (102,152)	$ (206,162)	$ 18,894	$ 34,514	$ (15,619)
Beginning Fund Balance	256,601	256,601		256,601	256,601	
Ending Fund Balance	$ (51,710)	$ 154,450		$ 275,495	$ 291,114	
As a % of Annual Expenses	-3.0%	7.8%		16.0%	14.7%	

CHARTER IMPACT

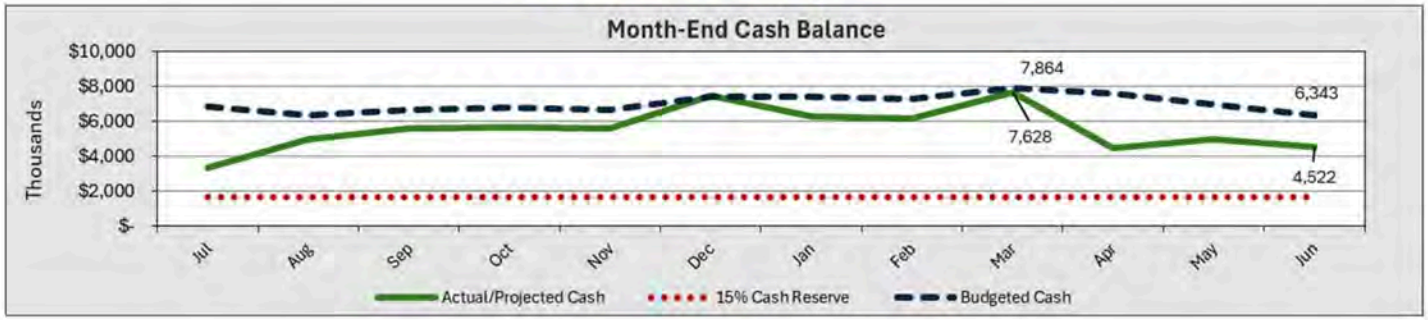
Cash Balance

- Cash as of 3/31 totaled **$39.5M; $26.6M** currently projected for year-end

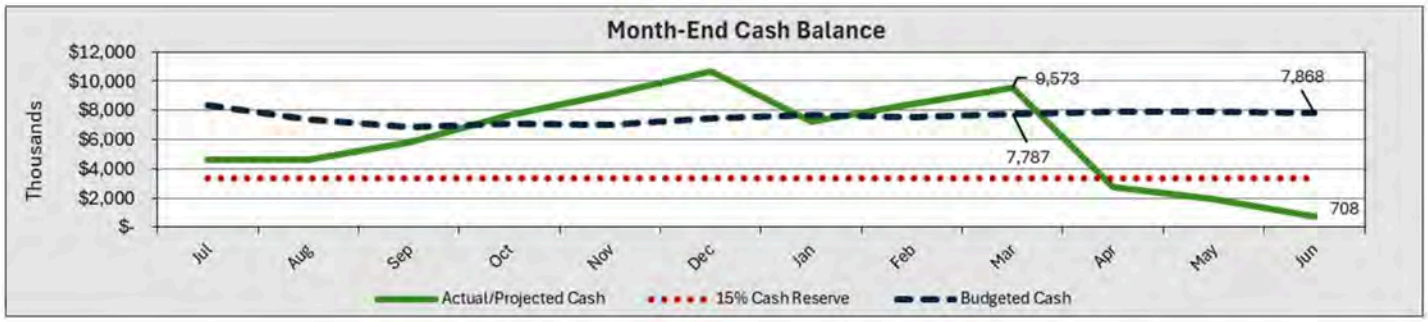
SoCal



Central Valley



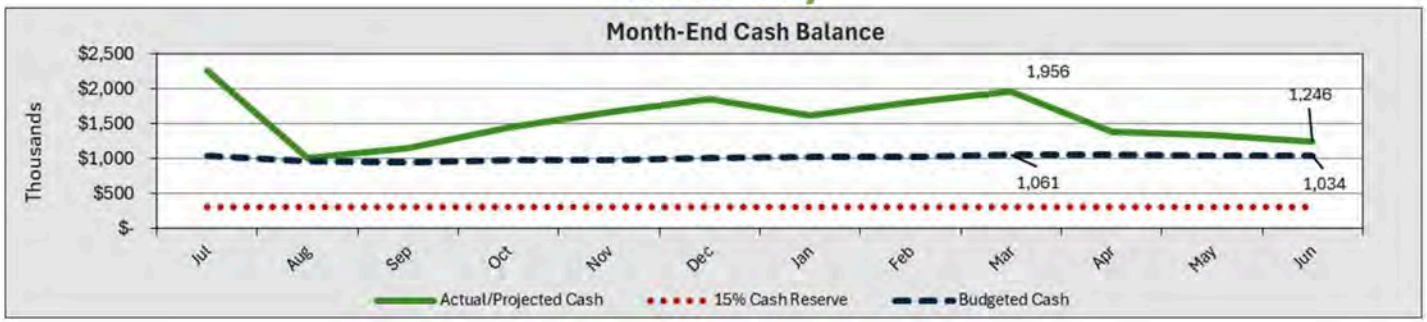
NorCal



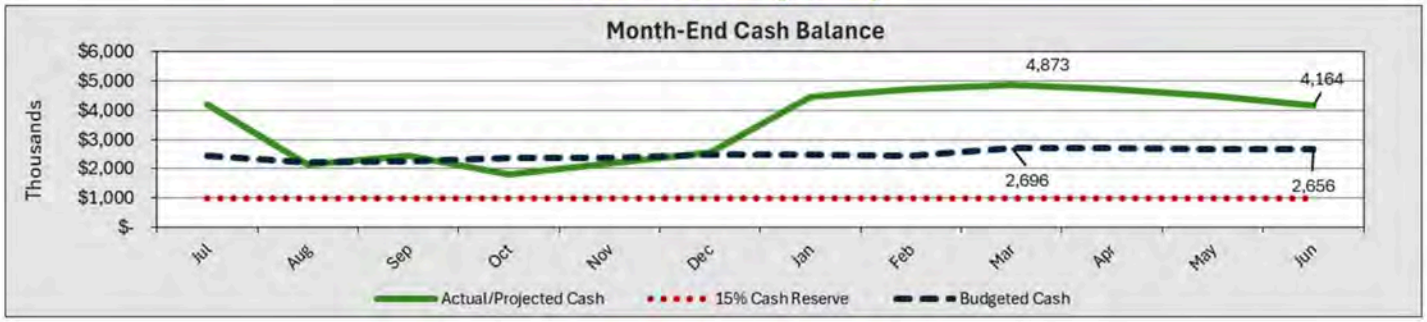
Cash Balance

- Cash as of 3/31 totaled **$39.5M**; **$26.6M** currently projected for year-end

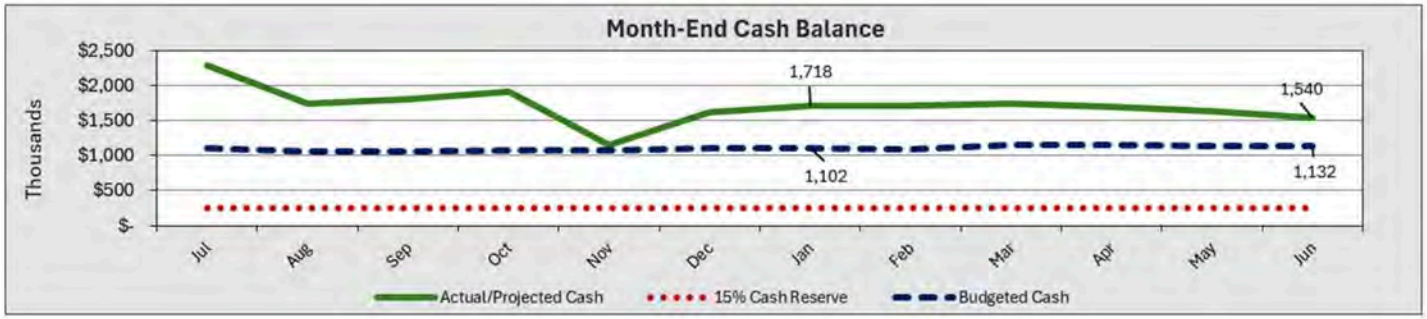
North Bay



Monterey Bay



Central Coast



CHARTER IMPACT

Appendix

- Monthly Cash Flow / Forecast 24/25
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- AP Aging
- Monthly Check Register

CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 5/5/25

CHARTER IMPACT

ADA = 4,018.34

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	4919.64
State Aid - Revenue Limit																	
8011	LCFF State Aid	859,632	859,632	1,547,337	1,547,337	1,547,337	1,547,337	1,547,337	98,146	98,146	98,146	98,146	98,146	2,237,254	12,183,933	17,786,476	(5,602,544)
8012	Education Protection Account	-	-	244,804	-	-	244,804	-	-	81,052	-	-	233,008	-	803,668	983,928	(180,260)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	95,502	95,530	95,502	95,502	95,502	-	477,538	-	477,538
8096	In Lieu of Property Taxes	-	2,754,285	5,508,569	7,344,758	-	3,672,379	3,672,379	3,672,379	6,426,664	776,358	1,253,896	2,204,027	776,640	38,062,334	44,004,371	(5,942,037)
		859,632	3,613,917	7,300,710	8,892,095	1,547,337	5,464,520	5,219,716	3,866,027	6,701,392	970,006	1,447,544	2,630,683	3,013,894	51,527,473	62,774,775	(11,247,303)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	704,530	704,530	639,553	64,977
8182	Special Education - Discretionary	-	-	-	-	-	-	-	-	87,621	-	-	-	-	87,621	-	87,621
8290	Title I, Part A - Basic Low Income	-	-	-	-	247,837	-	7,259	-	381,022	-	-	-	354,264	980,382	772,825	207,557
8291	Title II, Part A - Teacher Quality	-	-	-	38,436	-	-	730	-	-	-	-	-	117,496	156,662	138,384	18,278
8294	Title IV	-	-	-	14,555	-	-	12	-	1,602	-	-	-	42,097	58,266	61,655	(3,389)
8299	Prior Year Federal Revenue	2,097	(2,097)	(17)	-	-	-	-	302,820	-	-	-	-	-	302,804	-	302,804
		2,097	(2,097)	(17)	52,991	247,837	-	8,001	302,820	470,245	-	-	-	1,218,387	2,290,265	1,612,417	677,848
Other State Revenue																	
8311	State Special Education	211,886	211,886	381,395	-	381,395	381,395	762,790	-	762,129	196,376	196,376	196,376	577,504	4,259,508	4,410,409	(150,901)
8550	Mandated Cost	-	-	-	-	178,144	-	-	-	-	-	-	-	-	178,144	177,172	972
8560	State Lottery	-	-	-	-	-	308,135	-	-	392,030	-	-	396,842	-	1,097,007	1,224,991	(127,984)
8598	Prior Year Revenue	-	-	32,778	-	-	34,584	-	-	23,097	-	-	-	-	90,459	-	90,459
8599	Other State Revenue	20,332	20,332	36,598	36,598	36,598	36,598	36,598	18,190	18,190	18,190	18,190	18,190	2,787,737	3,102,341	2,995,982	106,359
		232,218	232,218	450,771	36,598	596,137	760,712	799,388	18,190	1,195,446	214,566	214,566	611,408	3,365,241	8,727,459	8,808,554	(81,095)
Other Local Revenue																	
8660	Interest Revenue	-	7,669	4,922	4,152	7,179	8,358	7,779	8,613	6,861	5,366	5,366	5,366	-	71,632	64,395	7,237
8690	Other Local Revenue						12,305	-	-	-	-	-	-	-	12,305	-	12,305
		-	7,669	4,922	4,152	7,179	20,664	7,779	8,613	6,861	5,366	5,366	5,366	-	83,937	64,395	19,543
Total Revenue		**1,093,947**	**3,851,707**	**7,756,387**	**8,985,836**	**2,388,490**	**6,245,896**	**6,034,884**	**4,195,650**	**8,373,944**	**1,189,938**	**1,667,476**	**3,247,457**	**7,597,522**	**62,629,334**	**73,260,142**	**(10,631,008)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	1,907,982	1,930,193	1,868,403	1,841,758	1,855,591	1,865,003	1,797,438	1,786,568	1,791,905	1,774,461	1,774,461	1,774,461	-	21,968,224	20,865,670	(1,102,553)
1175	Teachers' Extra Duty/Stipends	89,110	81,570	4,373,664	79,493	84,129	90,225	96,164	102,813	108,901	100,306	100,306	100,306	-	5,406,988	6,197,178	790,191
1200	Pupil Support Salaries	244,069	268,249	757,747	262,906	247,800	249,883	250,924	226,934	235,841	242,265	242,265	242,265	-	3,471,149	2,253,684	(1,217,465)
1300	Administrators' Salaries	183,525	218,043	616,115	187,805	216,714	217,487	209,404	209,597	204,645	178,591	178,591	178,591	-	2,799,107	2,879,798	80,691
		2,424,686	2,498,055	7,615,929	2,371,962	2,404,234	2,422,598	2,353,931	2,325,911	2,341,292	2,295,623	2,295,623	2,295,623	-	33,645,467	32,196,330	(1,449,137)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	154,153	154,153
2200	Support Salaries	7,068	7,068	23,990	7,068	7,068	7,068	6,829	6,829	6,829	10,381	10,381	10,381	-	110,960	-	(110,960)
2300	Classified Administrators' Salaries	79,022	79,022	264,878	78,525	48,120	48,931	47,272	47,283	40,831	75,263	75,263	75,263	-	960,672	444,123	(516,549)
2400	Clerical and Office Staff Salaries	31,378	34,812	101,157	40,441	37,591	37,334	36,961	46,905	53,744	52,113	52,113	52,113	-	578,663	137,319	(439,344)
		117,468	120,901	390,026	126,034	93,779	93,333	91,062	101,017	101,404	137,757	137,757	137,757	-	1,648,294	735,595	(912,700)
Benefits																	
3101	STRS	423,118	486,539	624,885	413,431	416,829	363,495	405,154	403,833	408,449	431,966	431,966	431,966	-	5,196,632	6,149,499	957,867
3301	OASDI	15,801	16,949	55,163	15,506	19,730	19,035	16,950	16,866	13,872	8,566	8,566	8,566	-	205,568	31,671	(173,896)
3311	Medicare	35,643	69,622	114,821	34,938	34,917	35,170	34,183	33,916	34,212	34,790	34,790	34,790	-	531,793	473,964	(57,828)
3401	Health and Welfare	326,742	226,466	189,137	369,149	189,258	375,175	211,742	246,941	295,218	295,788	295,788	295,788	-	3,311,192	3,679,650	368,458
3501	State Unemployment	955	2,231	1,848	299	434	30,558	20,097	2,048	1,708	5,145	5,145	5,145	-	75,612	238,630	163,018
3601	Workers' Compensation	46,295	(2,423)	-	32,243	-	-	31,667	49,902	-	33,591	33,591	33,591	-	258,457	457,621	199,164
3901	Other Benefits	77,513	197,090	206,751	80,967	78,782	79,186	79,600	83,420	79,357	66,418	66,418	66,418	-	1,161,920	261,347	(900,573)
		926,067	946,473	1,192,604	946,532	727,950	898,619	799,394	836,926	832,816	876,264	876,264	876,264	-	10,736,172	11,292,382	556,210
Books and Supplies																	
4100	Textbooks and Core Materials	23,526	210,006	69,614	109,296	6,835	81,564	835	27,343	32,915	5,030	5,030	5,030	-	577,023	611,400	34,377
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	2,294	2,294	2,294	-	6,881	3,765,400	3,758,519
4302	School Supplies	186,309	5,719	10,708	6,194	1,318	(408)	5,174	93	14,639	24,031	185,900	185,900	-	625,577	126,900	(498,677)
4305	Software	804,052	154,979	53,952	113,957	42,571	24,121	2,157	(6,372)	273,987	139,029	139,029	139,029	-	1,880,491	4,765,100	2,884,609
4310	Office Expense	2,636	5,614	89,808	32,514	30,161	9,188	6,005	31,522	18,308	-	-	-	-	215,756	141,300	(74,456)
4311	Business Meals	374	7,516	10,893	959	2,559	61	(24)	1,347	731	4,347	4,347	4,347	-	37,457	38,900	1,443
4400	Noncapitalized Equipment	2,572	13,607	5,260	(308)	239,560	26,714	3,840	33,467	186,022	-	-	1,232,832	-	1,743,565	1,766,400	22,835
		1,019,470	397,441	240,234	262,612	313,005	141,241	17,986	87,399	526,602	174,731	336,599	1,569,431	-	5,086,751	11,215,400	6,128,649

CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 5/5/25

CHARTER IMPACT

ADA = 4,018.34

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	3,453	32,319	55,433	84,086	278,295	369,405	478,639	705,790	429,897	659,422	659,422	659,422	-	4,415,582	4,506,100	90,518
5103	Substitute Teacher	-	-	-	-	-	-	-	-	1,063	1,177	1,177	1,177	-	4,591	122,200	117,609
5105	Security	-	-	632	-	-	-	-	199	198	203	203	203	-	1,638	-	(1,638)
5106	Other Educational Consultants	23,640	(23,640)	-	-	(18,889)	-	-	-	-	-	-	-	-	(18,889)	692,500	711,389
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	327,700	327,700
		27,093	8,679	56,065	84,086	259,405	369,405	478,639	705,989	431,156	660,801	660,801	660,801	-	4,402,921	5,648,500	1,245,579
Operations and Housekeeping																	
5201	Auto and Travel	1,819	69,136	922,742	19,680	2,869	1,144	426	5,302	9,678	17,855	17,855	17,855	-	860,360	281,700	(198,660)
5300	Dues & Memberships	-	169,023	872	1,043	53,193	27,047	26,486	55,351	46,414	35,019	35,019	35,019	-	464,486	129,800	(354,686)
5400	Insurance	11,958	21,803	9,675	-	48,451	10,385	10,385	10,033	27,258	8,305	8,305	8,305	-	174,863	123,600	(51,263)
5501	Utilities	217	226	226	1,061	901	638	226	2,770	(420)	231	231	231	-	6,537	25,800	19,263
5502	Janitorial Services	1,477	2,021	2,534	1,439	1,296	1,556	1,301	1,296	1,296	1,257	1,257	1,257	-	17,992	20,000	2,008
5516	Miscellaneous Expense	-	-	-	-	666	245	-	-	-	148	148	148	-	1,354	-	(1,354)
5900	Communications	3,698	4,979	13,064	4,646	3,967	19,905	3,683	5,206	14,416	6,987	6,987	6,987	$239,094.83	333,619	35,200	(298,419)
5901	Postage and Shipping	1,327	5,434	462	2,309	1,198	78	1,941	1,021	144	2,255	2,255	2,255	-	20,678	148,300	127,622
		20,495	272,632	949,576	24,172	112,541	60,998	44,447	80,978	98,786	72,057	72,057	72,057	239,095	1,919,889	764,400	(755,489)
Facilities, Repairs and Other Leases																	
5601	Rent	27,763	28,641	28,175	28,175	(5,133)	21,468	20,881	20,881	20,881	20,029	20,029	20,029	-	251,819	411,700	159,881
5602	Additional Rent	2,736	17,880	3,022	2,945	11,029	11,189	4,561	18,774	8,809	16,851	16,851	16,851	-	131,499	145,300	13,801
5603	Equipment Leases	1,892	2,277	1,051	1,051	1,051	-	2,507	1,051	-	1,484	1,484	1,484	-	15,178	17,000	1,822
5604	Other Leases	5,107	(5,107)	81,396	300	12,852	852	5,125	5,400	14,711	6,254	6,254	6,254	-	138,797	161,400	22,603
5610	Repairs and Maintenance	295	738	1,538	2,095	-	6,990	3,038	-	1,154	1,911	1,911	1,911	-	21,581	11,400	(10,181)
		37,793	44,429	115,181	34,465	19,799	39,999	36,112	46,105	45,555	46,479	46,479	46,479	-	558,875	746,800	187,925
Professional/Consulting Services																	
5801	IT	220,438	3,080	-	42,109	20,846	3,080	33,443	57,181	3,080	41,885	41,885	41,885	-	508,912	2,357,600	1,848,688
5802	Audit & Taxes	-	-	-	-	18,038	13,701	-	-	17,972	-	-	-	-	49,711	177,600	127,889
5803	Legal	-	8,416	8,454	12,705	(236,641)	13,646	9,114	200	22,300	10,783	10,783	10,783	-	(129,457)	238,800	368,257
5804	Professional Development	5,124	13,416	31,037	10,565	5,147	17,180	16,985	7,199	3,019	7,632	7,632	7,632	-	132,560	825,200	692,640
5805	General Consulting	12,272	12,715	10,699	20,661	16,151	36,720	5,072	(19,244)	24,266	8,570	8,570	8,570	-	145,024	1,320,500	1,175,476
5806	Special Activities/Field Trips	136	19,821	-	8,973	(970)	(160)	33	(32)	15,456	13,724	106,168	106,168	-	269,318	216,179	(53,139)
5807	Bank Charges	-	7	74	113	399	-	278	-	93	167	167	167	-	1,466	4,200	2,734
5808	Printing	15	-	-	10	-	332	-	-	-	2	2	2	-	365	1,800	1,435
5809	Other taxes and fees	563	27,096	2,404	2,523	2,329	2,394	2,553	9,829	16	2,525	2,525	2,525	-	57,282	76,100	18,818
5810	Payroll Service Fee	769,220	(769,220)	6,222	-	-	-	-	182,515	(206,639)	330	330	330	-	(16,911)	-	16,911
5811	Management Fee	122,648	122,440	122,100	122,100	122,100	122,100	104,684	101,136	101,136	104,382	104,382	104,382	(101,007)	1,252,583	1,465,203	212,620
5812	District Oversight Fee	-	-	-	-	21,221	-	-	214,018	182,515	9,700	14,475	26,307	(44,219)	424,017	627,748	203,731
5814	SPED Encroachment	3,060	3,060	5,508	-	5,508	5,508	5,508	-	-	5,891	5,891	5,891	103,095	148,921	-	(148,921)
5815	Public Relations/Recruitment	-	20,799	139,851	60,516	4,850	5,267	5,478	28,633	5,109	29,003	29,003	29,003	$123,856.59	475,369	1,029,700	554,331
		1,133,476	(538,370)	320,348	280,275	(21,022)	219,767	183,148	581,435	168,317	234,597	331,816	343,648	81,726	3,319,161	8,340,629	5,021,468
Depreciation																	
5900	Depreciation Expense	181	181	181	181	181	181	181	181	180	361	361	361	-	2,710	2,400	(310)
		181	181	181	181	181	181	181	181	180	361	361	361	-	2,710	2,400	(310)
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		5,706,728	3,750,421	10,280,142	4,130,319	3,909,873	4,246,139	4,004,899	4,765,940	4,546,108	4,498,670	4,757,758	6,002,421	320,821	60,920,341	70,942,436	10,022,196
Monthly Surplus (Deficit)		(4,612,781)	101,286	(2,523,756)	4,855,517	(1,521,383)	1,999,756	2,029,985	(570,291)	3,827,836	(3,308,732)	(3,090,282)	(2,754,965)	7,276,701	1,708,893	2,317,706	(608,813)

CalOps Southern California

Monthly Cash Flow/Forecast FY24-25

Revised 5/5/25

ADA = 4,018.34

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(4,612,781)	101,286	(2,523,756)	4,855,517	(1,521,389)	3,999,756	2,029,985	(570,291)	3,827,836	(3,308,732)	(3,090,282)	(2,754,965)	7,276,701	1,708,893
Cash flows from operating activities														
Depreciation/Amortization	181	181	181	181	181	181	181	181	180	361	361	361	-	2,710
Public Funding Receivables	3,330,411	2,491,572	1,182,629	1,315	-	-	-	-	-	-	-	-	(7,597,522)	(591,596)
Grants and Contributions Rec	1,311	83,310	100	(100)	(100)				(503)	-	-	-	-	84,018
Due To/From Related Parties	(3,208,959)	380,989	(6,955,733)	2,383,229	(2,612,615)	(2,758,790)	5,806,790	(2,913,789)	(3,425,081)	9,673,177	-	-	-	(3,630,776)
Prepaid Expenses	827,540	45,979	-	(40,021)	229,006	(15,010)	(3,084)	(6,925)	(88,966)	-	-	-	-	952,519
Other Assets	-	-	-	-	-	-	(1,000)	-	-	-	-	-	-	(1,000)
Accounts Payable	(2,526,279)	2,782,609	74,037	(2,776,264)	-	113,205	(113,205)	82,206	(12,675)	-	-	-	920,821	(2,055,550)
Accrued Expenses	(7,662,020)	(9,649,398)	9,857,030	(228,382)	(1,145,358)	(16,543)	(234,656)	(105,343)	406,992	-	-	-	-	(8,777,678)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	38,414	40,511	69,145	69,145	69,145	69,145	69,145	(216,784)	69,123	69,123	69,123	69,123	(2,750,000)	(2,265,642)
Cash flows from investing activities														
Purchases of Prop. And Equip.	-	-	-	(5,900)	-	5,900	-	-	-	-	-	-	-	-
Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Cash flows from financing activities														
Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Change in Cash	(13,812,175)	(3,722,867)	1,703,633	4,268,721	(4,987,124)	(602,156)	7,554,156	(3,730,745)	776,906	6,433,929	(3,020,797)	(2,685,480)		
Cash, Beginning of Month	26,244,277	12,432,102	8,709,135	10,412,768	14,681,488	9,694,364	9,092,208	16,646,364	12,915,619	13,692,525	20,126,454	17,105,656		
Cash, End of Month	**12,432,102**	**8,709,135**	**10,412,768**	**14,681,488**	**9,694,364**	**9,092,208**	**16,646,364**	**12,915,619**	**13,692,525**	**20,126,454**	**17,105,656**	**14,420,176**		

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
76.0%	84.8%
22,568,938	2,982,855

Pupil:Teacher Ratio
17.79

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/25

ADA = 784.20

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	809.61
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	442,068	442,068	795,722	795,722	795,722	795,722	795,722	606,012	606,011	606,011	606,011	1,951,504	9,238,295	7,799,332	1,438,963
8012	Education Protection Account			-	406,815	-		-	406,815	-	-	620,189	-	(171,797)	1,263,022	3,002,510	(1,740,488)
8019	State Aid - Prior Year	-	(7,190)	-	-	-	-	-	-	-	(2,860)	(2,860)	(2,860)	(2,860)	(18,630)	-	(18,630)
8096	In Lieu of Property Taxes	-		-	126,787	-	78,022	39,011	-	116,146	31,072	31,072	31,072	29,058	477,241	487,783	(10,542)
		-	434,878	442,068	1,329,324	795,722	873,744	834,733	1,202,537	722,158	634,223	1,254,412	634,223	1,806,905	10,958,928	11,289,624	(330,696)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	117,739	117,739	105,249	12,489
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	56,653	-	1,740	-	-	-	-	175,180	233,573	143,239	90,334
8291	Title II, Part A - Teacher Quality	-	-	-	-	7,582	-	-	153	-	-	-	-	23,203	30,938	22,752	8,186
8294	Title IV	-	-	-	-	2,717	-	-	2	-	-	-	-	8,158	10,877	11,187	(310)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	60,221	-	-	-	-	-	60,221	-	60,221
		-	-	-	-	10,299	56,653	-	62,116	-	-	-	-	324,280	453,347	282,427	170,920
Other State Revenue																	
8311	State Special Education	34,673	34,673	62,412	-	62,412	62,412	124,824	-	124,706	46,733	46,733	46,733	50,799	697,109	725,808	(28,699)
8550	Mandated Cost	-	-	-	-	-	28,124	-	-	-	-	-	-	-	28,124	28,252	(128)
8560	State Lottery	-	-	-	-	-	50,056	-	-	-	-	53,522	-	110,509	214,087	201,593	12,493
8598	Prior Year Revenue	-	-	0	-	-	6,543	1,653	-	-	-	-	-	-	8,196	-	8,196
8599	Other State Revenue	-	3,328	3,328	5,990	5,990	5,990	5,990	5,990	-	4,362	4,362	4,362	15,104	64,793	516,137	(451,343)
		34,673	38,001	65,740	5,990	68,402	153,125	132,466	5,990	124,706	51,095	104,616	51,095	176,412	1,012,309	1,471,790	(459,481)
Other Local Revenue																	
8660	Interest Revenue	26	28	63	51	2,328	90	98	2,363	106	-	-	-	-	5,154	-	5,154
8690	Other Local Revenue	-	-	-	-	-	2,025	-	-	-	-	-	-	-	2,025	-	2,025
		26	28	63	51	2,328	2,115	98	2,363	106	-	-	-	-	7,178	-	7,178
Total Revenue		**34,699**	**472,907**	**507,871**	**1,335,365**	**876,751**	**1,085,636**	**967,297**	**1,273,005**	**846,970**	**685,318**	**1,359,028**	**685,318**	**2,301,597**	**12,431,762**	**13,043,841**	**(612,079)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	323,387	338,108	316,679	312,163	314,507	316,064	346,466	344,768	346,277	329,472	329,472	329,472	-	3,946,835	3,424,653	(522,181)
1175	Teachers' Extra Duty/Stipends	15,105	19,827	741,300	13,475	14,255	15,294	18,549	19,841	21,019	18,624	18,624	18,624	-	928,538	1,017,134	88,596
1200	Pupil Support Salaries	41,368	45,680	128,432	44,561	42,000	42,353	48,424	48,794	45,513	44,982	44,982	44,982	-	617,073	369,894	(247,179)
1300	Administrators' Salaries	31,106	36,957	104,426	31,832	36,731	36,862	40,411	40,448	39,493	33,160	33,160	33,160	-	497,746	472,657	(25,089)
		410,966	434,572	1,290,838	402,030	407,494	410,574	453,851	448,852	452,302	426,238	426,238	426,238	-	5,990,192	5,284,338	(705,854)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	25,301	25,301
2200	Support Salaries	1,198	1,198	4,066	1,198	1,198	1,198	1,318	1,318	1,318	1,927	1,927	1,927	-	19,792	-	(19,792)
2300	Classified Administrators' Salaries	13,394	13,394	44,895	13,309	8,325	8,293	9,123	9,125	7,880	13,974	13,974	13,974	-	169,661	72,893	(96,768)
2400	Clerical and Office Staff Salaries	5,318	5,900	17,145	6,854	6,371	6,328	7,125	9,036	10,372	9,676	9,676	9,676	-	103,479	22,538	(80,941)
		19,910	20,492	66,106	21,362	15,895	15,819	17,566	19,479	19,570	25,578	25,578	25,578	-	292,932	120,732	(172,200)
Benefits																	
3101	STRS	71,715	73,990	105,914	70,074	70,650	70,868	78,145	77,932	78,823	83,645	83,645	83,645	-	949,045	1,009,309	60,263
3301	OASDI	2,678	2,873	9,350	2,628	2,327	2,548	3,271	3,255	2,663	1,662	1,662	1,662	-	36,578	5,198	(31,380)
3311	Medicare	6,042	11,800	19,462	5,922	5,918	5,961	6,593	6,545	6,595	6,737	6,737	6,737	-	95,049	77,791	(17,258)
3401	Health and Welfare	(2,889)	94,655	31,622	61,293	30,647	62,220	41,935	48,730	58,969	54,920	54,920	54,920	-	591,883	611,207	19,324
3501	State Unemployment	161	377	323	52	73	5,180	3,875	396	314	5,134	5,134	5,134	-	26,153	237,853	211,700
3601	Workers' Compensation	7,838	(402)	-	5,465	-	-	6,111	9,630	-	6,505	6,505	6,505	-	48,157	75,109	26,951
3901	Other Benefits	13,138	26,298	35,043	13,723	13,353	13,422	15,352	16,099	15,314	12,862	12,862	12,862	-	200,328	42,895	(157,433)
		98,683	209,591	201,713	159,097	122,968	160,198	155,281	162,588	162,678	171,465	171,465	171,465	-	1,947,193	2,059,361	112,168
Books and Supplies																	
4100	Textbooks and Core Materials	3,988	35,594	11,799	18,525	1,159	13,824	160	5,277	6,352	934	934	934	-	99,479	85,000	(14,479)
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	426	426	426	-	1,278	617,400	616,122
4302	School Supplies	31,520	370	233	4,417	212	(62)	206	18	2,771	13,739	31,365	31,365	-	116,154	9,600	(106,554)
4305	Software	112,773	28,137	9,144	19,214	5,499	4,582	259	(1,230)	52,875	25,814	25,814	25,814	-	308,697	734,400	425,703
4310	Office Expense	183	889	12,651	5,479	3,370	1,494	1,014	6,084	3,353	(113)	(113)	(113)	-	34,178	19,200	(14,978)
4311	Business Meals	-	1,335	82	9	412	4	(5)	318	121	807	807	807	-	4,697	5,800	1,103
4400	Noncapitalized Equipment	436	2,306	369	(51)	39,431	4,528	672	6,459	35,719	-	-	228,905	-	318,775	486,100	167,325
		148,901	68,632	34,278	47,594	50,082	24,371	2,307	16,925	101,191	41,607	59,233	288,138	-	883,257	1,957,500	1,074,243

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/25

ADA = 784.20

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education		642	5,388	6,889	27,642	57,731	90,334	130,205	88,069	122,438	122,438	122,438	-	774,207	847,400	73,193
5103	Substitute Teacher	-	-	-	-	-	-	-	-	205	218	218	218	-	860	20,300	19,440
5105	Security	-	-	107	-	-	-	-	38	38	38	38	38	-	297	-	(297)
5106	Other Educational Consultants	3,920	(3,920)	-	-	(3,109)	-	-	-	-	559	1,275	1,275	-	-	793,200	793,200
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24,300	24,300
		3,920	(3,278)	5,495	6,889	24,534	57,731	90,334	130,243	88,306	123,252	123,969	123,969	-	775,364	1,685,200	909,836
Operations and Housekeeping																	
5201	Auto and Travel	86	11,068	52,930	2,295	2,023	44	-	1,229	1,444	3,315	3,315	3,315	-	81,065	500	(80,565)
5300	Dues & Memberships	-	27,368	1,589	177	8,755	4,389	4,918	10,169	8,957	6,502	6,502	6,502	-	86,827	19,500	(66,327)
5400	Insurance	537	3,687	1,640	-	8,212	1,760	1,760	1,936	5,261	1,542	1,542	1,542	-	29,418	14,900	(14,518)
5501	Utilities	-	-	-	-	26	-	-	-	24	43	43	43	-	179	600	421
5502	Janitorial Services	-	255	(11)	-	-	-	-	-	-	233	233	233	-	944	1,200	256
5516	Miscellaneous Expense	-	-	-	-	34	4	-	-	-	27	27	27	-	120	-	(120)
5900	Communications	627	535	578	477	354	3,033	534	939	2,336	1,297	1,297	1,297	44,394	57,698	2,400	(55,298)
5901	Postage and Shipping	1	394	-	62	4	-	-	2	27	419	419	419	-	1,746	27,000	25,254
		1,250	43,306	56,726	3,011	19,408	9,230	7,212	14,275	18,049	13,379	13,379	13,379	44,394	256,998	66,100	(190,898)
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	17,566	3,533	3,916	3,916	3,916	3,719	3,719	3,719	-	44,005	8,200	(35,805)
5602	Additional Rent	-	134	-	-	1,791	1,944	847	3,593	1,624	3,129	3,129	3,129	-	19,320	11,200	(8,120)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	266	266	266	-	799	2,500	1,701
5604	Other Leases	-	-	18,395	-	646	(71)	-	-	215	1,161	1,161	1,161	-	17,668	16,100	(1,568)
5610	Repairs and Maintenance	-	125	-	-	-	-	-	-	-	355	355	355	-	1,190	400	(790)
		-	259	18,395	-	20,003	5,406	4,763	7,510	5,755	8,630	8,630	8,630	-	82,981	38,400	(44,581)
Professional/Consulting Services																	
5801	IT	36,456	-	-	6,615	3,011	-	5,422	10,441	-	7,777	7,777	7,777	-	85,278	552,900	467,624
5802	Audit & Taxes	-	-	-	-	3,057	2,322	-	-	3,469	-	-	-	-	8,848	62,400	53,552
5803	Legal	-	1,427	1,380	1,668	1,137	1,079	835	39	3,005	2,002	2,002	2,002	-	16,574	7,800	(8,774)
5804	Professional Development	868	1,595	4,846	1,791	872	2,912	3,261	1,332	582	1,417	1,417	1,417	-	22,310	110,300	87,990
5805	General Consulting	2,080	2,155	1,818	3,366	2,738	6,224	868	(3,044)	4,683	1,591	1,591	1,591	-	25,858	174,020	148,162
5806	Special Activities/Field Trips	22	185	350	6,439	87	(40)	6	386	3,658	6,991	15,961	15,961	-	50,005	28,039	(21,966)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	31	31	31	-	93	1,100	1,007
5808	Printing	-	-	-	2	-	55	-	-	-	0	0	0	-	58	300	242
5809	Other taxes and fees	-	29	398	420	379	987	426	1,391	1	469	469	469	-	4,777	8,100	3,323
5810	Payroll Service Fee	-	-	1,046	-	-	-	-	1,158	(6,364)	61	61	61	-	(3,976)	-	3,976
5811	Management Fee	20,338	20,753	21,739	21,739	21,739	21,739	17,743	19,517	19,517	20,720	20,720	20,720	1,653	248,835	260,877	12,242
5812	District Oversight Fee	-	-	-	-	-	-	-	(1,158)	1,158	6,342	12,544	6,342	84,360	109,589	112,896	3,307
5814	SPED Encroachment	501	501	901	-	901	901	901	-	-	1,402	1,402	1,402	15,633	24,445	-	(24,445)
5815	Public Relations/Recruitment	-	3,525	3,937	11,157	822	893	953	5,083	986	5,385	5,385	5,385	22,997	71,459	135,900	63,441
		60,265	30,169	42,410	53,196	34,742	36,471	30,415	35,033	30,695	54,190	69,361	63,159	124,644	664,751	1,454,632	789,881
Depreciation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		743,895	803,743	1,710,961	693,178	695,126	719,801	761,729	834,904	878,546	864,339	897,853	1,120,556	169,037	10,893,669	12,666,264	1,772,595
Monthly Surplus (Deficit)		(709,197)	(330,836)	(1,203,090)	642,187	181,625	365,835	205,568	438,101	(31,576)	(179,021)	461,175	(435,238)	2,132,560	1,538,094	377,578	1,160,516

CalOps Central Valley

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/25

ADA = 784.20

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(709,197)	(330,836)	(1,203,090)	642,187	181,625	365,835	205,568	488,101	(31,576)	(179,021)	461,175	(435,238)	2,132,560	1,538,094
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	40,923	2,484,946	114,566	55,662	(826,507)	816,030	-	(1,224,943)	637,062	-	-	-	(2,301,597)	(203,858)
Grants and Contributions Rec	-	-	-	-	-	-	-	-	(97)	-	-	-	-	(97)
Due To/From Related Parties	777,812	854,278	1,698,550	(499,393)	694,101	664,810	(1,435,739)	746,264	869,374	(2,989,928)	-	-	-	1,375,189
Prepaid Expenses	113,115	15,902	-	(5,089)	99,167	(2,544)	(595)	(1,297)	(17,168)	-	-	-	-	141,490
Other Assets			-		-		-		-	-	-	-		-
Accounts Payable	(150,964)	109,937	9,589	(105,903)	-	21,246	(21,246)	5	15,706	-	-	-	169,037	47,407
Accrued Expenses	(400)	(1,562,640)	-	-	(152,803)	-	-	-	-	-	-	-	-	(1,715,843)
Other Liabilities	-	-	-	-	-					-	-	-		-
Deferred Revenue	-	29,703	7,932	12,236	12,236	12,236	12,236	(47,985)	2,815	12,237	12,237	12,237	-	78,119
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	71,289	1,601,289	622,547	99,760	(52,181)	1,877,612	(1,239,775)	(89,855)	1,476,115	(3,156,712)	473,412	(423,001)		
Cash, Beginning of Month	3,261,008	3,332,297	4,933,587	5,556,134	5,655,894	5,603,712	7,481,325	6,241,550	6,151,695	7,627,810	4,471,098	4,944,511		
Cash, End of Month	**3,332,297**	**4,933,587**	**5,556,134**	**5,655,894**	**5,603,712**	**7,481,325**	**6,241,550**	**6,151,695**	**7,627,810**	**4,471,098**	**4,944,511**	**4,521,509**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
69.6%	77.3%
3,684,013	(332,493)

Pupil:Teacher Ratio
18.69

CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/2025

ADA = 1535.18

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	1738.90
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	769,844	769,844	1,385,720	1,385,720	1,385,720	1,385,720	1,385,720	847,142	847,141	847,141	847,141	5,075,421	16,932,274	12,762,207	4,170,067
8012	Education Protection Account	-	-	-	871,945	-	-	871,945	-	-	7,151	-	-	(1,722,497)	28,604	6,406,835	(6,378,231)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	15,477	15,477	15,477	15,477	15,477	77,385	-	77,385
8096	In Lieu of Property Taxes	-	-	-	-	-	-	-	-	-	-	-	-	2,718,681	2,718,681	2,920,439	(201,758)
		-	769,844	769,844	2,257,665	1,385,720	1,385,720	2,257,665	1,385,720	862,619	869,769	862,618	862,618	6,087,142	19,756,944	22,089,481	(2,332,537)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	249,193	249,193	226,058	23,135
8290	Title I, Part A - Basic Low Income	-	-	-	-	79,831	-	2,464	-	-	-	-	-	246,883	329,178	236,916	92,262
8291	Title II, Part A - Teacher Quality	-	-	-	-	13,206	-	223	-	-	-	-	-	40,284	53,712	45,289	8,423
8294	Title IV	-	-	-	-	-	-	4,466	-	-	-	-	-	13,396	17,862	18,901	(1,039)
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	58,632	-	-	-	-	-	58,632	-	58,632
		-	-	-	-	97,498	-	2,691	58,632	-	-	-	-	549,756	708,577	527,164	181,413
Other State Revenue																	
8311	State Special Education	74,812	74,812	134,662	-	134,662	134,662	269,324	-	269,114	88,417	88,417	88,417	146,651	1,503,949	1,558,911	(54,962)
8550	Mandated Cost	-	-	-	-	-	63,837	-	-	-	-	-	-	-	63,837	62,039	1,798
8560	State Lottery	-	-	-	-	-	108,710	-	-	-	118,651	-	-	191,740	419,101	432,987	(13,886)
8598	Prior Year Revenue	-	-	151	3,485	-	26,611	-	(8,711)	(52)	-	-	-	-	23,484	-	23,484
8599	Other State Revenue	-	7,179	7,179	12,922	12,922	12,922	12,922	12,922	8,234	8,234	8,234	8,234	855,804	967,708	927,812	39,897
		74,812	81,991	141,992	16,407	147,584	346,742	282,246	6,211	277,296	215,302	96,651	96,651	1,194,196	2,978,080	2,981,749	(3,669)
Other Local Revenue																	
8660	Interest Revenue	-	19,971	17	-	13,263	-	-	12,062	-	2,680	2,680	2,680	-	53,353	32,160	21,193
8690	Other Local Revenue	-	-	-	-	-	4,350	-	-	-	-	-	-	-	4,350	32,160	(27,810)
8699	School Fundraising	-	-	-	-	-	-	-	-	-	316	316	-	-	633	3,259	(2,626)
		-	19,971	17	-	13,263	4,350	-	12,062	-	2,996	2,996	2,680	-	58,336	35,419	(9,243)
Total Revenue		**74,812**	**871,806**	**911,853**	**2,274,072**	**1,644,065**	**1,736,812**	**2,542,602**	**1,462,625**	**1,139,915**	**1,088,067**	**962,265**	**961,949**	**7,831,093**	**23,501,936**	**25,633,812**	**(2,164,036)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	679,112	692,515	665,025	655,541	660,464	663,744	693,125	689,535	692,626	677,626	677,626	677,626	-	8,124,567	7,378,892	(745,675)
1175	Teachers' Extra Duty/Stipends	31,719	29,035	1,556,730	28,296	29,935	32,116	37,704	39,683	42,038	38,305	38,305	38,305	-	1,941,570	2,191,557	249,987
1200	Pupil Support Salaries	86,872	95,586	269,706	93,577	88,200	88,941	96,848	87,589	91,026	92,516	92,516	92,516	-	1,275,891	796,988	(478,903)
1300	Administrators' Salaries	65,323	77,609	219,295	66,846	77,136	77,411	80,823	80,897	78,987	68,200	68,200	68,200	-	1,028,925	1,018,406	(10,520)
		863,026	894,745	2,710,757	844,260	855,734	862,212	907,900	897,703	904,677	876,646	876,646	876,646	-	12,370,954	11,385,843	(985,111)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54,514	54,514
2200	Support Salaries	2,516	2,516	8,539	2,516	2,516	2,516	2,686	2,686	2,685	3,964	3,964	3,964	-	40,917	-	(40,917)
2300	Classified Administrators' Salaries	28,126	28,126	94,279	27,950	17,489	17,416	18,245	18,250	15,760	28,741	28,741	28,741	-	351,859	157,059	(194,801)
2400	Clerical and Office Staff Salaries	11,169	12,391	36,005	14,394	13,380	13,288	14,250	18,073	20,743	19,901	19,901	19,901	-	213,395	48,561	(164,834)
		41,811	43,033	138,823	44,860	33,379	33,220	35,181	38,958	39,188	52,606	52,606	52,606	-	606,171	260,134	(346,037)
Benefits																	
3101	STRS	150,602	155,379	222,418	147,154	148,363	148,821	156,321	155,865	157,647	171,325	171,325	171,325	-	1,956,546	2,174,696	218,150
3301	OASDI	5,624	6,083	19,634	5,519	4,887	5,351	6,542	6,510	5,325	3,397	3,397	3,397	-	75,615	11,200	(64,415)
3311	Medicare	12,687	24,780	40,869	12,435	12,428	12,518	13,189	13,090	13,190	13,798	13,798	13,798	-	196,581	167,612	(28,969)
3401	Health and Welfare	(5,746)	209,973	68,590	132,200	66,508	134,368	83,866	97,458	117,836	112,955	112,955	112,955	-	1,237,917	1,301,851	63,934
3501	State Unemployment	338	791	678	108	156	10,878	7,753	792	628	5,141	5,141	5,141	-	37,545	238,630	201,085
3601	Workers' Compensation	15,616	857	-	11,476	-	-	12,222	19,261	-	13,322	13,322	13,322	-	99,399	161,832	62,433
3901	Other Benefits	27,589	55,225	73,589	28,819	28,041	28,185	30,711	32,198	30,630	26,342	26,342	26,342	-	414,013	92,422	(321,591)
		206,710	447,037	425,777	337,711	260,383	340,121	310,605	325,174	325,256	346,280	346,280	346,280	-	4,017,615	4,148,243	130,627
Books and Supplies																	
4100	Textbooks and Core Materials	8,374	74,748	24,778	38,902	2,433	29,031	321	10,553	12,704	1,921	1,921	1,921	-	207,607	222,400	14,793
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	876	876	876	-	2,628	1,739,800	1,737,172
4302	School Supplies	66,421	1,303	1,018	7,839	455	(133)	1,668	36	5,589	51,566	51,566	51,566	-	238,894	14,900	(223,994)
4305	Software	241,562	44,225	19,209	40,349	11,548	8,969	631	(2,460)	105,750	53,092	53,092	53,092	-	629,055	1,682,300	1,053,245	
4310	Office Expense	1,941	2,391	27,264	11,564	7,236	3,481	2,678	12,615	7,074	-	-	-	-	76,244	54,500	(21,744)
4311	Business Meals	-	3,209	325	883	1,012	9	(9)	515	298	1,660	1,660	1,660	-	11,222	14,700	3,478
4400	Noncapitalized Equipment	916	4,843	776	(109)	84,679	9,509	1,394	12,917	71,437	-	-	470,790	-	657,151	340,600	(316,551)
		319,214	130,719	73,364	99,428	107,363	50,866	6,683	34,176	202,852	109,115	109,115	579,905	-	1,832,800	4,069,200	2,246,400

CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/2025

ADA = 1535.18

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	-	6,139	15,190	39,249	53,247	128,628	185,957	239,820	195,678	251,818	251,818	251,818	-	1,619,356	1,730,400	111,044
5103	Substitute Teacher	-	-	-	-	-	-	-	-	409	449	449	449	-	1,757	38,700	36,943
5105	Security	102	103	328	-	103	-	-	77	77	78	78	78	-	1,022	100	(922)
5106	Other Educational Consultants	8,360	(8,360)	-	-	(6,677)	-	-	-	-	2,226	2,226	2,226	-	-	214,600	214,600
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52,600	52,600
		8,462	(2,124)	15,517	39,249	46,673	128,628	185,957	239,897	196,164	254,571	254,571	254,571	-	1,621,136	2,036,400	414,264
Operations and Housekeeping																	
5201	Auto and Travel	180	22,180	114,980	7,038	6,162	95	-	3,573	3,739	6,818	6,818	6,818	-	178,403	71,100	(107,303)
5300	Dues & Memberships	-	61,701	(303)	381	18,802	9,424	10,114	22,140	17,915	13,373	13,373	13,373	-	180,294	45,400	(134,894)
5400	Insurance	1,144	6,898	3,444	-	17,245	3,696	3,696	3,872	10,520	3,171	3,171	3,171	-	60,030	36,900	(23,130)
5501	Utilities	338	620	470	496	56	326	518	106	743	88	88	88	-	3,879	2,600	(1,279)
5502	Janitorial Services	-	1,512	(23)	46	1,250	-	1,250	3,443	1,250	480	480	480	-	10,167	12,100	1,933
5516	Miscellaneous Expense	-	-	-	-	73	8	-	-	-	56	56	56	-	251	-	(251)
5900	Communications	1,316	2,198	2,505	2,291	6,497	7,655	2,412	3,169	5,900	2,668	2,668	2,668	91,305	133,251	11,800	(121,451)
5901	Postage and Shipping	2,591	2,764	349	279	5,229	357	82	4	5,454	861	861	861	-	19,681	54,800	35,119
		5,571	97,872	121,416	10,472	55,309	21,562	18,072	36,306	45,521	27,517	27,517	27,517	91,305	585,956	234,700	(351,256)
Facilities, Repairs and Other Leases																	
5601	Rent	6,321	9,833	8,172	8,172	5,233	7,588	7,915	7,915	7,915	7,649	7,649	7,649	-	92,008	31,000	(61,008)
5602	Additional Rent	1,300	(820)	-	-	3,774	3,878	1,530	6,978	3,248	6,435	6,435	6,435	-	39,192	7,200	(31,992)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	547	547	547	-	1,642	3,400	1,758
5604	Other Leases	-	-	28,770	(700)	15,859	359	452	29,975	(71)	2,388	2,388	2,388	-	81,809	79,000	(2,809)
5610	Repairs and Maintenance	-	263	1,250	280	90	-	-	600	-	730	730	730	-	4,673	11,700	7,027
		7,621	9,275	38,192	7,752	24,956	11,825	9,896	45,468	11,092	17,749	17,749	17,749	-	219,324	132,300	(87,024)
Professional/Consulting Services																	
5801	IT	77,748	-	-	13,892	6,323	-	11,160	20,881	-	15,995	15,995	15,995	-	177,989	752,500	574,511
5802	Audit & Taxes	-	-	-	-	6,420	4,877	-	-	6,936	-	-	-	-	18,233	57,700	39,467
5803	Legal	-	3,826	3,107	3,607	(170,780)	2,266	2,522	77	6,183	4,118	4,118	4,118	-	(136,838)	53,600	190,438
5804	Professional Development	1,824	3,351	10,177	3,760	1,832	6,115	6,546	2,663	1,163	2,914	2,914	2,914	-	46,174	251,700	205,526
5805	General Consulting	4,368	4,526	3,808	7,069	5,749	13,070	1,816	(6,571)	9,366	3,273	3,273	3,273	-	63,020	450,400	387,380
5806	Special Activities/Field Trips	-	79,844	182	2,060	(3,670)	-	(487)	(8,905)	6,192	27,631	-	-	-	102,846	0	(102,846)
5807	Bank Charges	-	1	18	109	97	93	101	(208)	9	64	64	64	-	412	2,000	1,588
5808	Printing	-	-	-	4	-	117	-	-	-	1	1	1	-	124	600	476
5809	Other taxes and fees	-	61	896	881	802	814	893	2,662	(6)	964	964	964	-	9,834	73,800	63,966
5810	Payroll Service Fee	-	-	2,197	-	-	-	-	2,316	(12,600)	126	126	126	-	(7,709)	-	7,709
5811	Management Fee	43,373	43,580	42,729	42,729	42,729	42,729	37,261	39,035	39,035	39,170	39,170	39,170	(20,647)	470,039	512,676	42,638
5812	District Oversight Fee	-	-	-	-	9,383	-	-	(2,316)	2,316	8,698	8,626	8,626	162,236	197,569	220,895	23,325
5814	SPED Encroachment	1,080	1,080	1,945	-	1,945	1,945	1,945	-	-	2,652	2,652	2,652	34,697	52,594	-	(52,594)
5815	Public Relations/Recruitment	-	7,403	21,534	24,617	1,726	1,875	1,981	10,421	1,971	11,076	11,076	11,076	47,298	151,054	271,200	119,146
		128,393	143,671	86,527	98,722	(97,450)	73,894	63,736	60,056	60,565	116,683	88,980	88,980	223,584	1,136,340	2,647,071	1,510,731
Depredation																	
5900	Depreciation Expense	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,671	-	-	-	-	42,034	65,400	23,366
		4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,671	-	-	-	-	42,034	65,400	23,366
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		1,585,478	1,768,899	3,615,043	1,467,125	1,291,018	1,526,998	1,542,650	1,682,408	1,789,936	1,801,167	1,773,464	2,244,254	314,889	22,423,329	24,979,290	2,555,962
Monthly Surplus (Deficit)		(1,510,666)	(897,093)	(2,703,190)	786,947	353,047	209,614	999,952	(219,783)	(650,021)	(713,100)	(811,199)	(1,282,306)	7,516,205	1,078,607	654,521	391,926

CalOps NorCal

Monthly Cash Flow/Forecast FY24-25

Revised 4/28/2025

ADA = 1535.18

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(1,510,666)	(897,093)	(2,703,190)	786,947	353,047	209,814	999,952	(219,783)	(650,021)	(713,100)	(811,199)	(1,282,306)	7,516,205	1,076,607
Cash flows from operating activities														
Depreciation/Amortization	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,670	4,671	-	-	-	-	42,034
Public Funding Receivables	4,520,527	-	293,737	3,094,054	-	(131,061)	130,186	6,711	156	-	-	-	(7,831,093)	83,147
Grants and Contributions Rec.	4,690	1,787	-	-	-	-	-	-	(194)	-	-	-	-	6,283
Due To/From Related Parties	1,639,913	1,835,463	3,562,774	(1,789,532)	1,203,969	1,418,988	(4,565,725)	1,490,145	1,759,965	(6,131,395)	-	-	-	424,585
Prepaid Expenses	243,093	22,205	(1,250)	(10,685)	84,126	(5,342)	(1,190)	(2,594)	(34,338)	-	-	-	-	294,025
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(874,896)	236,015	21,525	(228,932)	-	40,216	(40,216)	10	20,066	-	-	-	314,889	(511,323)
Accrued Expenses	(1,917,856)	(1,222,082)	-	(700)	(282,151)	(37,481)	-	-	-	-	-	-	-	(3,440,270)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	52,346	13,420	13,420	24,155	24,155	24,155	24,155	(28,612)	24,161	24,161	24,161	24,161	(597,029)	(363,191)
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	2,161,822	(5,614)	1,191,667	1,879,978	1,387,817	1,543,959	(3,448,218)	1,250,547	1,124,466	(6,820,334)	(787,038)	(1,258,145)		
Cash, Beginning of Month	2,486,893	4,648,715	4,643,100	5,834,767	7,714,743	9,102,561	10,646,520	7,198,302	8,448,849	9,573,315	2,752,981	1,965,943		
Cash, End of Month	**4,648,715**	**4,643,100**	**5,834,767**	**7,714,743**	**9,102,561**	**10,646,520**	**7,198,302**	**8,448,849**	**9,573,315**	**2,752,981**	**1,965,943**	**707,799**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
65.8%	83.2%
6,620,502	744,395

Pupil:Teacher Ratio
20.39

CalOps North Bay

Monthly Cash Flow/ForecastFY24-25

Revised 5/6/25

CHARTER IMPACT

ADA = 153.24

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 157.98	
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	66,665	66,665	119,997	119,997	119,997	119,997	119,997	67,314	67,314	67,314	67,314	255,743	1,258,314	1,338,965	(80,651)
8012	Education Protection Account	-	-	-	8,172	-	-	8,171	-	-	6,863	-	-	7,448	30,648	32,686	(2,038)
8019	State Aid - Prior Year	-	-	999	-	-	-	-	-	(200)	(200)	(200)	(200)	(200)	(1)	-	(1)
8096	In Lieu of Property Taxes	-	-	44,478	88,957	59,304	59,304	59,304	59,304	59,304	41,984	41,984	41,984	139,177	695,084	746,291	(51,207)
		-	66,665	112,142	217,126	179,301	179,301	187,472	179,301	126,418	115,960	109,098	109,098	402,168	1,984,045	2,117,942	(133,897)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	22,814	22,814	20,537	2,277
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	9,273	-	279	-	-	-	-	28,000	37,552	32,602	4,950
8291	Title II, Part A - Teacher Quality	-	-	-	-	1,340	-	-	-	-	-	-	-	3,957	5,297	4,749	548
8294	Title IV	-	-	-	-	-	-	2,500	-	-	-	-	-	7,500	10,000	10,000	-
8299	Prior Year Federal Revenue	-	-	-	-	-	-	-	17,248	-	-	-	-	-	17,248	-	17,248
		-	-	-	-	1,340	9,273	-	17,527	-	-	-	-	62,271	92,911	67,888	25,023
Other State Revenue																	
8311	State Special Education	7,074	7,074	12,733	-	12,733	12,733	25,466	-	25,442	8,318	8,318	8,318	13,971	142,181	141,627	554
8550	Mandated Cost	-	-	-	-	-	-	6,281	-	-	-	-	-	-	6,281	5,945	336
8560	State Lottery	-	-	-	-	5,109	5,271	-	-	-	10,779	-	-	20,679	41,837	39,337	2,500
8598	Prior Year Revenue	-	-	-	-	(10,839)	13,081	338	-	-	-	-	-	-	2,580	-	2,580
8599	Other State Revenue	-	679	679	11,221	1,221	1,221	1,221	1,221	776	774	774	774	(7,900)	12,661	125,618	(112,957)
		7,074	7,753	13,412	11,221	8,225	32,305	33,306	1,221	26,218	19,871	9,092	9,092	26,750	205,541	312,527	(106,986)
Other Local Revenue																	
8660	Interest Revenue	4	6	6	11	9	1,138	14	11	1,587	10	10	10	-	2,816	122	2,695
8690	Other Local Revenue	-	-	-	-	-	408	-	-	-	-	-	-	-	408	-	408
		4	6	6	11	9	1,547	14	11	1,587	10	10	10	-	3,225	122	3,103
Total Revenue		**7,078**	**74,424**	**125,560**	**228,358**	**191,374**	**222,426**	**220,791**	**198,060**	**154,223**	**135,842**	**118,201**	**118,201**	**491,185**	**2,285,722**	**2,498,479**	**(212,757)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	64,677	66,940	63,336	62,432	62,902	63,213	63,029	62,685	62,962	63,961	63,961	63,961	-	764,060	670,808	(93,252)
1175	Teachers' Extra Duty/Stipends	3,019	2,763	148,258	2,693	2,849	3,057	3,372	3,606	3,820	3,616	3,616	3,616	-	184,283	199,232	14,949
1200	Pupil Support Salaries	8,274	9,123	25,686	8,912	8,400	8,471	8,804	7,963	8,275	8,733	8,733	8,733	-	120,105	72,453	(47,652)
1300	Administrators' Salaries	6,221	7,391	20,885	6,366	7,346	7,372	7,347	7,354	7,180	6,437	6,437	6,437	-	96,776	92,582	(4,194)
		82,191	86,217	258,165	80,404	81,497	82,113	82,553	81,608	82,237	82,747	82,747	82,747	-	1,165,225	1,035,077	(130,149)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,956	4,956
2200	Support Salaries	240	240	813	240	240	240	240	240	240	374	374	374	-	3,853	-	(3,853)
2300	Classified Administrators' Salaries	2,679	2,679	8,979	2,662	1,665	1,659	1,659	1,659	1,433	2,713	2,713	2,713	-	33,211	14,278	(18,933)
2400	Clerical and Office Staff Salaries	1,064	1,180	3,429	1,371	1,274	1,266	1,295	1,643	1,885	1,878	1,878	1,878	-	20,043	4,415	(15,628)
		3,982	4,098	13,221	4,272	3,179	3,164	3,194	3,542	3,558	4,966	4,966	4,966	-	57,106	23,649	(33,458)
Benefits																	
3101	STRS	14,343	14,798	21,182	14,014	14,130	14,173	14,213	14,169	14,331	16,206	16,206	16,206	-	183,970	197,700	13,729
3301	OASDI	536	575	1,870	526	465	510	595	592	484	321	321	321	-	7,115	1,018	(6,097)
3311	Medicare	1,208	2,360	3,892	1,184	1,184	1,192	1,199	1,190	1,199	1,305	1,305	1,305	-	18,523	15,237	(3,286)
3401	Health and Welfare	(641)	19,130	6,406	12,384	6,209	12,585	7,621	8,857	10,705	10,662	10,662	10,662	-	115,240	118,350	3,110
3501	State Unemployment	32	75	65	10	15	1,086	705	72	57	1,569	1,569	1,569	-	6,774	62,528	55,754
3601	Workers' Compensation	1,565	(78)	-	1,093	-	-	1,111	1,751	-	1,260	1,260	1,260	-	9,223	14,712	5,489
3901	Other Benefits	2,627	5,259	7,009	2,745	2,671	2,684	2,792	2,927	2,784	2,492	2,492	2,492	-	38,974	8,402	(30,572)
		19,670	42,119	40,423	31,956	24,673	32,180	28,237	29,558	29,561	33,815	33,815	33,815	-	379,820	417,947	38,127
Books and Supplies																	
4100	Textbooks and Core Materials	798	7,119	2,360	3,705	232	2,765	29	959	1,155	181	181	181	-	19,665	18,200	(1,465)
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	83	83	83	-	248	248,400	248,152
4302	School Supplies	6,316	965	45	210	43	(12)	108	3	504	48	48	48	14,225	22,549	46,200	23,651
4305	Software	22,334	2,469	2,626	3,849	1,100	797	68	(224)	9,614	5,011	5,011	5,011	-	57,661	152,800	95,139
4310	Office Expense	37	179	2,537	1,096	674	299	207	1,106	610	(22)	(22)	(22)	-	6,678	3,700	(2,978)
4311	Business Meals	-	261	21	22	79	1	2	85	15	157	157	157	-	955	200	(755)
4400	Noncapitalized Equipment	87	464	74	(10)	7,959	906	131	1,174	6,494	-	-	44,438	-	61,718	29,500	(32,218)
		29,571	11,456	7,663	8,865	10,087	4,755	545	3,105	18,391	5,458	5,458	49,896	14,225	169,474	499,000	329,526

CalOps North Bay

Monthly Cash Flow/ForecastFY24-25

Revised 5/6/25

ADA = 153.24

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	111	-	1,175	410	5,951	11,445	14,772	18,373	14,055	23,769	23,769	23,769	-	137,599	131,600	(5,999)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	37	42	42	42	-	164	3,500	3,336
5105	Security	-	-	21	-	-	-	-	7	7	7	7	7	-	57	-	(57)
5106	Other Educational Consultants	760	(760)	-	-	(628)	-	-	-	-	2	2	2	621	-	25,000	25,000
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,800	4,800
		871	(760)	1,196	410	5,324	11,445	14,772	18,380	14,099	23,821	23,821	23,821	621	137,821	164,900	27,079
Operations and Housekeeping																	
5201	Auto and Travel	17	2,447	10,592	180	82	9	-	137	234	644	644	644	-	15,628	100	(15,528)
5300	Dues & Memberships	-	5,462	(29)	35	2,997	886	955	1,767	1,629	1,262	1,262	1,262	-	17,479	5,400	(12,079)
5400	Insurance	104	735	928	-	1,642	352	352	352	956	299	299	299	-	6,720	3,100	(2,620)
5501	Utilities	-	-	-	-	5	-	-	-	5	8	8	8	-	35	-	(35)
5502	Janitorial Services	-	25	(2)	-	-	-	-	-	-	45	45	45	-	159	400	241
5516	Miscellaneous Expense	-	-	-	-	7	72	(79)	-	-	5	5	5	-	16	-	(16)
5900	Communications	125	107	116	95	71	608	107	171	454	252	252	252	$8,618.29	11,228	500	(10,728)
5901	Postage and Shipping	0	79	-	12	1	-	-	0	5	81	81	81	-	341	5,100	4,759
		247	8,845	11,605	323	4,806	1,926	1,335	2,427	3,281	2,597	2,597	2,597	8,618	50,604	14,600	(36,004)
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	3,546	713	727	727	727	722	722	722	-	8,606	5,400	(3,206)
5602	Additional Rent	-	27	-	-	359	369	143	634	295	607	607	607	-	3,650	800	(2,850)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	52	52	52	-	155	4,900	4,745
5604	Other Leases	-	-	2,704	-	1,428	-	-	-	39	225	225	225	-	4,848	100	(4,748)
5610	Repairs and Maintenance	-	25	-	-	-	-	-	-	-	69	69	69	-	232	200	(32)
		-	52	2,704	-	5,333	1,082	870	1,361	1,061	1,675	1,675	1,675	-	17,490	11,400	(6,090)
Professional/Consulting Services																	
5801	IT	7,068	-	-	1,323	602	-	1,043	1,898	-	1,510	1,510	1,510	-	16,464	75,900	59,436
5802	Audit & Taxes	-	-	-	-	611	464	-	-	631	-	-	-	-	1,706	5,400	3,694
5803	Legal	-	285	276	1,074	227	216	167	7	424	389	389	389	-	3,842	3,700	(142)
5804	Professional Development	174	319	969	358	174	582	598	242	106	275	275	275	-	4,348	21,600	17,252
5805	General Consulting	416	431	363	673	548	1,245	172	(641)	851	309	309	309	-	4,984	67,100	62,116
5806	Special Activities/Field Trips	-	38	-	196	11	-	1	25	563	30	30	30	8,779	9,708	0	(9,708)
5807	Bank Charges	-	-	-	25	-	4	-	-	-	6	6	6	-	47	300	253
5808	Printing	-	-	-	0	-	11	-	-	-	0	0	0	-	12	100	88
5809	Other taxes and fees	-	1	80	84	76	77	85	242	0	91	91	91	-	920	7,600	6,680
5810	Payroll Service Fee	-	-	209	-	-	-	-	211	(1,140)	12	12	12	-	(684)	-	684
5811	Management Fee	3,943	4,151	4,164	4,164	4,164	4,164	3,549	3,549	3,549	4,000	4,000	4,000	605	46,000	49,970	1,970
5812	District Oversight Fee	-	-	-	-	-	-	-	(211)	211	1,160	1,091	1,091	16,499	19,840	21,179	1,339
5814	SPED Encroachment	102	102	184	-	184	184	184	-	-	250	250	250	3,261	4,950	-	(4,950)
5815	Public Relations/Recruitment	-	705	1,998	2,051	164	179	187	980	179	1,045	1,045	1,045	$4,464.47	14,044	22,600	8,556
		11,703	6,083	8,243	9,849	6,769	7,126	5,987	6,301	5,374	9,076	9,007	9,007	33,608	128,182	275,449	147,267
Depredation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**148,234**	**158,061**	**342,620**	**136,178**	**141,667**	**143,790**	**137,493**	**146,281**	**157,562**	**164,155**	**164,086**	**208,524**	**57,072**	**2,105,723**	**2,442,021**	**336,298**
Monthly Surplus (Deficit)		**(141,156)**	**(83,637)**	**(217,060)**	**92,179**	**49,707**	**78,636**	**83,299**	**51,779**	**(3,339)**	**(28,313)**	**(45,886)**	**(90,324)**	**434,113**	**179,999**	**56,457**	**123,541**

CalOps North Bay

Monthly Cash Flow/ForecastFY24-25

Revised 5/6/25

ADA = 153.24

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(141,156)	(83,637)	(237,060)	92,179	49,707	78,636	83,299	51,779	(3,339)	(28,313)	(45,886)	(90,324)	434,113	179,999
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	246,664	102,630	24,757	5,891	15,686	(18,352)	-	18,352	-	-	-	-	(491,185)	(95,557)
Grants and Contributions Rec	-	-	-	-	-	-			(17)	-	-	-	-	(17)
Due To/From Related Parties	154,706	(1,142,551)	338,542	224,816	159,303	332,252	(323,260)	134,420	157,046	(551,854)	-	-	-	(706,480)
Prepaid Expenses	22,199	-	797	(1,018)	7,907	(509)	(108)	(235)	(3,121)	-	-	-	-	25,912
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(30,964)	21,022	1,918	(20,215)	(40,912)	3,740	(3,740)	3	1,587	-	-	-	57,072	(9,891)
Accrued Expenses	(80)	(142,313)	(20,850)	-	-	-	-	-	-	-	-	-	-	(163,243)
Other Liabilities	-	-	-	-	-					-	-	-	-	-
Deferred Revenue	4,960	1,265	1,265	2,277	2,277	2,277	2,277	(14,971)	2,806	2,277	2,277	2,277	774	12,038
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	256,329	(1,243,584)	129,369	304,029	204,568	198,044	(241,531)	189,346	154,962	(577,891)	(43,609)	(88,047)		
Cash, Beginning of Month	2,004,285	2,260,614	1,017,030	1,146,399	1,450,427	1,654,995	1,853,039	1,611,507	1,800,854	1,955,816	1,377,926	1,334,317		
Cash, End of Month	**2,260,614**	**1,017,030**	**1,146,399**	**1,450,427**	**1,654,995**	**1,853,039**	**1,611,507**	**1,800,854**	**1,955,816**	**1,377,926**	**1,334,317**	**1,246,271**		

Original Budget Total	Favorable / (Unfav.)

Cert.	Instr.
61.9%	79.9%
547,931	(3,321)

Pupil:Teacher Ratio
21.06

CalOps Monterey Bay

Monthly Cash Flow/Forecast FY24-25

Revised 5/5/25

ADA = 454.33

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	560.02
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	170,086	170,086	306,155	306,155	306,155	306,155	306,155	84,556	84,555	84,555	84,555	626,394	2,835,561	3,399,520	(563,958)
8012	Education Protection Account	-	-	-	28,019	-	-	28,018	-	-	21,506	-	-	13,323	90,866	112,004	(21,138)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	-	(15,517)	(15,517)	(15,517)	(15,517)	(15,517)	(77,585)	-	(77,585)
8096	In Lieu of Property Taxes			-	-	-	-	1,455,280	-	-	200,716	200,716	200,716	751,846	2,809,273	3,518,552	(709,279)
		-	170,086	170,086	334,174	306,155	306,155	1,789,453	306,155	69,039	291,260	269,754	269,754	1,376,046	5,658,116	7,030,076	(1,371,960)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	79,715	79,715	72,803	6,912
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	45,923	(45,923)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9,763	(9,763)
		-	-	-	-	-	-	-	-	-	-	-	-	79,715	79,715	128,489	(48,774)
Other State Revenue																	
8311	State Special Education	24,252	24,252	43,654	-	43,654	43,654	87,308	-	87,229	21,485	21,485	21,485	69,056	487,513	502,053	(14,541)
8550	Mandated Cost	-	-	-	-	-	21,030	-	-	-	-	-	-	-	21,030	20,752	278
8560	State Lottery	-	-	-	-	-	35,193	-	-	-	38,221	-	-	50,618	124,032	139,445	(15,413)
8598	Prior Year Revenue	-	-	-	(26,105)	-	31,674	1,260	-	-	-	-	-	-	6,829	-	6,829
8599	Other State Revenue	-	2,327	2,327	4,189	4,189	4,189	4,189	4,189	1,988	1,988	1,988	1,988	288,433	321,984	237,612	84,372
		24,252	26,579	45,981	(21,916)	47,843	135,740	92,757	4,189	89,217	61,694	23,473	23,473	408,107	961,388	899,863	61,525
Other Local Revenue																	
8660	Interest Revenue	-	4,111	541	544	532	1,010	2,898	2,858	476	857	857	857	-	15,542	10,286	5,255
8690	Other Local Revenue	-	-	-	-	-	1,399	-	-	-	-	-	-	-	1,399	-	1,399
		-	4,111	541	544	532	2,409	2,898	2,858	476	857	857	857	-	16,941	10,286	6,654
Total Revenue		**24,252**	**200,776**	**216,608**	**312,802**	**354,530**	**444,304**	**1,885,108**	**313,202**	**158,732**	**353,810**	**294,084**	**294,084**	**1,863,867**	**6,715,158**	**8,068,713**	**(1,352,555)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	210,202	204,499	205,845	202,910	204,433	205,454	189,184	188,055	188,895	200,445	200,445	200,445	-	2,400,811	2,365,482	(35,329)
1175	Teachers' Extra Duty/Stipends	9,816	8,986	481,844	8,757	9,264	8,940	10,124	10,823	11,465	11,331	11,331	11,331	-	595,011	702,557	107,545
1200	Pupil Support Salaries	26,889	29,394	83,481	28,965	27,301	27,530	26,413	29,887	24,825	27,367	27,367	27,367	-	380,785	255,494	(125,291)
1300	Administrators' Salaries	20,219	24,022	67,877	20,690	23,875	23,960	22,042	22,063	21,542	20,174	20,174	20,174	-	306,811	326,475	19,663
		267,126	266,901	839,047	261,322	264,873	266,884	247,763	244,828	246,727	259,316	259,316	259,316	-	3,683,418	3,650,007	(33,411)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	17,476	17,476
2200	Support Salaries	779	779	2,643	779	779	779	719	719	719	1,173	1,173	1,173	-	12,213	-	(12,213)
2300	Classified Administrators' Salaries	8,705	8,706	29,182	8,651	5,412	5,391	4,976	4,977	4,298	8,502	8,502	8,502	-	105,803	50,349	(55,454)
2400	Clerical and Office Staff Salaries	3,457	3,835	11,145	4,455	4,141	4,113	3,887	4,929	5,657	5,887	5,887	5,887	-	63,279	15,567	(47,712)
		12,941	13,320	42,970	13,885	10,332	10,283	9,582	10,625	10,674	15,561	15,561	15,561	-	181,295	83,392	(97,903)
Benefits																	
3101	STRS	46,615	48,094	68,844	45,549	45,923	46,064	42,656	42,509	42,995	50,348	50,348	50,348	-	580,293	697,151	116,859
3301	OASDI	1,741	1,867	6,077	1,708	1,512	1,657	1,785	1,775	1,452	994	994	994	-	22,555	3,591	(18,965)
3311	Medicare	3,926	7,670	12,650	3,849	3,847	3,875	3,599	3,570	3,597	4,054	4,054	4,054	-	58,745	53,732	(5,013)
3401	Health and Welfare	(1,544)	66,060	22,460	42,952	21,798	43,677	22,872	26,580	32,067	33,412	33,412	33,412	-	377,159	417,340	40,180
3501	State Unemployment	105	245	210	34	49	3,367	2,117	217	171	4,551	4,551	4,551	-	20,169	204,261	184,092
3601	Workers' Compensation	6,861	(2,127)	-	3,552	-	-	3,334	5,252	-	3,914	3,914	3,914	-	28,715	51,879	23,164
3901	Other Benefits	8,539	17,093	22,778	8,920	8,679	8,724	8,380	8,781	8,353	7,740	7,740	7,740	-	123,466	29,628	(93,838)
		66,343	138,902	133,019	106,564	81,808	107,364	84,743	88,684	88,635	105,014	105,014	105,014		1,211,103	1,457,582	246,479
Books and Supplies																	
4100	Textbooks and Core Materials	2,592	23,136	7,669	12,041	753	8,986	88	2,878	3,465	568	568	568	-	63,313	61,600	(1,713)
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	259	259	259	-	777	417,600	416,823
4302	School Supplies	20,525	256	146	682	147	(48)	113	10	1,511	340	340	340	46,297	70,666	39,500	(31,166)
4305	Software	84,452	10,659	5,944	16,514	3,575	3,187	259	(673)	28,841	15,705	15,705	15,705	-	199,875	498,900	299,025
4310	Office Expense	119	590	8,331	3,562	2,198	971	658	3,319	1,829	(69)	(69)	(69)	-	21,371	14,200	(7,171)
4311	Business Meals	-	760	4	6	271	3	(3)	2	44	491	491	491	-	2,560	4,200	1,640
4400	Noncapitalized Equipment	284	1,499	240	(35)	27,265	2,944	419	3,523	19,483	-	-	139,262	-	194,684	175,000	(19,884)
		107,972	36,900	22,334	32,770	34,209	16,048	1,534	9,061	55,173	17,295	17,295	156,557	46,297	553,445	1,211,000	657,555

CalOps Monterey Bay

Monthly Cash Flow/Forecast FY24-25

Revised 5/5/25

ADA = 454.33

CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	391	1,780	4,155	6,725	20,952	39,971	57,227	76,421	62,027	74,489	74,489	74,489	-	493,116	464,100	(29,016)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	111	133	133	133	-	510	12,400	11,890
5105	Security	-	-	69	-	-	-	-	20	21	23	23	23	-	179	-	(179)
5106	Other Educational Consultants	2,680	(2,680)	-	-	(2,150)	-	-	-	-	15	15	15	2,104	-	69,100	69,100
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	26,300	26,300
		3,071	(900)	4,224	6,725	18,802	39,971	57,227	76,441	62,159	74,660	74,660	74,660	2,104	493,804	571,900	78,096
Operations and Housekeeping																	
5201	Auto and Travel	56	3,136	35,701	298	279	31	-	165	699	2,017	2,017	2,017	-	46,416	400	(46,016)
5300	Dues & Memberships	-	18,351	1,633	115	6,055	3,094	2,991	5,300	4,886	3,956	3,956	3,956	-	54,232	14,400	(39,832)
5400	Insurance	356	4,262	1,066	-	5,338	1,144	1,144	1,056	2,869	938	938	938	-	20,059	10,600	(9,459)
5501	Utilities	-	-	-	-	18	-	-	-	14	26	26	26	-	110	600	490
5502	Janitorial Services	-	81	(7)	-	-	-	-	-	-	142	142	142	-	500	1,400	900
5516	Miscellaneous Expense	-	-	-	-	23	3	-	-	-	17	17	17	-	76	-	(76)
5900	Communications	408	348	375	310	241	1,972	347	519	1,493	789	789	789	$27,008.36	35,323	1,700	(33,623)
5901	Postage and Shipping	-	256	-	40	3	-	-	1	15	255	255	255	-	1,079	15,900	14,821
		830	26,434	38,768	763	11,957	6,184	4,482	7,045	9,916	8,140	8,140	8,140	27,008	157,796	45,000	(112,796)
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	12,151	2,444	2,221	2,221	2,222	2,262	2,262	2,262	-	28,046	10,500	(17,546)
5602	Additional Rent	-	94	-	-	1,175	1,207	452	1,903	885	1,904	1,904	1,904	-	11,427	1,900	(9,527)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	162	162	162	-	486	300	(186)
5604	Other Leases	-	-	9,265	-	252	120	-	-	117	706	706	706	-	11,873	500	(11,373)
5610	Repairs and Maintenance	-	81	-	-	-	-	-	-	-	216	216	216	-	729	300	(429)
		-	175	9,265	-	13,578	3,771	2,673	4,124	3,224	5,250	5,250	5,250	-	52,561	13,500	(39,061)
Professional/Consulting Services																	
5801	IT	24,924	-	-	4,299	1,957	-	3,288	5,695	-	4,731	4,731	4,731	-	54,357	224,800	170,443
5802	Audit & Taxes	-	-	-	-	1,988	1,510	-	-	1,892	-	-	-	-	5,390	22,400	17,010
5803	Legal	-	927	897	1,084	738	701	542	21	1,705	1,218	1,218	1,218	-	10,169	10,000	(269)
5804	Professional Development	564	1,088	3,150	1,164	567	1,893	1,806	727	318	862	862	862	-	13,813	76,800	62,987
5805	General Consulting	1,352	1,400	1,179	2,189	1,780	4,045	557	(2,166)	2,554	968	968	968	-	15,794	193,400	177,606
5806	Special Activities/Field Trips	-	130	-	637	60	-	4	75	1,689	200	200	200	27,227	30,422	0	(30,422)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	19	19	19	-	57	100	43
5808	Printing	-	-	-	1	-	38	-	-	-	0	0	0	-	40	200	160
5809	Other taxes and fees	-	18	258	273	246	252	272	726	(1)	285	285	285	-	2,900	21,800	18,900
5810	Payroll Service Fee	-	-	680	-	-	-	-	631	(3,343)	37	37	37	-	(1,920)	-	1,920
5811	Management Fee	13,905	13,490	13,447	13,447	13,447	13,447	11,533	10,646	8,846	11,194	11,194	11,194	(11,466)	134,323	161,374	27,051
5812	District Oversight Fee	-	-	-	-	(69,048)	-	-	(631)	631	2,913	2,698	2,698	48,273	(12,467)	70,301	82,768
5814	SPED Encroachment	350	350	630	-	630	630	630	-	-	645	645	645	11,863	17,017	-	(17,017)
5815	Public Relations/Recruitment	-	2,291	6,600	6,667	534	580	599	3,117	538	3,276	3,276	3,276	$13,990.95	44,746	76,800	32,054
		41,095	19,644	26,841	29,761	(47,101)	23,096	19,231	18,841	14,829	26,349	26,134	26,134	89,889	314,742	857,975	543,233
Depredation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		499,378	501,376	1,116,468	451,790	358,458	473,601	427,235	459,639	491,337	511,584	511,369	650,631	165,296	6,648,164	7,890,356	1,242,192
Monthly Surplus (Deficit)		(475,126)	(300,600)	(899,860)	(138,968)	(33,928)	(29,297)	1,457,873	(146,437)	(332,605)	(157,774)	(217,265)	(356,547)	1,698,569	67,595	178,357	(110,363)

CalOps Monterey Bay

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ADA = 454.33

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(475,126)	(300,600)	(899,860)	(138,988)	(93,928)	(89,297)	1,457,873	(146,437)	(332,605)	(157,774)	(217,285)	(356,547)	1,698,569	67,995
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	2,051,172	28,087	76,522	58,829	-	(66,868)	66,868	-	-	-	-	-	(1,863,867)	350,743
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	(53)	-	-	-	-	(53)
Due To/From Related Parties	518,040	(1,451,578)	1,104,190	(475,492)	443,740	442,115	393,360	408,539	484,501	-	-	-	-	1,867,415
Prepaid Expenses	88,642	2,812	-	(9,307)	27,093	(1,653)	(924)	(708)	(9,965)	-	-	-	-	103,190
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(113,810)	76,758	6,233	(74,146)	-	12,748	(12,749)	4	5,124	-	-	-	165,298	65,470
Accrued Expenses	(14,054)	(407,067)	-	-	(90,840)	-	-	-	(1,800)	-	-	-	-	(513,761)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	19,218	4,040	-4,040	7,271	7,271	7,271	7,271	7,271	8,818	7,273	7,273	7,273	(277,173)	(188,883)
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	2,068,082	(2,047,537)	291,125	(625,833)	353,335	364,317	1,912,299	268,669	154,620	(150,501)	(210,012)	(349,274)		
Cash, Beginning of Month	2,134,316	4,202,398	2,154,860	2,445,985	1,820,152	2,173,489	2,537,805	4,450,105	4,718,773	4,873,393	4,722,892	4,512,880		
Cash, End of Month	**4,202,398**	**2,154,860**	**2,445,985**	**1,820,152**	**2,173,489**	**2,537,805**	**4,450,105**	**4,718,773**	**4,873,393**	**4,722,892**	**4,512,880**	**4,163,606**		

Original Budget Total	Favorable / (Unfav.)
Cert.	Instr.
78.3%	87.2%
5,256,738	481,885

Pupil:Teacher Ratio
20.49

CalOps Central Coast

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CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Forecast Total	Favorable / (Unfav.)
Revenues																ADA = 137.47	
State Aid - Revenue Limit																	
8011	LCFF State Aid	42,845	40,783	75,265	75,265	75,265	75,265	75,265	10,095	10,095	10,095	10,095	10,094	225,391	735,614	876,343	(140,520)
8012	Education Protection Account	-	-	6,746		-	6,746		-	2,141	-	-	-	7,571	23,204	27,493	(4,289)
8019	State Aid - Prior Year	-	-	-	-	-	-	-	(16,158)	(16,158)	-	-	-	-	(32,316)	-	(32,316)
8096	In Lieu of Property Taxes	-	-	-	-	-	352,537		-	-	49,400	49,400	49,400	221,052	721,789	843,821	(122,031)
		42,845	40,783	82,011	75,265	75,265	434,548	75,265	(6,063)	(3,922)	59,495	59,495	59,494	454,019	1,448,501	1,747,657	(299,156)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	19,419	19,419	17,871	1,549
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	14,751	(14,751)
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,946	(2,946)
		-	-	-	-	-	-	-	-	-	-	-	-	19,419	19,419	35,568	(16,148)
Other State Revenue																	
8311	State Special Education	5,839	5,839	10,510	-	10,510	10,510	21,020	-	21,000	5,304	5,304	5,304	16,238	117,378	123,238	(5,860)
8550	Mandated Cost	-	-	-	-	4,951	-	-	-	-	-	-	-	-	4,951	5,019	(68)
8560	State Lottery	-	-	-	-	-	8,353	-	-	10,627	9,208	-	-	3,485	31,673	34,229	(2,556)
8598	Prior Year Revenue	-	-	-	-	(6,655)	7,648	-	-	629	-	-	-	-	1,606	-	1,606
8599	Other State Revenue	560	560	1,008	1,008	1,008	1,008	1,008	492	492	492	492	492	89,143	97,763	55,649	42,114
		6,399	6,399	11,518	1,008	9,814	27,509	22,028	492	32,742	15,004	5,796	5,796	108,866	253,371	218,135	35,236
Other Local Revenue																	
8660	Interest Revenue	-	1,489	-	3,825	-	-	6,090	-	-	877	877	877	-	14,034	10,521	3,513
8690	Other Local Revenue	-	-	-	-	-	344	-	-	-	-	-	-	-	344	-	344
		-	1,489	-	3,825	-	344	6,090	-	-	877	877	877	-	14,378	10,521	3,857
Total Revenue		49,244	48,671	93,529	80,098	85,079	462,401	103,383	(5,571)	28,820	75,376	66,168	66,167	582,305	1,735,670	2,011,881	(276,211)
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	48,506	43,453	47,496	46,819	47,170	47,408	62,932	62,686	62,957	48,611	48,611	48,611	-	615,269	600,197	(15,072)
1175	Teachers' Extra Duty/Stipends	2,265	2,072	111,194	2,020	2,137	2,293	3,368	3,606	3,820	2,748	2,748	2,748	-	141,019	178,261	37,242
1200	Pupil Support Salaries	6,204	6,710	19,264	6,683	6,300	6,352	8,804	7,969	8,275	6,637	6,637	6,637	-	96,465	64,827	(31,638)
1300	Administrators' Salaries	4,666	5,543	15,664	4,774	5,509	5,629	7,348	7,354	7,181	4,892	4,892	4,892	-	78,245	82,837	4,592
		61,641	57,788	193,618	60,296	61,116	61,682	82,452	81,609	82,233	62,888	62,888	62,888	-	930,998	926,121	(4,877)
Classified Salaries																	
2100	Instructional Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4,434	4,434
2200	Support Salaries	180	180	630	180	180	179	239	239	239	284	284	284	-	3,079	-	(3,079)
2300	Classified Administrators' Salaries	2,009	2,009	6,734	1,996	1,248	1,344	1,659	1,659	1,433	2,062	2,062	2,062	-	26,176	12,775	(13,401)
2400	Clerical and Office Staff Salaries	798	885	2,571	1,028	956	849	1,295	1,643	1,886	1,428	1,428	1,428	-	16,294	3,950	(12,344)
		2,987	3,074	9,915	3,204	2,384	2,372	3,193	3,541	3,558	3,774	3,774	3,774	-	45,549	21,159	(24,390)
Benefits																	
3101	STRS	10,756	11,097	15,886	10,510	10,596	10,629	14,198	14,170	14,391	11,715	11,715	11,715	-	147,319	176,889	29,570
3301	OASDI	402	431	1,403	394	349	382	595	591	484	233	233	233	-	5,729	911	(4,818)
3311	Medicare	906	1,770	2,919	888	888	895	1,198	1,190	1,199	944	944	944	-	14,684	13,633	(1,050)
3401	Health and Welfare	(300)	16,352	5,650	10,683	5,490	10,870	7,622	8,857	10,726	8,103	8,103	8,103	-	100,259	105,892	5,633
3501	State Unemployment	24	56	48	7	11	776	709	72	58	2,800	2,800	2,800	-	10,155	56,204	46,049
3601	Workers' Compensation	1,181	(65)	-	820	-	-	1,111	1,751	-	911	911	911	-	7,531	13,163	5,632
3901	Other Benefits	1,971	3,944	5,257	2,058	2,003	2,014	2,789	2,927	2,784	1,801	1,801	1,801	-	31,151	7,518	(23,634)
		14,940	33,585	31,163	25,360	19,337	25,566	28,216	29,558	29,582	26,507	26,507	26,507	-	316,828	374,211	57,382
Books and Supplies																	
4100	Textbooks and Core Materials	598	5,340	1,770	2,779	174	2,073	29	959	1,155	138	138	138	-	15,290	17,300	2,010
4200	Books and Reference Materials	-	-	-	-	-	-	-	-	-	63	63	63	-	188	93,200	93,012
4302	School Supplies	4,737	61	33	158	36	(10)	37	3	504	95	95	95	11,294	17,137	3,400	(13,737)
4305	Software	19,216	2,465	1,372	2,882	825	598	11	(223)	9,613	3,809	3,809	3,809	-	48,185	114,900	66,715
4310	Office Expense	28	122	1,944	822	510	224	153	1,107	611	(17)	(17)	(17)	-	5,471	4,300	(1,171)
4311	Business Meals	-	191	1	1	66	1	(1)	54	41	119	119	119	-	711	1,000	289
4400	Noncapitalized Equipment	65	346	55	(9)	6,690	679	106	1,174	6,494	-	-	33,773	-	49,373	25,100	(24,273)
		24,644	8,525	5,175	6,633	8,301	3,565	335	3,074	18,418	4,207	4,207	37,979	11,294	136,356	259,200	122,844

CalOps Central Coast

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CHARTER IMPACT

		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast	Original Forecast Total	Favorable / (Unfav.)
Subagreement Services																	
5102	Special Education	94	1,018	-	249	3,212	4,207	7,365	18,655	9,379	18,065	18,065	18,065	-	98,373	91,100	(7,273)
5103	Substitute Teacher	-	-	-	-	-	-	-	-	37	32	32	32	-	134	5,800	5,666
5105	Security	-	-	16	-	-	-	-	7	7	6	6	6		47	-	(47)
5106	Other Educational Consultants	640	(640)	-	-	(527)	-	-	-	-	4	4	4	514	-	16,500	16,500
5107	Instructional Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3,600	3,600
		734	378	16	249	2,685	4,207	7,365	18,662	9,423	18,107	18,107	18,107	514	98,553	117,000	18,447
Operations and Housekeeping																	
5201	Auto and Travel	19	1,956	9,330	317	513	8	-	136	302	489	489	489	-	14,042	3,100	(10,942)
5300	Dues & Memberships	-	4,321	1,706	26	1,486	744	726	2,667	1,629	959	959	959	-	15,183	4,200	(11,983)
5400	Insurance	88	559	246	-	1,292	264	264	352	956	228	228	228	-	4,644	2,500	(2,144)
5501	Utilities	-	-	-	-	4	-	-	-	5	6	6	6	-	28	100	72
5502	Janitorial Services	-	18	(2)	-	-	-		-	-	34	34	34	-	119	300	181
5516	Miscellaneous Expense	-	16	-	-	6	1	-	-	-	4	4	4	-	35	-	(35)
5900	Communications	94	80	87	12	58	453	80	170	375	191	191	191	$6,549.90	8,593	400	(8,193)
5901	Postage and Shipping	-	59	-	9	1	-	-	1	5	62	62	62	-	260	4,300	4,040
		195	7,009	11,367	424	3,300	1,470	1,070	3,326	3,272	1,974	1,974	1,974	6,550	43,905	14,900	(29,005)
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	-	2,982	600	686	686	687	549	549	549	-	7,287	2,000	(5,287)
5602	Additional Rent	-	22	-	-	274	381	121	635	295	462	462	462	-	3,013	900	(2,113)
5603	Equipment Leases	-	-	-	-	-	-	-	-	-	39	39	39	-	118	4,700	4,582
5604	Other Leases	-	-	2,274	-	205	-	-	-	39	171	171	171	-	3,032	100	(2,932)
5610	Repairs and Maintenance	-	19	-	-	-	-	-	-	-	52	52	52	-	176	100	(76)
		-	41	2,274	-	3,461	881	807	1,321	1,021	1,273	1,273	1,273	-	13,626	7,800	(5,826)
Professional/Consulting Services																	
5801	IT	5,952	-	-	992	451		886	1,898	-	1,147	1,147	1,147	-	13,621	92,700	79,079
5802	Audit & Taxes	-	-	-	-	459	348	-	-	631	-	-	-	-	1,438	4,700	3,262
5803	Legal	-	214	207	250	170	197	125	7	424	295	295	295	-	2,480	2,300	(180)
5804	Professional Development	130	299	727	269	131	487	578	242	106	209	209	209	-	3,486	18,100	14,614
5805	General Consulting	312	323	272	505	411	933	132	(399)	851	235	235	235	-	4,044	43,400	39,356
5806	Special Activities/Field Trips	-	31	-	147	15	-	1	25	563	54	54	54	6,434	7,378	0	(7,378)
5807	Bank Charges	-	-	-	-	-	-	-	-	-	5	5	5	-	14	700	686
5808	Printing	-	-	-	-	-	10	-	-	-	0	0	0	-	10	-	(10)
5809	Other taxes and fees	21,139	5	60	63	56	58	65	241	1	69	69	69	-	21,896	6,100	(15,796)
5810	Payroll Service Fee	-	-	157	-	-	-	-	211	(1,168)	9	9	9	-	(773)	-	773
5811	Management Fee	3,320	3,113	3,353	3,353	3,353	3,353	2,662	3,549	3,549	4,000	4,000	4,000	6,395	48,000	48,000	-
5812	District Oversight Fee	-	-	-	-	-	-		(211)	210	595	595	595	12,701	14,485	17,477	2,992
5814	SPED Encroachment	84	84	152	-	152	152	152	-	-	159	159	159	2,851	4,104	-	(4,104)
5815	Public Relations/Recruitment	-	529	1,544	1,539	124	134	149	802	179	795	795	795	$3,399.00	10,777	23,500	12,723
		30,937	4,598	6,472	7,118	5,322	5,622	4,750	6,365	5,346	7,572	7,572	7,572	31,773	130,960	256,977	126,016
Depredation																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		136,078	114,938	260,000	103,284	105,906	105,265	128,188	147,456	152,853	126,301	126,301	160,074	50,131	1,716,776	1,977,368	260,592
Monthly Surplus (Deficit)		(86,634)	(66,267)	(166,471)	(23,186)	(20,827)	357,136	(24,805)	(153,027)	(124,033)	(50,925)	(60,133)	(93,907)	532,174	13,894	34,514	(15,619)

CalOps Central Coast

Monthly Cash Flow/ForecastFY24-25

Revised 5/6/25

ADA = 116.02

CHARTER IMPACT

	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Forecast
Cash Flow Adjustments														
Monthly Surplus (Deficit)	(86,834)	(66,267)	(166,471)	(29,186)	(20,827)	357,146	(24,805)	(153,027)	(124,039)	(50,925)	(60,133)	(93,907)	532,174	18,894
Cash flows from operating activities														
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Public Funding Receivables	88,847	-	26,768	-	6,654	-	-	-	-	-	-	-	(582,305)	(460,036)
Grants and Contributions Rec	-	250	-	-	-	-	-	-	(18)	-	-	-	-	232
Due To/From Related Parties	118,483	(476,601)	256,676	156,213	101,502	100,626	124,572	134,421	154,195	-	-	-	-	670,087
Prepaid Expenses	20,040	671	-	(763)	6,650	(382)	(108)	(236)	(3,122)	-	-	-	-	22,750
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(23,605)	76,458	(56,438)	(17,977)	-	2,805	(2,804)	1	1,742	-	-	-	50,131	30,313
Accrued Expenses	849,845	(92,497)	-	-	(853,036)	-	-	3,719	3,713	-	-	-	-	(88,162)
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deferred Revenue	-	2,062	1,856	1,856	1,856	1,856	1,856	2,154	1,858	1,858	1,858	1,858	(78,591)	(57,663)
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	961,776	(555,924)	62,391	116,148	(757,201)	462,042	98,711	(12,974)	34,335	(49,067)	(58,275)	(92,049)		
Cash, Beginning of Month	1,330,337	2,292,113	1,736,189	1,798,580	1,914,723	1,157,523	1,619,565	1,718,276	1,705,302	1,739,637	1,690,570	1,632,295		
Cash, End of Month	**2,292,113**	**1,736,189**	**1,798,580**	**1,914,723**	**1,157,523**	**1,619,565**	**1,718,276**	**1,705,302**	**1,739,637**	**1,690,570**	**1,632,295**	**1,540,246**		

Original Forecast Total	Favorable / (Unfav.)
Cert.	Instr.
67.5%	84.1%
553,293	71,052

Pupil:Teacher Ratio
19.82

Southern California

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 98,146	$ 1,600,004	$ (1,501,858)	$ 9,652,241	$ 11,386,456	$ (1,734,215)	$ 17,786,476
Economic Protection Account Funding	81,052	245,982	(164,930)	570,660	737,946	(167,286)	983,929
State Aid - Prior Year	95,530	0	95,530	191,032	0	191,032	0
In Lieu of Property Taxes	6,426,664	6,157,226	269,438	33,051,413	31,689,919	1,361,494	44,004,370
Total State Aid - Revenue Limit	6,701,392	8,003,212	(1,301,820)	43,465,346	43,814,321	(348,975)	62,774,775
Federal Revenue							
Federal Special Education - IDEA	0	57,532	(57,532)	0	409,426	(409,426)	639,554
Federal Special Education-Mental Health	87,621	0	87,621	87,621	0	87,621	0
Title I, Part A - Basic Low Income	381,022	0	381,022	626,118	772,825	(146,707)	772,825
Title II, Part A - Teacher Quality	0	0	0	39,166	138,384	(99,218)	138,384
Title V, Part B - Charter School Grants	1,602	0	1,602	16,169	61,655	(45,486)	61,655
Federal - Prior Year Adjustments	0	0	0	302,803	0	302,803	0
Total Federal Revenue	470,245	57,532	412,713	1,071,877	1,382,290	(310,413)	1,612,418
Other State Revenue							
State Special Education - AB602	762,129	396,744	365,385	3,092,876	2,823,434	269,442	4,410,409
State - Mandated Cost Reimbursement	0	0	0	178,144	177,173	972	177,172
State - State Lottery	392,030	0	392,031	700,166	306,369	393,796	1,224,991
Prior Year Revenues	23,097	0	23,096	90,459	0	90,459	0
State - Other State Revenue	18,190	22,138	(3,948)	260,034	1,532,429	(1,272,395)	2,995,982
Total Other State Revenue	1,195,446	418,882	776,564	4,321,679	4,839,405	(517,726)	8,808,554
Other Local Revenue							
Interest Revenue	6,861	5,366	1,495	55,533	48,296	7,237	64,395
Other Local Revenue	0	0	0	12,306	0	12,306	0
Total Other Local Revenue	6,861	5,366	1,495	67,839	48,296	19,543	64,395
Total Revenue	**8,373,944**	**8,484,992**	**(111,048)**	**48,926,741**	**50,084,312**	**(1,157,571)**	**73,260,142**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	1,791,905	1,738,806	53,099	16,644,841	15,649,253	995,589	20,865,670
Certificated Teachers' Extra Duties/Stipends	108,901	563,380	(454,479)	5,106,069	4,507,038	599,029	6,197,179
Certificated Pupil Support Salaries	235,841	187,807	48,034	2,744,352	1,690,263	1,054,089	2,253,683
Certificated Supervisors' and Administrators' Salaries	204,645	239,983	(35,337)	2,263,336	2,159,849	103,488	2,879,798
Total Certificated Salaries	2,341,292	2,729,976	(388,683)	26,758,598	24,006,403	2,752,195	32,196,330
Classified Salaries							
Classified Instructional Salaries	0	10,705	(10,706)	0	96,345	(96,346)	154,153
Classified Support Salaries	6,829	0	6,829	79,817	0	79,817	0
Classified Supervisors' and Administrators' Salaries	40,831	30,842	9,989	734,883	277,577	457,307	444,123
Clerical, Technical, and Office Staff Salaries	53,744	9,536	44,208	420,324	85,824	334,500	137,319
Total Classified Salaries	101,404	51,083	50,320	1,235,024	459,746	775,278	735,595
Benefits							
State Teachers' Retirement System, certificated positions	408,449	521,425	(112,976)	3,895,733	4,585,223	(689,490)	6,149,499
OASDI/Medicare/Alternative, certificated positions	13,872	2,639	11,233	179,871	23,754	156,117	31,671
Medicare certificated positions	34,212	40,176	(5,964)	427,421	353,438	73,983	473,965
Health and Welfare Benefits, certificated positions	295,218	306,637	(11,419)	2,423,828	2,759,738	(335,909)	3,679,650
State Unemployment Insurance, certificated positions	1,708	23,863	(22,155)	60,178	202,835	(142,659)	238,630
Workers' Compensation Insurance, certificated positions	0	38,790	(38,790)	157,684	341,251	(183,566)	457,620
Other Benefits, certificated positions	79,357	22,153	57,204	962,665	194,889	767,776	261,347
Total Benefits	832,816	955,683	(122,867)	8,107,380	8,461,128	(353,748)	11,292,382
Books & Supplies							
Textbooks and Core Curricula Materials	32,915	50,950	(18,035)	561,934	458,550	103,384	611,400
Books and Other Reference Materials	0	313,783	(313,783)	0	2,824,050	(2,824,050)	3,765,400
School Supplies	14,640	276	14,364	229,745	5,844	223,901	126,900
Software	273,987	397,091	(123,104)	1,463,404	3,573,825	(2,110,421)	4,765,100
Office Expense	18,308	11,775	6,533	215,759	105,975	109,784	141,300
Business Meals	731	3,242	(2,511)	24,416	29,175	(4,759)	38,900
Noncapitalized Equipment	186,022	3,834	182,188	510,733	81,349	429,385	1,766,400
Total Books & Supplies	526,603	780,951	(254,348)	3,005,991	7,078,768	(4,072,776)	11,215,400
Subagreement Services							
Special Education	429,897	375,508	54,389	2,437,318	3,379,575	(942,258)	4,506,100
Substitute Teacher	1,061	10,184	(9,123)	1,060	91,649	(90,590)	122,200
Security	198	0	199	1,029	0	1,029	0
Other Educational Consultants	0	1,503	(1,503)	(18,890)	31,892	(50,781)	692,500
Instructional Services	0	27,308	(27,309)	0	245,775	(245,775)	327,700
Total Subagreement Services	431,156	414,503	16,653	2,420,517	3,748,891	(1,328,375)	5,648,500
Professional/Consulting Services							
IT	3,080	196,467	(193,386)	383,256	1,768,200	(1,384,944)	2,357,600
Audit and Tax	17,972	0	17,971	49,711	177,600	(127,890)	177,600
Legal	22,300	19,900	2,401	(161,806)	179,100	(340,906)	238,800
Professional Development	3,013	68,766	(65,754)	109,664	618,901	(509,235)	825,200
General Consulting	24,266	110,042	(85,776)	119,313	990,375	(871,063)	1,320,500
Special Activities	15,456	469	14,987	43,258	9,955	33,302	216,179

Southern California

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Bank Charges	93	350	(257)	964	3,150	(2,185)	4,200
Printing	0	150	(150)	357	1,350	(993)	1,800
Other Taxes and Fees	16	6,342	(6,326)	49,706	57,075	(7,369)	76,100
Payroll Service Fee	(206,639)	0	(206,638)	(17,901)	0	(17,901)	0
Management Fee	101,136	122,100	(20,965)	1,040,444	1,098,902	(58,458)	1,465,203
District Oversight Fee	182,515	80,032	102,483	417,754	438,144	(20,390)	627,747
SELPA Fees	0	0	0	28,152	0	28,152	0
Public Relations	5,109	85,808	(80,699)	264,502	772,275	(507,773)	1,029,700
Total Professional/Consulting Services	168,317	690,426	(522,109)	2,327,374	6,115,027	(3,787,653)	8,340,629
Facilities, Repairs & Other Leases							
Rent	20,881	34,309	(13,428)	191,732	308,775	(117,042)	411,700
Additional Rent	8,809	12,108	(3,299)	80,945	108,975	(28,031)	145,300
Equipment Leases	0	1,417	(1,417)	10,878	12,750	(1,872)	17,000
Other Leases	14,711	13,450	1,261	120,036	121,050	(1,014)	161,400
Repairs and Maintenance	1,154	950	204	15,847	8,550	7,298	11,400
Total Facilities, Repairs & Other Leases	45,555	62,234	(16,679)	419,438	560,100	(140,661)	746,800
Operations & Housekeeping							
Auto and Travel Expense	9,678	23,475	(13,797)	426,797	211,275	215,521	281,700
Dues & Memberships	46,414	10,816	35,598	379,428	97,350	282,078	129,800
Insurance	27,258	10,300	16,958	149,948	92,700	57,248	123,600
Utilities	(420)	2,150	(2,571)	5,843	19,350	(13,507)	25,800
Janitorial/Trash Removal	1,296	1,667	(370)	14,220	15,000	(779)	20,000
Miscellaneous Expense	0	0	0	912	0	911	0
Communications	14,416	2,933	11,483	73,564	26,400	47,164	35,200
Postage and Shipping	144	12,359	(12,215)	13,912	111,225	(97,312)	148,300
Total Operations & Housekeeping	98,786	63,700	35,086	1,064,624	573,300	491,324	764,400
Depreciation							
Depreciation Expense	180	200	(20)	1,627	1,800	(174)	2,400
Total Depreciation	180	200	(20)	1,627	1,800	(174)	2,400
Total Expenses	**4,546,109**	**5,748,756**	**(1,202,647)**	**45,340,573**	**51,005,163**	**(5,664,590)**	**70,942,436**
Change in Net Assets	**3,827,835**			**3,586,168**			
Net Assets, Beginning of Period	**16,607,714**			**16,849,381**			
Net Assets, End of Period	**$ 20,435,549**			**$ 20,435,549**			

Central Valley

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 606,012	$ 718,499	$ (112,488)	$ 5,468,757	$ 5,105,433	$ 363,324	$ 7,799,332
Economic Protection Account Funding	0	705,602	(705,601)	813,630	2,116,804	(1,303,173)	3,002,510
State Aid - Prior Year	0	0	0	(7,189)	0	(7,190)	0
In Lieu of Property Taxes	116,146	68,327	47,819	359,966	351,128	8,838	487,782
Total State Aid - Revenue Limit	722,158	1,492,428	(770,270)	6,635,164	7,573,365	(938,201)	11,289,624
Federal Revenue							
Federal Special Education - IDEA	0	9,477	(9,477)	0	67,341	(67,341)	105,250
Title I, Part A - Basic Low Income	0	0	0	58,393	143,239	(84,846)	143,239
Title II, Part A - Teacher Quality	0	0	0	7,735	22,752	(15,017)	22,752
Title V, Part B - Charter School Grants	0	0	0	2,719	11,187	(8,468)	11,187
Federal - Prior Year Adjustments	0	0	0	60,220	0	60,220	0
Total Federal Revenue	0	9,477	(9,477)	129,067	244,519	(115,452)	282,428
Other State Revenue							
State Special Education - AB602	124,706	65,355	59,351	506,112	464,390	41,723	725,808
State - Mandated Cost Reimbursement	0	0	0	28,124	28,251	(128)	28,252
State - State Lottery	0	0	0	50,056	50,379	(322)	201,593
Prior Year Revenues	0	0	0	8,196	0	8,196	0
State - Other State Revenue	0	3,643	(3,643)	36,603	263,735	(227,133)	516,136
Total Other State Revenue	124,706	68,998	55,708	629,091	806,755	(177,664)	1,471,789
Other Local Revenue							
Interest Revenue	106	0	106	5,154	0	5,154	0
Other Local Revenue	0	0	0	2,025	0	2,025	0
Total Other Local Revenue	106	0	106	7,179	0	7,179	0
Total Revenue	**846,970**	**1,570,903**	**(723,933)**	**7,400,501**	**8,624,639**	**(1,224,138)**	**13,043,841**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	346,277	285,388	60,889	2,958,420	2,568,490	389,930	3,424,653
Certificated Teachers' Extra Duties/Stipends	21,019	92,467	(71,447)	872,665	739,734	132,932	1,017,134
Certificated Pupil Support Salaries	45,513	30,824	14,688	482,126	277,420	204,705	369,894
Certificated Supervisors' and Administrators' Salaries	39,493	39,388	105	398,267	354,493	43,774	472,657
Total Certificated Salaries	452,302	448,067	4,235	4,711,478	3,940,137	771,341	5,284,338
Classified Salaries							
Classified Instructional Salaries	0	1,757	(1,757)	0	15,813	(15,813)	25,301
Classified Support Salaries	1,318	0	1,318	14,010	0	14,010	0
Classified Supervisors' and Administrators' Salaries	7,880	5,062	2,818	127,737	45,558	82,179	72,894
Clerical, Technical, and Office Staff Salaries	10,372	1,565	8,806	74,451	14,087	60,364	22,538
Total Classified Salaries	19,570	8,384	11,185	216,198	75,458	140,740	120,733
Benefits							
State Teachers' Retirement System, certificated positions	78,823	85,581	(6,757)	698,111	752,566	(54,454)	1,009,308
OASDI/Medicare/Alternative, certificated positions	2,663	433	2,229	31,593	3,899	27,694	5,198
Medicare certificated positions	6,595	6,594	2	74,838	58,009	16,828	77,791
Health and Welfare Benefits, certificated positions	58,969	50,934	8,035	427,122	458,405	(31,283)	611,207
State Unemployment Insurance, certificated positions	314	23,785	(23,472)	10,750	202,175	(191,425)	237,853
Workers' Compensation Insurance, certificated positions	0	6,367	(6,366)	28,643	56,009	(27,367)	75,109
Other Benefits, certificated positions	15,314	3,636	11,678	161,741	31,987	129,755	42,895
Total Benefits	162,678	177,330	(14,651)	1,432,798	1,563,050	(130,252)	2,059,361
Books & Supplies							
Textbooks and Core Curricula Materials	6,352	7,083	(731)	96,678	63,750	32,928	85,000
Books and Other Reference Materials	0	51,450	(51,450)	0	463,050	(463,050)	617,400
School Supplies	2,771	64	2,708	39,685	494	39,191	9,600
Software	52,875	61,200	(8,326)	231,254	550,800	(319,546)	734,400
Office Expense	3,353	1,600	1,753	34,518	14,400	20,117	19,200
Business Meals	121	483	(362)	2,276	4,350	(2,073)	5,799
Noncapitalized Equipment	35,719	3,220	32,498	89,869	25,018	64,851	486,101
Total Books & Supplies	101,191	125,100	(23,910)	494,280	1,121,862	(627,582)	1,957,500
Subagreement Services							
Special Education	88,063	70,617	17,448	406,895	635,550	(228,655)	847,400
Substitute Teacher	205	1,692	(1,487)	205	15,225	(15,021)	20,300
Security	38	0	38	183	0	184	0
Other Educational Consultants	0	5,254	(5,255)	(3,108)	40,824	(43,932)	793,200
Instructional Services	0	2,025	(2,025)	0	18,225	(18,225)	24,300
Total Subagreement Services	88,306	79,588	8,719	404,175	709,824	(305,649)	1,685,200
Professional/Consulting Services							
IT	0	46,075	(46,075)	61,945	414,675	(352,730)	552,900
Audit and Tax	3,469	0	3,469	8,847	62,400	(53,553)	62,400
Legal	3,005	650	2,356	10,569	5,850	4,719	7,800
Professional Development	582	9,192	(8,611)	18,058	82,725	(64,667)	110,300
General Consulting	4,683	14,501	(9,818)	20,883	130,515	(109,632)	174,020
Special Activities	3,658	186	3,472	11,093	1,443	9,649	28,039
Bank Charges	0	92	(92)	0	825	(825)	1,100

Central Valley

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Printing	0	25	(25)	56	225	(168)	300
Other Taxes and Fees	1	675	(673)	3,371	6,075	(2,704)	8,100
Payroll Service Fee	(6,364)	0	(6,365)	(4,161)	0	(4,161)	0
Management Fee	19,517	21,739	(2,222)	184,824	195,658	(10,834)	260,877
District Oversight Fee	1,158	14,925	(13,767)	0	75,734	(75,734)	112,896
SELPA Fees	0	0	0	4,606	0	4,607	0
Public Relations	986	11,325	(10,339)	33,306	101,925	(68,620)	135,900
Total Professional/Consulting Services	30,695	119,385	(88,690)	353,397	1,078,050	(724,653)	1,454,632
Facilities, Repairs & Other Leases							
Rent	3,916	683	3,233	32,849	6,149	26,699	8,200
Additional Rent	1,624	933	691	9,933	8,400	1,533	11,200
Equipment Leases	0	209	(208)	0	1,875	(1,875)	2,500
Other Leases	215	1,341	(1,128)	14,184	12,075	2,109	16,100
Repairs and Maintenance	0	34	(33)	125	300	(175)	400
Total Facilities, Repairs & Other Leases	5,755	3,200	2,555	57,091	28,799	28,291	38,400
Operations & Housekeeping							
Auto and Travel Expense	1,444	41	1,403	71,120	375	70,745	500
Dues & Memberships	8,957	1,625	7,332	66,321	14,625	51,696	19,500
Insurance	5,261	1,242	4,019	24,791	11,175	13,617	14,900
Utilities	24	50	(26)	52	450	(399)	600
Janitorial/Trash Removal	0	100	(100)	243	900	(656)	1,200
Miscellaneous Expense	0	0	0	38	0	38	0
Communications	2,336	200	2,136	9,412	1,800	7,611	2,400
Postage and Shipping	27	2,250	(2,223)	490	20,250	(19,759)	27,000
Total Operations & Housekeeping	18,049	5,508	12,541	172,467	49,575	122,893	66,100
Total Expenses	**878,546**	**966,562**	**(88,016)**	**7,841,884**	**8,566,755**	**(724,871)**	**12,666,264**
Change in Net Assets	**(31,576)**			**(441,383)**			
Net Assets, Beginning of Period	**3,384,827**			**3,794,634**			
Net Assets, End of Period	**$ 3,353,251**			**$ 3,353,251**			

Northern California

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 847,142	$ 1,694,421	$ (847,279)	$ 9,315,430	$ 12,043,572	$ (2,728,142)	$ 12,762,207
Economic Protection Account Funding	0	86,946	(86,946)	1,743,890	260,836	1,483,054	6,406,835
State Aid - Prior Year	15,477	0	15,477	15,477	0	15,477	0
In Lieu of Property Taxes	0	409,000	(409,000)	0	2,102,439	(2,102,439)	2,920,439
Total State Aid - Revenue Limit	862,619	2,190,367	(1,327,748)	11,074,797	14,406,847	(3,332,050)	22,089,481
Federal Revenue							
Federal Special Education - IDEA	0	20,351	(20,351)	0	144,652	(144,652)	226,057
Title I, Part A - Basic Low Income	0	0	0	82,295	236,916	(154,621)	236,916
Title II, Part A - Teacher Quality	0	0	0	13,428	45,289	(31,861)	45,289
Title V, Part B - Charter School Grants	0	0	0	4,466	18,901	(14,435)	18,901
Federal - Prior Year Adjustments	0	0	0	58,632	0	58,632	0
Total Federal Revenue	0	20,351	(20,351)	158,821	445,758	(286,937)	527,163
Other State Revenue							
State Special Education - AB602	269,114	140,344	128,770	1,092,048	997,535	94,513	1,558,911
State - Mandated Cost Reimbursement	0	0	0	63,837	62,039	1,798	62,039
State - State Lottery	0	0	0	108,710	108,220	490	432,987
Prior Year Revenues	(52)	0	(52)	23,484	0	23,484	0
State - Other State Revenue	8,234	7,825	409	87,202	476,078	(388,876)	927,812
Total Other State Revenue	277,296	148,169	129,127	1,375,281	1,643,872	(268,591)	2,981,749
Other Local Revenue							
Interest Revenue	0	2,680	(2,680)	45,313	24,120	21,193	32,160
Other Local Revenue	0	0	0	4,350	0	4,350	0
School Fundraising	0	359	(359)	0	2,542	(2,542)	3,259
Total Other Local Revenue	0	3,039	(3,039)	49,663	26,662	23,001	35,419
Total Revenue	**1,139,915**	**2,361,926**	**(1,222,011)**	**12,658,562**	**16,523,139**	**(3,864,577)**	**25,633,812**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	692,626	614,908	77,718	6,091,688	5,534,169	557,519	7,378,892
Certificated Teachers' Extra Duties/Stipends	42,038	199,232	(157,194)	1,826,657	1,593,860	232,797	2,191,557
Certificated Pupil Support Salaries	91,026	66,416	24,611	998,344	597,741	400,604	796,988
Certificated Supervisors' and Administrators' Salaries	78,987	84,867	(5,881)	824,326	763,804	60,521	1,018,406
Total Certificated Salaries	904,677	965,423	(60,746)	9,741,015	8,489,574	1,251,441	11,385,843
Classified Salaries							
Classified Instructional Salaries	0	3,786	(3,786)	0	34,071	(34,072)	54,514
Classified Support Salaries	2,635	0	2,636	29,024	0	29,025	0
Classified Supervisors' and Administrators' Salaries	15,760	10,906	4,852	265,636	98,162	167,474	157,059
Clerical, Technical, and Office Staff Salaries	20,743	3,373	17,371	153,693	30,351	123,342	48,561
Total Classified Salaries	39,138	18,065	21,073	448,353	162,584	285,769	260,134
Benefits							
State Teachers' Retirement System, certificated positions	157,647	184,396	(26,749)	1,442,571	1,621,508	(178,938)	2,174,696
OASDI/Medicare/Alternative, certificated positions	5,325	933	4,392	65,425	8,401	57,025	11,200
Medicare certificated positions	13,190	14,207	(1,017)	155,186	124,989	30,197	167,612
Health and Welfare Benefits, certificated positions	117,836	108,488	9,349	899,053	976,388	(77,335)	1,301,850
State Unemployment Insurance, certificated positions	628	23,863	(23,235)	22,121	202,835	(180,714)	238,630
Workers' Compensation Insurance, certificated positions	0	13,718	(13,718)	59,432	120,679	(61,247)	161,832
Other Benefits, certificated positions	30,630	7,834	22,795	334,985	68,920	266,065	92,422
Total Benefits	325,256	353,439	(28,183)	2,978,773	3,123,720	(144,947)	4,148,242
Books & Supplies							
Textbooks and Core Curricula Materials	12,704	18,533	(5,829)	201,845	166,800	35,044	222,400
Books and Other Reference Materials	0	144,983	(144,984)	0	1,304,850	(1,304,850)	1,739,800
School Supplies	5,589	1,293	4,297	84,196	11,275	72,922	14,900
Software	105,750	140,191	(34,442)	469,778	1,261,725	(791,947)	1,682,300
Office Expense	7,073	4,542	2,532	76,244	40,875	35,368	54,500
Business Meals	298	1,225	(927)	6,242	11,025	(4,783)	14,700
Noncapitalized Equipment	71,437	29,542	41,895	186,361	257,732	(71,370)	340,600
Total Books & Supplies	202,851	340,309	(137,458)	1,024,666	3,054,282	(2,029,616)	4,069,200
Subagreement Services							
Special Education	195,678	144,200	51,478	863,901	1,297,800	(433,899)	1,730,400
Substitute Teacher	409	3,225	(2,816)	409	29,025	(28,616)	38,700
Security	77	8	68	790	75	714	100
Other Educational Consultants	0	18,614	(18,613)	(6,677)	162,388	(169,064)	214,600
Instructional Services	0	4,383	(4,384)	0	39,450	(39,450)	52,600
Total Subagreement Services	196,164	170,430	25,733	858,423	1,528,738	(670,315)	2,036,400
Professional/Consulting Services							
IT	0	62,709	(62,708)	130,004	564,375	(434,371)	752,500
Audit and Tax	6,936	0	6,937	18,233	57,700	(39,467)	57,700
Legal	6,183	4,466	1,716	(149,192)	40,200	(189,392)	53,600
Professional Development	1,163	20,975	(19,812)	37,431	188,775	(151,344)	251,700
General Consulting	9,366	37,534	(28,168)	43,201	337,800	(294,599)	450,400
Special Activities	6,192	0	6,193	75,215	0	75,215	0

Northern California

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Bank Charges	9	166	(159)	220	1,500	(1,280)	2,000
Printing	0	50	(50)	121	450	(329)	600
Other Taxes and Fees	(6)	6,150	(6,155)	6,940	55,350	(48,409)	73,800
Payroll Service Fee	(12,600)	0	(12,600)	(8,087)	0	(8,088)	0
Management Fee	39,035	42,723	(3,688)	373,176	384,507	(11,331)	512,677
District Oversight Fee	2,316	21,904	(19,588)	9,383	144,068	(134,686)	220,894
SELPA Fees	0	0	0	9,940	0	9,940	0
Public Relations	1,971	22,600	(20,629)	71,529	203,400	(131,870)	271,200
Total Professional/Consulting Services	60,565	219,277	(158,711)	618,114	1,978,125	(1,360,011)	2,647,071
Facilities, Repairs & Other Leases							
Rent	7,915	2,583	5,332	69,062	23,250	45,811	31,000
Additional Rent	3,248	600	2,648	19,886	5,400	14,487	7,200
Equipment Leases	0	284	(284)	0	2,550	(2,550)	3,400
Other Leases	(71)	6,583	(6,654)	74,645	59,250	15,394	79,000
Repairs and Maintenance	0	975	(975)	2,482	8,775	(6,292)	11,700
Total Facilities, Repairs & Other Leases	11,092	11,025	67	166,075	99,225	66,850	132,300
Operations & Housekeeping							
Auto and Travel Expense	3,739	5,925	(2,186)	157,949	53,325	104,623	71,100
Dues & Memberships	17,915	3,783	14,131	140,173	34,050	106,124	45,400
Insurance	10,520	3,075	7,446	50,517	27,675	22,842	36,900
Utilities	743	217	526	3,614	1,950	1,663	2,600
Janitorial/Trash Removal	1,250	1,008	242	8,726	9,075	(348)	12,100
Miscellaneous Expense	0	0	0	82	0	82	0
Communications	5,900	984	4,916	33,942	8,850	25,092	11,800
Postage and Shipping	5,454	4,566	888	17,098	41,100	(24,002)	54,800
Total Operations & Housekeeping	45,521	19,558	25,963	412,101	176,025	236,076	234,700
Depreciation							
Depreciation Expense	4,671	5,450	(780)	42,034	49,050	(7,016)	65,400
Total Depreciation	4,671	5,450	(780)	42,034	49,050	(7,016)	65,400
Total Expenses	**1,789,935**	**2,102,976**	**(313,042)**	**16,289,554**	**18,661,323**	**(2,371,769)**	**24,979,290**
Change in Net Assets	**(650,020)**			**(3,630,992)**			
Net Assets, Beginning of Period	**420,723**			**3,401,695**			
Net Assets, End of Period	**$ (229,297)**			**$ (229,297)**			

North Bay

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 67,314	$ 116,318	$ (49,004)	$ 800,629	$ 826,635	$ (26,006)	$ 1,338,965
Economic Protection Account Funding	0	7,899	(7,899)	16,343	23,697	(7,354)	32,686
State Aid - Prior Year	(200)	0	(200)	799	0	799	0
In Lieu of Property Taxes	59,304	101,042	(41,738)	429,955	519,319	(89,364)	746,291
Total State Aid - Revenue Limit	126,418	225,259	(98,841)	1,247,726	1,369,651	(121,925)	2,117,942
Federal Revenue							
Federal Special Education - IDEA	0	1,849	(1,849)	0	13,141	(13,141)	20,538
Title I, Part A - Basic Low Income	0	0	0	9,552	32,602	(23,050)	32,602
Title II, Part A - Teacher Quality	0	0	0	1,340	4,749	(3,409)	4,749
Title V, Part B - Charter School Grants	0	0	0	2,500	10,000	(7,500)	10,000
Federal - Prior Year Adjustments	0	0	0	17,248	0	17,248	0
Total Federal Revenue	0	1,849	(1,849)	30,640	60,492	(29,852)	67,889
Other State Revenue							
State Special Education - AB602	25,442	12,751	12,691	103,255	90,621	12,634	141,627
State - Mandated Cost Reimbursement	0	0	0	6,281	5,944	336	5,944
State - State Lottery	0	0	0	10,379	9,831	549	39,337
Prior Year Revenues	0	0	0	2,580	0	2,580	0
State - Other State Revenue	776	736	40	18,239	63,953	(45,714)	125,618
Total Other State Revenue	26,218	13,487	12,731	140,734	170,349	(29,615)	312,526
Other Local Revenue							
Interest Revenue	1,587	10	1,577	2,786	92	2,695	122
Other Local Revenue	0	0	0	408	0	408	0
Total Other Local Revenue	1,587	10	1,577	3,194	92	3,103	122
Total Revenue	**154,223**	**240,605**	**(86,382)**	**1,422,294**	**1,600,584**	**(178,289)**	**2,498,479**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	62,962	55,901	7,061	572,177	503,106	69,070	670,808
Certificated Teachers' Extra Duties/Stipends	3,820	18,112	(14,292)	173,436	144,897	28,541	199,233
Certificated Pupil Support Salaries	8,275	6,038	2,237	93,908	54,340	39,567	72,453
Certificated Supervisors' and Administrators' Salaries	7,180	7,715	(535)	77,464	69,436	8,027	92,583
Total Certificated Salaries	82,237	87,766	(5,529)	916,985	771,779	145,205	1,035,077
Classified Salaries							
Classified Instructional Salaries	0	344	(344)	0	3,098	(3,097)	4,955
Classified Support Salaries	240	0	240	2,730	0	2,730	0
Classified Supervisors' and Administrators' Salaries	1,432	991	441	25,072	8,924	16,148	14,279
Clerical, Technical, and Office Staff Salaries	1,886	307	1,579	14,408	2,759	11,649	4,414
Total Classified Salaries	3,558	1,642	1,916	42,210	14,781	27,430	23,648
Benefits							
State Teachers' Retirement System, certificated positions	14,331	16,763	(2,432)	135,353	147,410	(12,057)	197,700
OASDI/Medicare/Alternative, certificated positions	484	85	399	6,151	763	5,388	1,018
Medicare certificated positions	1,199	1,292	(92)	14,608	11,363	3,245	15,237
Health and Welfare Benefits, certificated positions	10,705	9,862	842	83,255	88,762	(5,508)	118,350
State Unemployment Insurance, certificated positions	57	6,253	(6,196)	2,067	53,149	(51,081)	62,528
Workers' Compensation Insurance, certificated positions	0	1,247	(1,247)	5,442	10,971	(5,529)	14,712
Other Benefits, certificated positions	2,785	712	2,073	31,499	6,265	25,234	8,402
Total Benefits	29,561	36,214	(6,653)	278,375	318,683	(40,308)	417,947
Books & Supplies							
Textbooks and Core Curricula Materials	1,155	1,517	(362)	19,121	13,650	5,471	18,200
Books and Other Reference Materials	0	20,700	(20,700)	0	186,300	(186,300)	248,400
School Supplies	503	93	411	8,181	1,208	6,973	46,200
Software	9,614	12,733	(3,120)	42,627	114,600	(71,974)	152,800
Office Expense	610	308	301	6,743	2,775	3,969	3,700
Business Meals	14	17	(2)	486	150	335	200
Noncapitalized Equipment	6,495	59	6,436	17,279	771	16,509	29,500
Total Books & Supplies	18,391	35,427	(17,036)	94,437	319,454	(225,017)	499,000
Subagreement Services							
Special Education	14,055	10,967	3,088	66,292	98,701	(32,408)	131,600
Substitute Teacher	37	292	(255)	37	2,625	(2,588)	3,500
Security	7	0	7	36	0	35	0
Other Educational Consultants	0	50	(50)	(628)	653	(1,281)	25,000
Instructional Services	0	400	(400)	0	3,600	(3,600)	4,800
Total Subagreement Services	14,099	11,709	2,390	65,737	105,579	(39,842)	164,900
Professional/Consulting Services							
IT	0	6,325	(6,325)	11,935	56,925	(44,990)	75,900
Audit and Tax	630	0	631	1,706	5,400	(3,694)	5,400
Legal	425	308	116	2,677	2,775	(99)	3,700
Professional Development	105	1,800	(1,695)	3,523	16,200	(12,677)	21,600
General Consulting	852	5,592	(4,740)	4,057	50,325	(46,267)	67,100
Special Activities	563	0	563	841	0	841	0
Bank Charges	0	25	(25)	29	225	(196)	300

North Bay

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Printing	0	8	(8)	11	75	(64)	100
Other Taxes and Fees	0	633	(634)	647	5,700	(5,053)	7,600
Payroll Service Fee	(1,140)	0	(1,139)	(720)	0	(720)	0
Management Fee	3,549	4,165	(616)	35,395	37,477	(2,082)	49,970
District Oversight Fee	210	2,252	(2,042)	0	13,697	(13,696)	21,179
SELPA Fees	0	0	0	940	0	940	0
Public Relations	180	1,883	(1,704)	6,444	16,950	(10,507)	22,600
Total Professional/Consulting Services	5,374	22,991	(17,618)	67,485	205,749	(138,264)	275,449
Facilities, Repairs & Other Leases							
Rent	727	450	277	6,440	4,050	2,390	5,400
Additional Rent	295	67	229	1,827	600	1,227	800
Equipment Leases	0	408	(409)	0	3,675	(3,675)	4,900
Other Leases	39	9	31	4,171	75	4,097	100
Repairs and Maintenance	0	16	(17)	25	150	(125)	200
Total Facilities, Repairs & Other Leases	1,061	950	111	12,463	8,550	3,914	11,400
Operations & Housekeeping							
Auto and Travel Expense	233	9	226	13,698	75	13,622	100
Dues & Memberships	1,629	450	1,178	13,692	4,050	9,642	5,400
Insurance	956	258	698	4,822	2,325	2,497	3,100
Utilities	5	0	5	9	0	10	0
Janitorial/Trash Removal	0	33	(33)	23	300	(277)	400
Communications	453	42	411	1,853	375	1,477	500
Postage and Shipping	5	425	(420)	97	3,825	(3,727)	5,100
Total Operations & Housekeeping	3,281	1,217	2,065	34,194	10,950	23,244	14,600
Total Expenses	**157,562**	**197,916**	**(40,354)**	**1,511,886**	**1,755,525**	**(243,638)**	**2,442,021**
Change in Net Assets	**(3,339)**			**(89,592)**			
Net Assets, Beginning of Period	**813,000**			**899,253**			
Net Assets, End of Period	**$ 809,661**			**$ 809,661**			

Monterey Bay

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 84,556	$ 305,961	$ (221,405)	$ 1,955,503	$ 2,175,669	$ (220,166)	$ 3,399,520
Economic Protection Account Funding	0	28,001	(28,001)	56,037	84,003	(27,966)	112,004
State Aid - Prior Year	(15,517)	0	(15,517)	(15,517)	0	(15,517)	0
In Lieu of Property Taxes	0	492,607	(492,607)	1,455,280	2,533,339	(1,078,059)	3,518,552
Total State Aid - Revenue Limit	69,039	826,569	(757,530)	3,451,303	4,793,011	(1,341,708)	7,030,076
Federal Revenue							
Federal Special Education - IDEA	0	6,552	(6,552)	0	46,594	(46,594)	72,803
Title I, Part A - Basic Low Income	0	0	0	0	45,923	(45,923)	45,923
Title II, Part A - Teacher Quality	0	0	0	0	9,763	(9,763)	9,763
Total Federal Revenue	0	6,552	(6,552)	0	102,280	(102,280)	128,489
Other State Revenue							
State Special Education - AB602	87,229	45,186	42,043	354,003	321,311	32,692	502,053
State - Mandated Cost Reimbursement	0	0	0	21,030	20,752	278	20,752
State - State Lottery	0	0	0	35,193	34,861	332	139,445
Prior Year Revenues	0	0	0	6,830	0	6,831	0
State - Other State Revenue	1,988	2,520	(532)	27,587	122,726	(95,140)	237,612
Total Other State Revenue	89,217	47,706	41,511	444,643	499,650	(55,007)	899,862
Other Local Revenue							
Interest Revenue	476	857	(382)	12,968	7,714	5,254	10,286
Other Local Revenue	0	0	0	1,400	0	1,400	0
Total Other Local Revenue	476	857	(382)	14,368	7,714	6,654	10,286
Total Revenue	**158,732**	**881,684**	**(722,953)**	**3,910,314**	**5,402,655**	**(1,492,341)**	**8,068,713**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	188,895	197,124	(8,228)	1,799,478	1,774,112	25,366	2,365,482
Certificated Teachers' Extra Duties/Stipends	11,465	63,868	(52,404)	561,018	510,950	50,068	702,557
Certificated Pupil Support Salaries	24,825	21,291	3,534	298,685	191,620	107,065	255,494
Certificated Supervisors' and Administrators' Salaries	21,542	27,207	(5,665)	246,292	244,856	1,436	326,474
Total Certificated Salaries	246,727	309,490	(62,763)	2,905,473	2,721,538	183,935	3,650,007
Classified Salaries							
Classified Instructional Salaries	0	1,213	(1,213)	0	10,922	(10,923)	17,476
Classified Support Salaries	719	0	718	8,693	0	8,693	0
Classified Supervisors' and Administrators' Salaries	4,298	3,497	802	80,297	31,469	48,830	50,349
Clerical, Technical, and Office Staff Salaries	5,657	1,081	4,576	45,620	9,729	35,890	15,567
Total Classified Salaries	10,674	5,791	4,883	134,610	52,120	82,490	83,392
Benefits							
State Teachers' Retirement System, certificated positions	42,995	59,112	(16,117)	429,249	519,814	(90,565)	697,152
OASDI/Medicare/Alternative, certificated positions	1,452	300	1,153	19,575	2,693	16,882	3,590
Medicare certificated positions	3,597	4,554	(958)	46,583	40,068	6,515	53,732
Health and Welfare Benefits, certificated positions	32,067	34,778	(2,712)	276,922	313,005	(36,083)	417,340
State Unemployment Insurance, certificated positions	171	20,426	(20,255)	6,513	173,622	(167,109)	204,261
Workers' Compensation Insurance, certificated positions	0	4,398	(4,397)	16,972	38,687	(21,715)	51,879
Other Benefits, certificated positions	8,353	2,511	5,842	100,249	22,094	78,155	29,628
Total Benefits	88,635	126,079	(37,444)	896,063	1,109,983	(213,920)	1,457,582
Books & Supplies							
Textbooks and Core Curricula Materials	3,465	5,134	(1,669)	61,608	46,199	15,409	61,600
Books and Other Reference Materials	0	34,800	(34,800)	0	313,200	(313,200)	417,600
School Supplies	1,511	186	1,326	23,347	2,320	21,026	39,500
Software	28,841	41,575	(12,735)	152,760	374,175	(221,415)	498,900
Office Expense	1,829	1,183	646	21,576	10,650	10,926	14,200
Business Meals	44	350	(306)	1,087	3,150	(2,062)	4,200
Noncapitalized Equipment	19,483	824	18,659	55,619	10,279	45,340	175,000
Total Books & Supplies	55,173	84,052	(28,879)	315,997	759,973	(443,976)	1,211,000
Subagreement Services							
Special Education	62,027	38,675	23,352	269,651	348,075	(78,424)	464,100
Substitute Teacher	111	1,033	(921)	111	9,300	(9,189)	12,400
Security	21	0	20	112	0	112	0
Other Educational Consultants	0	325	(325)	(2,151)	4,059	(6,209)	69,100
Instructional Services	0	2,192	(2,191)	0	19,725	(19,725)	26,300
Total Subagreement Services	62,159	42,225	19,935	267,723	381,159	(113,435)	571,900
Professional/Consulting Services							
IT	0	18,733	(18,734)	40,164	168,600	(128,437)	224,800
Audit and Tax	1,892	0	1,892	5,388	22,400	(17,012)	22,400
Legal	1,705	833	872	6,617	7,500	(883)	10,000
Professional Development	318	6,400	(6,083)	11,225	57,600	(46,375)	76,800
General Consulting	2,554	16,117	(13,562)	12,890	145,050	(132,159)	193,400
Special Activities	1,689	0	1,689	2,594	0	2,594	0
Bank Charges	0	8	(9)	0	75	(75)	100
Printing	0	17	(16)	39	150	(111)	200
Other Taxes and Fees	(1)	1,817	(1,817)	2,046	16,350	(14,304)	21,800

Monterey Bay

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Payroll Service Fee	(3,343)	0	(3,344)	(2,031)	0	(2,032)	0
Management Fee	8,846	13,448	(4,602)	112,206	121,030	(8,825)	161,374
District Oversight Fee	631	8,265	(7,634)	(69,049)	47,931	(116,979)	70,301
SELPA Fees	0	0	0	3,220	0	3,220	0
Public Relations	538	6,400	(5,862)	20,925	57,600	(36,674)	76,800
Total Professional/Consulting Services	14,829	72,038	(57,210)	146,234	644,286	(498,052)	857,975
Facilities, Repairs & Other Leases							
Rent	2,222	875	1,346	21,260	7,875	13,385	10,500
Additional Rent	885	159	728	5,717	1,424	4,292	1,900
Equipment Leases	0	25	(25)	0	225	(225)	300
Other Leases	117	41	75	9,754	376	9,379	500
Repairs and Maintenance	0	25	(25)	82	225	(144)	300
Total Facilities, Repairs & Other Leases	3,224	1,125	2,099	36,813	10,125	26,687	13,500
Operations & Housekeeping							
Auto and Travel Expense	699	34	666	40,365	299	40,065	400
Dues & Memberships	4,886	1,200	3,685	42,363	10,800	31,564	14,400
Insurance	2,869	883	1,986	17,247	7,950	9,297	10,600
Utilities	14	50	(36)	32	450	(419)	600
Janitorial/Trash Removal	0	117	(117)	74	1,050	(976)	1,400
Miscellaneous Expense	0	0	0	26	0	26	0
Communications	1,433	141	1,292	5,946	1,276	4,671	1,700
Postage and Shipping	15	1,325	(1,310)	315	11,925	(11,609)	15,900
Total Operations & Housekeeping	9,916	3,750	6,166	106,368	33,750	72,619	45,000
Total Expenses	**491,337**	**644,550**	**(153,213)**	**4,809,281**	**5,712,934**	**(903,652)**	**7,890,356**
Change in Net Assets	**(332,605)**			**(898,967)**			
Net Assets, Beginning of Period	**(247,515)**			**318,847**			
Net Assets, End of Period	**$ (580,121)**			**$ (580,121)**			

Central Coast

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenue							
State Aid - Revenue Limit							
LCFF Revenue	$ 10,095	$ 78,873	$ (68,778)	$ 480,143	$ 560,853	$ (80,710)	$ 876,343
Economic Protection Account Funding	2,141	6,873	(4,732)	15,633	20,620	(4,987)	27,494
State Aid - Prior Year	(16,158)	0	(16,158)	(32,316)	0	(32,316)	0
In Lieu of Property Taxes	0	118,138	(118,138)	352,537	607,544	(255,007)	843,820
Total State Aid - Revenue Limit	(3,922)	203,884	(207,806)	815,997	1,189,017	(373,020)	1,747,657
Federal Revenue							
Federal Special Education - IDEA	0	1,609	(1,609)	0	11,437	(11,437)	17,871
Title I, Part A - Basic Low Income	0	0	0	0	14,751	(14,751)	14,751
Title II, Part A - Teacher Quality	0	0	0	0	2,946	(2,946)	2,946
Total Federal Revenue	0	1,609	(1,609)	0	29,134	(29,134)	35,568
Other State Revenue							
State Special Education - AB602	21,000	11,092	9,908	85,228	78,871	6,357	123,238
State - Mandated Cost Reimbursement	0	0	0	4,951	5,019	(68)	5,019
State - State Lottery	10,627	0	10,628	18,980	8,557	10,423	34,229
Prior Year Revenues	623	0	622	1,606	0	1,606	0
State - Other State Revenue	492	618	(126)	7,144	28,787	(21,643)	55,649
Total Other State Revenue	32,742	11,710	21,032	117,909	121,234	(3,325)	218,135
Other Local Revenue							
Interest Revenue	0	877	(877)	11,404	7,891	3,513	10,521
Other Local Revenue	0	0	0	344	0	344	0
Total Other Local Revenue	0	877	(877)	11,748	7,891	3,857	10,521
Total Revenue	**28,820**	**218,080**	**(189,260)**	**945,654**	**1,347,276**	**(401,622)**	**2,011,881**
Expenses							
Certificated Salaries							
Certificated Teachers' Salaries	62,957	50,016	12,941	469,437	450,148	19,289	600,197
Certificated Teachers' Extra Duties/Stipends	3,820	16,206	(12,385)	132,776	129,644	3,132	178,261
Certificated Pupil Support Salaries	8,275	5,402	2,872	76,555	48,620	27,935	64,826
Certificated Supervisors' and Administrators' Salaries	7,181	6,903	278	63,567	62,127	1,439	82,837
Total Certificated Salaries	82,233	78,527	3,706	742,335	690,539	51,795	926,121
Classified Salaries							
Classified Instructional Salaries	0	308	(308)	0	2,772	(2,771)	4,434
Classified Support Salaries	239	0	239	2,227	0	2,227	0
Classified Supervisors' and Administrators' Salaries	1,433	887	546	19,990	7,984	12,006	12,775
Clerical, Technical, and Office Staff Salaries	1,886	275	1,611	12,012	2,469	9,543	3,950
Total Classified Salaries	3,558	1,470	2,088	34,229	13,225	21,005	21,159
Benefits							
State Teachers' Retirement System, certificated positions	14,331	14,998	(667)	112,173	131,893	(19,721)	176,890
OASDI/Medicare/Alternative, certificated positions	484	76	408	5,030	683	4,348	911
Medicare certificated positions	1,199	1,156	43	11,852	10,167	1,685	13,633
Health and Welfare Benefits, certificated positions	10,726	8,824	1,902	75,949	79,419	(3,470)	105,892
State Unemployment Insurance, certificated positions	58	5,621	(5,563)	1,758	47,773	(46,015)	56,204
Workers' Compensation Insurance, certificated positions	0	1,115	(1,116)	4,798	9,816	(5,019)	13,163
Other Benefits, certificated positions	2,784	638	2,147	25,746	5,606	20,140	7,518
Total Benefits	29,582	32,428	(2,846)	237,306	285,357	(48,052)	374,211
Books & Supplies							
Textbooks and Core Curricula Materials	1,155	1,441	(286)	14,876	12,975	1,902	17,300
Books and Other Reference Materials	0	7,767	(7,767)	0	69,900	(69,900)	93,200
School Supplies	504	14	490	5,559	166	5,393	3,400
Software	9,613	9,575	39	36,760	86,175	(49,415)	114,900
Office Expense	610	358	251	5,517	3,225	2,293	4,300
Business Meals	41	83	(42)	355	750	(396)	1,000
Noncapitalized Equipment	6,494	102	6,392	15,602	1,222	14,381	25,100
Total Books & Supplies	18,417	19,340	(923)	78,669	174,413	(95,742)	259,200
Subagreement Services							
Special Education	9,379	7,592	1,787	44,178	68,325	(24,148)	91,100
Substitute Teacher	37	483	(446)	37	4,350	(4,313)	5,800
Security	7	0	7	30	0	30	0
Other Educational Consultants	0	67	(67)	(528)	803	(1,331)	16,500
Instructional Services	0	300	(300)	0	2,700	(2,700)	3,600
Total Subagreement Services	9,423	8,442	981	43,717	76,178	(32,462)	117,000
Professional/Consulting Services							
IT	0	7,725	(7,725)	10,180	69,525	(59,346)	92,700
Audit and Tax	631	0	631	1,437	4,700	(3,262)	4,700
Legal	424	192	233	1,595	1,725	(130)	2,300
Professional Development	106	1,508	(1,403)	2,859	13,575	(10,716)	18,100
General Consulting	851	3,617	(2,765)	3,341	32,550	(29,210)	43,400
Special Activities	563	0	563	781	0	782	0
Bank Charges	0	58	(59)	0	525	(525)	700
Printing	0	0	0	10	0	10	0
Other Taxes and Fees	1	508	(507)	21,689	4,575	17,113	6,100

Central Coast

Budget vs Actual

For the period ended March 31, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Payroll Service Fee	(1,168)	0	(1,168)	(801)	0	(800)	0
Management Fee	3,549	4,000	(452)	29,604	36,000	(6,396)	48,000
District Oversight Fee	210	2,039	(1,828)	0	11,890	(11,890)	17,476
SELPA Fees	0	0	0	776	0	776	0
Public Relations	179	1,959	(1,779)	4,999	17,625	(12,626)	23,500
Total Professional/Consulting Services	5,346	21,606	(16,259)	76,470	192,690	(116,220)	256,976
Facilities, Repairs & Other Leases							
Rent	687	166	519	5,641	1,500	4,141	2,000
Additional Rent	295	75	221	1,629	675	953	900
Equipment Leases	0	392	(392)	0	3,525	(3,525)	4,701
Other Leases	39	8	31	2,518	75	2,443	99
Repairs and Maintenance	0	9	(9)	19	75	(56)	100
Total Facilities, Repairs & Other Leases	1,021	650	370	9,807	5,850	3,956	7,800
Operations & Housekeeping							
Auto and Travel Expense	302	258	44	12,576	2,325	10,251	3,100
Dues & Memberships	1,629	350	1,279	13,304	3,150	10,155	4,200
Insurance	956	208	748	3,960	1,875	2,085	2,500
Utilities	5	9	(4)	9	75	(66)	100
Janitorial/Trash Removal	0	25	(25)	17	225	(208)	300
Miscellaneous Expense	0	0	0	22	0	22	0
Communications	375	33	342	1,470	300	1,170	400
Postage and Shipping	5	358	(353)	74	3,225	(3,151)	4,300
Total Operations & Housekeeping	3,272	1,241	2,031	31,432	11,175	20,258	14,900
Total Expenses	**152,852**	**163,704**	**(10,852)**	**1,253,965**	**1,449,427**	**(195,462)**	**1,977,367**
Change in Net Assets	**(124,032)**			**(308,311)**			
Net Assets, Beginning of Period	**72,322**			**256,601**			
Net Assets, End of Period	**$ (51,710)**			**$ (51,710)**			

California Online Public Schools

Statement of Financial Position

March 31, 2025

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Assets							
Current Assets							
Cash & Cash Equivalents	$ 13,692,525	$ 7,627,810	$ 9,573,315	$ 1,955,816	$ 4,873,393	$ 1,739,637	$ 39,462,497
Accounts Receivable	602	97	194	18	53	18	981
Public Funding Receivables	796,402	685,962	82,356	0	264,953	43,940	1,873,613
Due To/From Related Parties	16,274,667	(3,034,411)	(6,097,901)	(567,311)	(5,027,346)	(1,547,697)	0
Prepaid Expenses	373,400	48,340	131,081	9,289	30,509	8,229	600,850
Total Current Assets	31,137,596	5,327,798	3,689,045	1,397,812	141,562	244,127	41,937,941
Long-term Assets							
Property & Equipment, Net	18,248	0	46,704	0	0	0	64,952
Right-of-Use Asset, Net	1,085,442	140,057	367,651	35,014	105,044	17,507	1,750,714
Deposits	21,288	100	0	0	0	0	21,387
Total Long-term Assets	1,124,978	140,157	414,355	35,014	105,044	17,507	1,837,053
Total Assets	**$ 32,262,574**	**$ 5,467,955**	**$ 4,103,400**	**$ 1,432,826**	**$ 246,606**	**$ 261,634**	**$ 43,774,994**
Liabilities							
Current Liabilities							
Accounts Payable	$ 69,531	$ 15,711	$ 20,076	$ 1,588	$ 5,127	$ 1,742	$ 113,776
Accrued Liabilities	616,809	238,767	568,505	151,307	109,864	42,744	1,727,996
Deferred Revenue	10,043,929	1,718,709	3,372,633	434,890	605,597	251,169	16,426,927
Operating Lease Liability, Current Portion	215,197	27,769	72,890	6,942	20,827	3,471	347,095
Total Current Liabilities	10,945,466	2,000,956	4,034,104	594,727	741,415	299,126	18,615,794
Long-term Liabilities							
Operating Lease Liability, Net of Current Porti	881,558	113,749	298,593	28,438	85,311	14,219	1,421,867
Total Long-term Liabilities	881,558	113,749	298,593	28,438	85,311	14,219	1,421,867
Total Liabilities	**11,827,024**	**2,114,705**	**4,332,697**	**623,165**	**826,726**	**313,345**	**20,037,661**
Net Assets, End of Period	**20,435,549**	**3,353,251**	**(229,297)**	**809,661**	**(580,121)**	**(51,710)**	**23,737,333**
Liabilities & Net Assets	**$ 32,262,574**	**$ 5,467,955**	**$ 4,103,400**	**$ 1,432,826**	**$ 246,606**	**$ 261,634**	**$ 43,774,994**

California Online Public Schools

Statement of Cash Flows

For the period ended March 31, 2025

	Southern California	Central Valley	Northern California	North Bay	Monterey Bay	Central Coast	Total
Cash Flows from Operating Activites							
Change in Net Assets	$ 3,827,835	$ (31,576)	$ (650,020)	$ (3,339)	$ (332,605)	$ (124,032)	$ 2,686,263
Adjustments							
Depreciation	181	0	4,671	0	0	0	4,851
(Increase) Decrease in Operating Assets							
Public Funding Receivables	0	637,062	156	0	0	0	637,219
Grants, Contributions & Pledges Receivable	(503)	(97)	(194)	(17)	(53)	(18)	(882)
Due from Related Parties	(3,425,081)	869,374	1,759,965	157,046	484,501	154,195	0
Prepaid Expenses	(88,966)	(17,169)	(34,338)	(3,121)	(9,365)	(3,122)	(156,081)
Increase (Decrease) in Operating Liabilities							
Accounts Payable	(12,675)	15,706	20,066	1,587	5,124	1,742	31,549
Accrued Expenses	406,992	0	0	0	(1,800)	3,713	408,905
Deferred Revenue	69,123	2,815	24,161	2,806	8,818	1,858	109,581
Total Cash Flows from Operating Activites	**776,906**	**1,476,115**	**1,124,467**	**154,962**	**154,620**	**34,336**	**3,721,405**
Change in Cash and Cash Equivalents	**776,906**	**1,476,115**	**1,124,467**	**154,962**	**154,620**	**34,336**	**3,721,405**
Cash & Cash Equivalents, Beginning of Period	**12,915,619**	**6,151,695**	**8,448,849**	**1,800,854**	**4,718,773**	**1,705,301**	**35,741,092**
Cash & Cash Equivalents, End of Period	**$ 13,692,525**	**$ 7,627,810**	**$ 9,573,315**	**$ 1,955,816**	**$ 4,873,393**	**$ 1,739,637**	**$ 39,462,497**

Southern California

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 30	$ -	$ -	$ 30
Brenda Arambula	ARAM022825	02/28/2025	-	-	30	-	-	30
Brett Creason	CREA022825	02/28/2025	-	-	30	-	-	30
Cecily Brotherton	BROT022825	02/28/2025	-	-	30	-	-	30
Christopher Chu	CHUX022825	02/28/2025	-	-	30	-	-	30
Christopher Funk	FUNK022825	02/28/2025	-	-	30	-	-	30
Corodata Records Management Inc.	RS3706603	04/15/2025	114	-	-	-	-	114
Cox Business	COXB020125-0901	03/03/2025	-	(198)	-	-	-	(198)
Ebony Henry	HENR030725	03/07/2025	-	30	-	-	-	30
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	1,626	-	-	-	-	1,626
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	68,456	-	-	-	-	68,456
San Diego Gas & Electric-1889	SAND030625-1889	03/26/2025	-	(676)	-	-	-	(676)
Total Outstanding Invoices			**$ 70,196**	**$ (845)**	**$ 180**	**$ -**	**$ -**	**$ 69,531**

Central Valley

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 5	$ -	$ -	$ 5
Brenda Arambula	ARAM022825	02/28/2025	-	-	5	-	-	5
Brett Creason	CREA022825	02/28/2025	-	-	5	-	-	5
Cecily Brotherton	BROT022825	02/28/2025	-	-	5	-	-	5
Christopher Chu	CHUX022825	02/28/2025	-	-	5	-	-	5
Christopher Funk	FUNK022825	02/28/2025	-	-	5	-	-	5
Ebony Henry	HENR030725	03/07/2025	-	5	-	-	-	5
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	314	-	-	-	-	314
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	15,361	-	-	-	-	15,361
Total Outstanding Invoices			**$ 15,675**	**$ 5**	**$ 31**	**$ -**	**$ -**	**$ 15,711**

Northern California

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 11	$ -	$ -	$ 11
Brenda Arambula	ARAM022825	02/28/2025	-	-	11	-	-	11
Brett Creason	CREA022825	02/28/2025	-	-	11	-	-	11
Cecily Brotherton	BROT022825	02/28/2025	-	-	11	-	-	11
Christopher Chu	CHUX022825	02/28/2025	-	-	11	-	-	11
Christopher Funk	FUNK022825	02/28/2025	-	-	11	-	-	11
Ebony Henry	HENR030725	03/07/2025	-	11	-	-	-	11
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	627	-	-	-	-	627
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	19,374	-	-	-	-	19,374
Total Outstanding Invoices			**$ 20,002**	**$ 11**	**$ 64**	**$ -**	**$ -**	**$ 20,076**

North Bay

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 1	$ -	$ -	$ 1
Brenda Arambula	ARAM022825	02/28/2025	-	-	1	-	-	1
Brett Creason	CREA022825	02/28/2025	-	-	1	-	-	1
Cecily Brotherton	BROT022825	02/28/2025	-	-	1	-	-	1
Christopher Chu	CHUX022825	02/28/2025	-	-	1	-	-	1
Christopher Funk	FUNK022825	02/28/2025	-	-	1	-	-	1
Ebony Henry	HENR030725	03/07/2025	-	1	-	-	-	1
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	57	-	-	-	-	57
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	1,524	-	-	-	-	1,524
Total Outstanding Invoices			**$ 1,581**	**$ 1**	**$ 6**	**$ -**	**$ -**	**$ 1,588**

Monterey Bay

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 3	$ -	$ -	$ 3
Brenda Arambula	ARAM022825	02/28/2025	-	-	3	-	-	3
Brett Creason	CREA022825	02/28/2025	-	-	3	-	-	3
Cecily Brotherton	BROT022825	02/28/2025	-	-	3	-	-	3
Christopher Chu	CHUX022825	02/28/2025	-	-	3	-	-	3
Christopher Funk	FUNK022825	02/28/2025	-	-	3	-	-	3
Ebony Henry	HENR030725	03/07/2025	-	3	-	-	-	3
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	171	-	-	-	-	171
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	4,933	-	-	-	-	4,933
Total Outstanding Invoices			**$ 5,104**	**$ 3**	**$ 20**	**$ -**	**$ -**	**$ 5,127**

Central Coast

Accounts Payable Aging

For the period ended March 31, 2025

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Breanna Burns	BURN022825	02/28/2025	$ -	$ -	$ 1	$ -	$ -	$ 1
Brenda Arambula	ARAM022825	02/28/2025	-	-	1	-	-	1
Brett Creason	CREA022825	02/28/2025	-	-	1	-	-	1
Cecily Brotherton	BROT022825	02/28/2025	-	-	1	-	-	1
Christopher Chu	CHUX022825	02/28/2025	-	-	1	-	-	1
Christopher Funk	FUNK022825	02/28/2025	-	-	1	-	-	1
Ebony Henry	HENR030725	03/07/2025	-	1	-	-	-	1
Every Special Child LLC	Inv#137-032024- 25	04/05/2025	57	-	-	-	-	57
Milestones Therapy Group, A Prof. SLP Co	1227	04/22/2025	1,680	-	-	-	-	1,680
Total Outstanding Invoices			**$ 1,737**	**$ 1**	**$ 5**	**$ -**	**$ -**	**$ 1,742**

Southern California

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13410	Casa Pacifica	SpEd Svcs - 01/25	03/05/2025	$ 65.98
13411	Charter Impact, LLC	Business Mgmt Svcs - 03/25	03/05/2025	177,431.00
13412	Department of Justice	Fingerprinting Svcs - 01/25	03/05/2025	113.00
13413	Hiddleson Listening, Language, and Speech Center	SpEd Svcs - 1/25	03/05/2025	678.32
13414	Jessica Balladarez	Reimb - Grad Night CT Refund	03/05/2025	248.00
13415	Language Line Services	Interpretation Svcs - 01/25	03/05/2025	12,696.98
13416	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 01/25	03/05/2025	7,682.00
13417	PC Connection Sales Corp	NonCap Equipment	03/05/2025	9,628.33
13418	School Pathways LLC	Subscription - 02/01/25-01/31/26	03/05/2025	708.75
13419	School Services of California Inc.	Consulting Svcs - 01/25	03/05/2025	162.50
13420	Specialized Therapy Services Inc	SpEd Svcs - 01/25	03/05/2025	150.00
13421	T-Mobile	Communication Svcs - 01/21/25-02/20/25 - MKV	03/05/2025	6,045.46
13422	T-Mobile - 0979	Communication Svcs - 01/21/25-02/20/25	03/05/2025	320.32
13423	Total Recall Captioning Inc.	SpEd Svcs - 01/25	03/05/2025	1,782.50
13424	Adapted Childs Play LLC	SpEd Svcs - 01/25	03/12/2025	1,927.23
13425	Branche Jones	Consulting Svcs - 02/25	03/12/2025	4,000.00
13426	Capistrano Unified School District	District Oversight Fees - 03/25	03/12/2025	82,374.00
13427	Casa Pacifica	SpEd Svcs - 01/25	03/12/2025	14,300.00
13428	Concur Technologies Inc	Software - 03/25	03/12/2025	9,494.12
13429	Cox Business	Communication Svcs - 03/25	03/12/2025	702.24
13430	Crown Facility Solutions Inc	Janitorial Svcs - 03/25	03/12/2025	1,296.00
13431	CSC	Consulting Svcs	03/12/2025	2,372.75
13432	Document Tracking Services	Translation Svcs - 02/01/25-03/01/25	03/12/2025	115.32
13433	Edmentum	Curriculum - 02/25	03/12/2025	19,395.00
13434	FeldCare Connects	SpEd Svcs - 02/25	03/12/2025	326.00
13435	Gympass US LLC	Gym Subscription Benefit - 02/28/25-03/27/25	03/12/2025	6,184.98
13436	Instructure, Inc.	Subscription - 01/25 - 12/25	03/12/2025	958.33
13437	Jostens	Graduation Supplies	03/12/2025	13.90
13438	Law Offices of Michelle Won	Legal Svcs - 02/25	03/12/2025	525.00
13439	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 02/25	03/12/2025	4,686.00
13440	Netrix	IT Svcs	03/12/2025	3,080.00
13441	Newfront	Consulting Svcs - 02/25	03/12/2025	2,135.60
13442	PC Connection Sales Corp	Office Supplies	03/12/2025	80.19
13443	SOFTMSP LLC	Office Supplies	03/12/2025	16,467.05
13444	Yarijanian & Associates PC	Legal Svcs - 09/24-02/25	03/12/2025	7,000.00
13445	Zoom Communications Inc	Communication Svcs - 02/25	03/12/2025	480.05
13446	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 07/24-08/24	03/18/2025	5,301.95
13447	Aaron Canepa	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13448	Aaron Ezozo	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13449	Aaron J Murillo	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13450	Aaron Oswald	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13451	Aaron Van Heyningen	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13452	Abdul Safi	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13453	Abdulrahman Al-Samawi	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13454	Abdurrahman Qassem	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13455	Abeer Kandil	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13456	Abigail Deguzman	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13457	Abigail Rodri-guez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13458	Abraham Sousa	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13459	Adam Baker	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13460	Adam Batzianis	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13461	Adam Dunbar	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13462	Adam Grano	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13463	Adela Castillo	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13464	Adelaida De La Cruz	ISP Reimbursement - 12/1 - 2/28	03/20/2025	16.95
13465	Adesh Kumar	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13466	Adilene Garcia	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13467	Adnan Yusuf	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13468	Adrian Barrera	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13469	Adriana Avila	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13470	Adriana Barajas	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13471	Adriana de Jesus	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13472	Adriana G Avila	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13473	Adriana Martinez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13474	Adriana Padilla	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13475	Adrianna Alvarado	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13476	Adrienne Arnold	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13477	Adrienne Duplesis	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13478	Adrienne Hernandez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85

Southern California

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13479	Adrienne Vasquez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13480	Afreh Elsumeri	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13481	Agnes Mesman	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13482	Agustin Flores	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13483	Ahlam Gheith	ISP Reimbursement - 12/1 - 2/28	03/20/2025	16.95
13484	Ahmad Elsaharty	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13485	Aida Garcia	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13486	Aida Yesenia Orozco Renteria	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13487	Aiden Catalan	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13488	Aimee L. Pechie	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13489	Ainsley Romany-Phipps	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13490	Ajaib Ebrahim	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13491	Alaaeddin Ali Basha	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13492	Alaina Spruell	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13493	Alan Healy	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13494	Alana Beltran	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13495	Alana Dedini	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13496	Albert Dorn Jr	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13497	Alberta Centers	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13498	Alberto Miranda	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13499	Alejandra Cano	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13500	Alejandra Hal	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13501	Alejandro Vilchis	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13502	Aleksia Lindsay	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13503	Alena Liamachka	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13504	Alena Ramirez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13505	Alena Yerankova	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13506	Alene White	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13507	Alescia Picard	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13508	Alex Petrenko	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13509	Alexander Pavlovsky	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13510	Alexander Taub	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13511	Alexander Zahn	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13512	Alexandra Alaniz	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13513	Alexandra Apeles	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13514	Alexandra Garcia	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13515	Alexandra Tran	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13516	Alexandria Elliott	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13517	Alexei Saline	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13518	Alexis Brooks	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13519	Alexis McFarland	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13520	Alexiss Larowe	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13521	Alfreda Grundy	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13522	Alfredo Cuenca	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13523	Alfredo Linares	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13524	Alhamza Algahim	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13525	Alicia Astran	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13526	Alicia Galvan	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13527	Alicia Glass	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13528	Alicia Liburdi	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13529	Alicia Navarro	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13530	Alida Coury	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13531	Alisa Rios	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13532	Alisha Anson	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13533	Alison Evors	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13534	Alison Henderson	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13535	Alison Velasquez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13536	Allan Reyes	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13537	Allison Mundt	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13538	Alma Cebreros	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13539	Alysia M Morales	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13540	Alyssa Antongiovanni	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13541	Alyssa Carbone	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13542	Alyssa Jimenez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13543	Alyssa Molina	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13544	Alyssa Smith	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13545	Amanda Adkins	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13546	Amanda Baxter	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13547	Amanda Brockway	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13548	Amanda Carranza	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85

Southern California

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13549	Amanda Cole	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13550	Amanda Hall	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13551	Amanda Hamilton	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13552	Amanda Hawkins	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13553	Amanda Klemish Vigil	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13554	Amanda Lace Burns	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13555	Amanda M Barron	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13556	Amanda McFadden	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13557	Amanda Mumford	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13558	Amanda Padilla	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13559	Amanda Pennington	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13560	Amanda Thompson	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13561	Amani Crosshabeyeh	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13562	Ambararlet vasquez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13563	Amber Biever	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13564	Amber Duran-Martinez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13565	Amber Eastland	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13566	Amber Fowler	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13567	AMBER LARSEN	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13568	Amber Lewis	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13569	Amber Marvive	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13570	Amber Olvera	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13571	Ambrea Patterson	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13572	Ambrozia Ramirez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13573	Ames Sabellano-Clark	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13574	Amy Aina	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13575	Amy Duell	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13576	Amy Fairweather	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13577	Amy Feise	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13578	Amy Hernandez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13579	Amy Jimenez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13580	Amy Khachatryan	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13581	Amy L McCain	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13582	Amy Tamayo	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13583	Amy Wright	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13584	Ana B Hernandez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13585	Ana Bedolla	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13586	Ana Bertone	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13587	ANA ELVIRA BORGES HERMOSO	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13588	Ana Isabel Palacios	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13589	Ana Llamas	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13590	Ana Maria Berryman	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13591	Ana Montero	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13592	Ana Stirdivant	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13593	Anabell Renteria	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13594	Anabelle Ylagan	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13595	Anakaren Perez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13596	Anastasiya Balikian	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13597	Andrea Barraza	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13598	Andrea Beltran	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13599	Andrea Franco	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13600	Andrea Guzman	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13601	Andrea Ott-Dahl	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13602	Andrea Patterson	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13603	Andrea Rodriguez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13604	Andrea Sandoval	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13605	Andrea Sindelar	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13606	Andrea Williams	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13607	Andrelin Zulueta	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13608	Andrew Deal	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13609	Andrew Dixon	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13610	Andrew Mykrantz	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13611	Andrew Stevko	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13612	Andrey Savkin	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13613	Angela C Ascencio	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13614	Angela Caldeira	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13615	Angela Gomez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13616	Angela Grenzer	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13617	Angela Hernandez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13618	Angela Iglesia	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13619	ANGELA J COBB	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13620	Angela M Beech	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13621	Angela Madrigal	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13622	Angela Marquez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13623	Angela Mecum	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13624	Angela Morales	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13625	Angela Nikodinov	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13626	Angela Parker	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13627	Angela Rodriguez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13628	Angela Santana	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13629	Angela Simms	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13630	Angelic Smith	ISP Reimbursement - 12/1 - 2/28	03/20/2025	33.90
13631	Angelica Bernabe	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13632	Angelica Cabrera	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13633	Angelica Herrera	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13634	Angelica Miles	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13635	Angelica Minjares	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13636	Angelica Ramirez	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13637	Angelica Ramos	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13638	Angelica Serna	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13639	Angelica Sheridan	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13640	Angelica Torres	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13641	Angelica Villero	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13642	Angelina Avila	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13643	Angelina Benavides	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13644	Angelina Feesago	ISP Reimbursement - 12/1 - 2/28	03/20/2025	50.85
13645	AspirEDU Inc.	Subscription - 01/01/25-06/16/25	03/20/2025	1,275.87
13646	AT&T	Communication Svcs - 02/07/25-03/06/25	03/20/2025	534.69
13647	California Academic Decathlon - Sacramento	Decathlon Registration	03/20/2025	329.01
13648	Carrot Fertility Inc	Employee Benefit - 04/25	03/20/2025	3,790.80
13649	CliftonLarsonAllen LLP	Audit Svcs	03/20/2025	2,782.50
13650	Corodata Records Management Inc.	Storage Rental - 02/25	03/20/2025	279.37
13651	CSC	Consulting Svcs	03/20/2025	1,920.00
13652	Effectual Educational Consulting Services	SpEd Svcs - 12/24	03/20/2025	24,418.90
13653	Eric Armin Inc	Curriculum	03/20/2025	2,937.50
13654	Florida Virtual School	Curriculum	03/20/2025	2,375.00
13655	Instructure, Inc.	Curriculum	03/20/2025	2,000.00
13656	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 02/25	03/20/2025	12,620.50
13657	Marshall Cavendish Corporation	Curriculum	03/20/2025	9,936.86
13658	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 01/25	03/20/2025	170,635.72
13659	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	156,520.05
13660	PC Connection Sales Corp	Office Supplies	03/20/2025	196.10
13661	Philadelphia Insurance Companies	Insurance Premium - 10/01/24-25	03/20/2025	17,601.17
13662	San Diego Gas & Electric	Utility Svcs - 02/01/25-03/04/25	03/20/2025	127.41
13663	SMWD	Utility Svcs - 02/04/25-03/04/25	03/20/2025	225.77
13664	Total Transportation Logistics Inc	Storage Svcs	03/20/2025	11,824.55
13665	Womble Bond Dickinson (US) LLP	Legal Svcs - 02/25	03/20/2025	450.00
13666	Yessenia Gaines	Reimb[redacted]Mileage - 02/25	03/20/2025	147.00
13667	Adrian Hardeman	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13668	Alexandra Paul	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13669	Ariana Saavedra	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13670	Ariana Whitaker	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13671	Arianna Chung	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13672	Arianne Catano	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13673	Arief Noor	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13674	Ariel Alimagno	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13675	Arline Rogers	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13676	Armando Cervantes jr.	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13677	Armando Gonzalez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13678	Armando Ibarra	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13679	Arnold B Mathis jr	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13680	Aroyce Robinson III	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13681	Arsen Beremesh	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13682	Arthur Bart-Williams	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13683	Arturo Ramirez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13684	Arunrekha Arunmozhi	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13685	Ashanti Shabazz	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13686	Ashla Thomas	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13687	Ashlee Blancett	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13688	Ashlee Jackson	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85

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For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13689	Ashlee lucero	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13690	Ashlee Parker	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13691	Ashley Billings	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13692	Ashley Brown	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13693	Ashley Cruz	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13694	Ashley Day	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13695	Ashley Franklin	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13696	Ashley Garcia	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13697	Ashley Havner	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13698	Ashley Kasper	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13699	Ashley Kirsch	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13700	Ashley M Thomas	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13701	Ashley Marsh	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13702	Ashley Morales	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13703	Ashley Postel	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13704	Ashley Smith	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13705	Ashley Spurlock	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13706	Ashley Vallin	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13707	Ashley Woods	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13708	Ashley Wright	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13709	Ashlie N Cunningham	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13710	Ashlyee Silva	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13711	Asia Watson	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13712	Asmahan Nasher	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13713	Astrid Torrentes	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13714	Athena D Cummings	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13715	Athena Mc Daniel	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13716	Audelia Huerta	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13717	Audreanna Jackson	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13718	Audrey Bednorz	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13719	Audrey Jane Mendenhall	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13720	Audrey Maldonado	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13721	Audrey Ramirez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13722	Audriana Chapa	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13723	Aumunique Rembert	ISP Reimbursement - 12/1 - 2/28	03/26/2025	16.95
13724	Aurea Reyes	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13725	Aurelia Gonzalez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13726	Auriel Lepoint	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13727	Autumn Espejel	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13728	Aviana Sutton	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13729	Aviance Black	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13730	Aya Tomita	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13731	Ayah Khattab	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13732	Ayako Barton	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13733	Ayanna Keeton	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13734	Ayden Samarripas	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13735	Ayman Kalili	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13736	Aziz Rahman	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13737	Banesa Elenes	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13738	Barbara MacDonald	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13739	Barbara Retana	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13740	Barbie Vandergriff	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13741	Beatriz Ocano	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13742	Beatriz Peralta	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13743	Beatriz Vazquez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13744	Becca Afemata	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13745	Beckett Miller	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13746	Belen Garcia	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13747	Ben Ashley	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13748	Ben Kwan	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13749	Benjamin Garcia	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13750	Benjamin Gutierrez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13751	Berenice Delgado	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13752	Bernadette Egarta	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13753	Bert Walker	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13754	Berta D Cramer	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13755	Bertha Mosqueda	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13756	Bertha Vazquez	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13757	Beshaer Aljawad	ISP Reimbursement - 12/1 - 2/28	03/26/2025	33.90
13758	Betty S. Zuletta	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85

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Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
13759	Beverly Morris	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13760	Bianca Molina	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13761	Bianca Ruiz	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13762	Bidy Syarif	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13763	Blake Chism	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13764	Blake Kunimoto	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13765	Blake Sherman	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13766	Blanca E Cabrera	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13767	Bonnie Simmons	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13768	Brad Barber	ISP Reimbursement - 12/1 - 2/28	03/26/2025	50.85
13769	CE Mechanical Inc	Repair Svcs	03/26/2025	1,154.00
13770	CliftonLarsonAllen LLP	Audit Svcs	03/26/2025	25,446.00
13771	Corodata Shredding Inc.	Shredding Svcs - 02/25	03/26/2025	44.74
13772	Department of Health Care Services	Audit Svcs - YE 06/30/2015	03/26/2025	3,301.00
13773	Language Line Services	Interpretation Svcs - 02/25	03/26/2025	16,322.96
13774	Nasco	Curriculum	03/26/2025	21,101.85
13775	Party Pals	Event Supplies - 50% Deposit	03/26/2025	6,200.00
13776	PC Connection Sales Corp	School Supplies	03/26/2025	29.50
13777	PHMG	Marketing Svcs - 03/15/25-04/14/25	03/26/2025	1,462.70
13778	Pitney Bowes Inc	Office Supplies	03/26/2025	300.65
13779	SOFTMSP LLC	School Supplies	03/26/2025	23,417.90
13780	Visual Processing Institue	SpEd Svcs - 11/24-02/25	03/26/2025	4,100.00
13781	West Shield Adolescent Services	SpEd Svcs - 01/25	03/26/2025	6,411.25
13782	Zoom Communications Inc	Communication Svcs - 03/18/25-06/30/25	03/26/2025	561.99
13783	Andrew Moreno	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13784	Clarissa Berry	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13785	Erika Maxwell	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13786	Hjalmar Isabelle	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13787	Isidra-Lynn Holt	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13788	Jamie Levels	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13789	Jennifer Balmaceda	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13790	Jessica Roque	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13791	Tanya C Toledo	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
13792	Unique K Clay	ISP Reimbursement - 09/24 - 11/24	03/27/2025	50.85
ACH	Brandastic, Inc.	Marketing Svcs	03/12/2025	7,500.00
ACH	InterPres Corporation	Rent - 04/25	03/20/2025	31,114.80
ACH	Melissa Santander	SpEd Svcs - 02/25	03/20/2025	600.00
ACH	TTC4SUCCESS	SpEd Svcs - 02/25	03/26/2025	256,630.86
ACH	NJA Therapy Services, Inc.	SpEd Svcs - 02/25	03/26/2025	2,928.75
ACH	Orange County Dept of Education	STRS Feb 2025 - Balance	03/07/2025	155,531.87
VOID	Aya Tomita	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Clarissa Berry	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Jennifer Balmaceda	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Tanya C Toledo	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Unique K Clay	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Andrew Moreno	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Erika Maxwell	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Hjalmar Isabelle	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Isidra-Lynn Holt	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Jamie Levels	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Jessica Roque	ISP Reimbursement - 09/24 - 11/24	03/27/2025	VOID
VOID	Milestones Therapy Group, A Prof. SLP Corporation	SpEd Svcs - 07/24-08/24	03/18/2025	VOID
VOID	West Shield Adolescent Services	SpEd Svcs - 01/25	03/25/2025	VOID
			Total Disbursements	**1,403,459.89**

Central Valley

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
40117	Community Therapy Services	SpEd Svcs - 11/24	03/12/2025	$ 3,350.00
40118	Effectual Educational Consulting Services	SpEd Svcs - 12/24	03/20/2025	5,074.00
40119	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	2,308.50
			Total Disbursements	**$ 10,732.50**

Northern California

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
60365	Bromberg & Associates, LLC	SpEd Svcs - 01/25	03/05/2025	$ 3,685.00
60366	GreenWorks Commerical Janitorial Services	Janitorial Svcs - 03/25	03/05/2025	1,250.00
60367	ODP Business Solutions	Office Supplies	03/05/2025	109.22
60368	Pitney Bowes Global Financial Services LLC-2106	Postage Refill - 12/30/24-03/29/25	03/05/2025	289.83
60369	Specialized Therapy Services Inc	SpEd Svcs - 01/25	03/05/2025	50.00
60370	Community Therapy Services	SpEd Svcs - 12/24	03/12/2025	2,585.00
60371	Alhambra	Office Supplies	03/20/2025	42.47
60372	AT&T - 6652	Communication Svcs - 03/07/25-04/06/25	03/20/2025	1,080.42
60373	Corodata Shredding Inc	Shredding Svcs	03/20/2025	53.61
60374	Effectual Educational Consulting Services	SpEd Svcs - 12/24	03/20/2025	8,744.00
60375	Law Offices of Young, Minney & Corr LLP	Legal Svcs - 01/25	03/20/2025	1,080.00
60376	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	6,931.92
60377	PG&E	Utility Svcs - 01/25/25-02/24/25	03/20/2025	479.22
60378	Center for Accessible Technology	SpEd Svcs - 02/25	03/26/2025	240.00
60379	ODP Business Solutions	Office Supplies	03/26/2025	68.27
60380	Purchase Power-6016	Postage Meter & Shipping - 02/25	03/26/2025	5,097.00
ACH	Brekke Real Estate Inc	Rent - 03/25	03/03/2025	8,171.63
ACH	Yardi Service Charge	Service fee for rent payment	03/03/2025	0.95
ACH	Chase Bank - 7975	Bank Fee	03/17/2025	92.85
			Total Disbursements	**$ 40,051.39**

North Bay

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
30077	Effectual Educational Consulting Services	SpEd Svcs - 12/24	03/20/2025	$ 1,073.00
30078	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	994.36
			Total Disbursements	**$ 2,067.36**

Monterey Bay

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20090	Effectual Educational Consulting Services	SpEd Svcs - 12/24	03/20/2025	$ 10,760.00
20091	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	2,169.92
			Total Disbursements	**$ 12,929.92**

Central Coast

Check Register

For the period ended March 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
70067	Oxford Consulting Services Inc.	SpEd Svcs - 01/25	03/20/2025	$ 55.00
			Total Disbursements	**$ 55.00**

Coversheet

Educational Services Update

Section:	IV. Oral Reports
Item:	E. Educational Services Update
Purpose:	FYI
Submitted by:	
Related Material:	2425 Q3 SET Data Review BM 5.13.25.pdf

School Enhancement Target (SET) Review

Quarter 3
2024-2025
CalOPS

School Enhancement Target (SET) Goals 24/25

- **Grad Rate**

Every 10 weeks, 68% of 12th grade students in their 4th year of high school will be on track for graduation.

- **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.

California Online Public Schools

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

CalOPS Schools 24/25 Grad Rate

School	Grad Rate
SoCal	80.5%
NorCal	77.7%
Central Valley	69.6%
North Bay	82.9%
Central Coast	76.2%
Monterey Bay	77%

California Online Public Schools

Project Success (PS) Update 24/25 school year

Data Description	Q1 24/25	Q2 24/25	Q3 24/25
# of STs **Enrolled**	221	183	209
# courses attempted	935	872	1106
# of Courses Passed	831	828	1065
# of Courses Failed	104	44	41
# courses added by quarter	144	141	345
# of **graduates** by quarter	24	22	32
Pass Rate	89%	95%	**96%**

California Online Public Schools

Grad Rate:
What We Learned and Next Steps

- Grad rate goals met for 23/24 school year!!
- Project Success continues to be strong
  - **32 quarter two grads!!!**
  - Continue the focus on Project Success 11th and 12th grade students and continue to strengthen the program, growing enrollment
  - Curriculum discussions happening now for the 25/26 SY
- Our increased focus on our credit deficient students is working
- Planning of summer school 2025 is taking place and students in need are being identified

California Online Public Schools

Academic

Every 10 weeks, 50% of PLC SMART goals (math and schoolwide) will be met.

California Online Public Schools

SMART Goal Data Q3 24/25

- **Schoolwide PLCs:**
  - 38% of SMART goals were met.
- **Math PLCs:**
  - 50% of SMART goals were met.

Academic:
What We Learned and Next Steps

- Seeing Math PLC SMART goals meeting SET goal in large part to new curriculum and math intervention and focussed math groups.
- Continuing PLC meetings twice a month and PLC Lead meetings monthly.
- Focus on 10 week SMART Goal development and cycles
- Continued SMART goal discussions with grade level administration and PLC Leads
- A continued focus on data driven goals in PLC planning.
    - Utilizing iReady and MAP diagnostic data
    - Utilizing CAASPP interim assessment data

California Online Public Schools

Engagement

Every 10 weeks, 90% of students will receive 5 successful contacts.

California Online Public Schools

Contact Data Details Q3 24/25

- Measure - The percentage of STs that received 5 or more contacts over a 10 week period from February 2025 - April 2025
- SIS Logged Contacts Report - 1c. Student by Month
- Student Stage - Enrolled
- Contact Type - True: In Person, Phone Call, Live Class, Small Group Live Class, Zoom Call

Engagement Data - % of STs receiving 5 or more contacts in a 10 week period

CalOPS	Q1 24/25	Q2 24/25	**Q3 24/25**
School Wide	87%	84%	**87%**
Elementary	97%	94%	**98%**
Middle	80%	76%	**78%**
High	84%	81%	**84%**

Diagnostic 2 (Winter) - 24/25 SY Participation

(Diagnostic 3 takes place in June)

i-Ready Reading	MAP Reading
96%	97%
i-Ready Math	**MAP Math**
96%	96%

California Online Public Schools

Interim 2 - March 24/25 SY Participation

Spring Interim Assessment Participation results by school:

- SC : 84%
- NC: 83%
- NB: 82%
- MB: 85%
- CV: 80%
- CC: 74%

Key takeaways:

- 20% increase in participation from Interim 1 (63% to 83%)
- Technical issues dropped from approx. 300 to 73 - which are actively being resolved.
- No school reached 95% participation in either interim.
- Increased focus on communication with families and students on the importance of testing.

Engagement: What we learned and Next Steps

- Keep our focus on building relationships through teacher/student contacts!
- CAASPP Interim participation is strong, leading to a clearer approach into the CAASPP tests.
- Remote CAASPP Testing is happening and working...
- Continue to embrace change and adapt to new processes
- Build momentum for the remainder of the 24/25 SY!
- Continued focus on iReady and MAP diagnostic participation and data-
  - What is the data telling us- easier access to student results for iReady and MAP
  - Synchronous iReady support
  - Targeted supplemental resources

California Online Public Schools

Thank you!!

Thank you for your time today and please reach out to me with any questions!

California Online Public Schools

Coversheet

Approval of Minutes from the April 08, 2025 CalOPS Board Meeting (attached)

Section: V. Consent Items
Item: A. Approval of Minutes from the April 08, 2025 CalOPS Board Meeting (attached)
Purpose: Vote
Submitted by:
Related Material: 250408 CalOPS Meeting Minutes DRAFT.pdf

DRAFT

California Online Public Schools

California Online Public Schools

Minutes

California Online Public Schools (CalOPS) Board Meeting

Date and Time
Tuesday April 8, 2025 at 4:00 PM

Location
CalOPS NorCal: 580 N. Wilma Avenue, Suite G, Ripon, CA 95366
CalOPS SoCal: 33272 Valle Road, San Juan Capistrano, CA 92675
1201 Cara Road, Dinuba, CA 93618
32946 Calle San Marcos, San Juan Capistrano, 92675
3753 W. Norberry Street, Lancaster, CA 93536
9423 Reseda Blvd. Apt #230, Northridge, CA 91324
4108 W Avenue J6, Lancaster, CA 93536

Join Zoom Meeting
https://californiaops-org.zoom.us/j/92843576813
Meeting ID: 928 4357 6813
Dial In: +1 (669) 900-9128 ext. 928-4357-6813# 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: Dana Hohn (NorCal) or Eva McGahey (SoCal) at (800) 906-5166 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
A. Pulsipher (remote), D. Rivas (remote), E. Wickliffe (remote), J. Stockdale (remote), P. Pulsipher (remote)

Directors Absent
M. Henjum

Guests Present
A. Larsen, D. Hertzler, Doreen Stringer (remote), E. McGahey, H. Tamayo, Hannah Hurley (remote), J. Colombero (remote), J. Condon, J. Sitomer (remote), K. Eng (remote), L. Carter, L. Dombek, M. Brockway, M. White, R. Romero (remote), R. Savage, S. Ford

I. Opening Items

A. Roll Call

CalOPS Staff
Ashley Larsen - Administrative Assistant - SoCal Office
Dan Hertzler - Director of Operations - SoCal Office
Doreen Stringer - High School Teacher
Eva McGahey - Administrative Assistant - SoCal Office
Hannah Hurley - Elementary School Assistant Principal
Heather Tamayo - Middle School Principal - SoCal Office
Jessica Condon - Assistant Director of Finance - NorCal Office
Julie Colombero - Assistant Director of Operations, Family Relations
LaChelle Carter - Director of Finance - SoCal Office
Leslie Dombek - Director of Educational Services - SoCal Office
Marcus White - Elementary School Principal - SoCal Office
Matt Brockway - High School Principal - SoCal Office
Richard Savage - Superintendent - SoCal Office
Richie Romero - Deputy Superintendent
Stephen Ford - Assistant Superintendent - SoCal Office

Contracted Staff
Jason Sitomer - Charter Impact Managing Director
Kate Eng - Charter Impact Director of Client Finance

B. Call the Meeting to Order

J. Stockdale called a meeting of the board of directors of California Online Public Schools to order on Tuesday Apr 8, 2025 at 4:05 PM.

C. Approval of Agenda

E. Wickliffe made a motion to approve the CalOPS Board Meeting Agenda.
A. Pulsipher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

A. Pulsipher Aye
M. Henjum Absent
J. Stockdale Aye
E. Wickliffe Aye
P. Pulsipher Aye
D. Rivas 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 the 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 Open Meeting Policy, visit the CalOPS Governance Page at californiaops.org/governance.
No requests for public comment were submitted in advance. No member of the public was present in person.

III. Oral Reports

A. Superintendent's Report

R. Savage notified the board of the tragic loss of CalOPS Director of Student Services, P. Wenker. R. Romero will be stepping into the role for the remainder of the school year.

Regarding General School Updates, CalOPS is currently having the annual SPuDs retreat at the SoCal office. Enrollment has closed for the current school year, only exceptions with superintendent approval can now enroll for 2024-25.

The annual oversight visit with Ripon USD went very well. There was an issue with the CDE regarding the NorCal Charter Renewal, but that issue has been resolved by submitting a new petition which will extend the renewal an additional year through 2030. There was a temporary issue with the Monterey Bay renewal with CDE, but this was quickly resolved and the renewal stands through 2029.

CCSA Conference was positive this year. Opportunities were there to strengthen relationships with vendors.

B. Principals' Report (attached)

M. Brockway offered updates at the High School level. Team is focused on state testing. Summer school and graduation have both been a focus for Assistant Principals.

H. Tamayo offered updates at the Middle School level. She noted the development of the homeroom model and the emphasis on relationships to encourage reenrollment.

M. White offered updates at the Elementary School level. He noted the conclusion of the Second Interim Assessments and celebrated participation improvements from the First Interim Assessment. Team is focusing on engaging students to finish out the semester strong.

C. Charter Impact Financial Report for CalOPS

J. Sitomer presented the Monthly Financial Presentation from February 2025.

Highlights:

- **Attendance**: Projections **increased +0.5%** to 2nd Interim
- **Revenue: +$1.2M (+1%),** driven by PY Title I recognition and Added ADA
- **Expenses:+$2.3M (+2%)**, driven by SPED services, ISP reimbursements, and catch-up payments
- **Surplus: $3.8M** (3.6% of expenses)
- **Ending Fund balance: $29M**
- **Cash: $38.3M** as of 2/28

He offered some updates on legislation and the ripple effects which could occur.

D. Policy, Compliance, and Legislative Updates

D. Hertzler offered legislative updates. He emphasized the importance of AB 84 and how impactful it would be if passed. SB 414 is supported by CCSA, CSDC and APLUS+. He thanked J. Sitomer for the federal update.

Regarding Policy and Compliance, he noted that CLA has been approved by the board. The internal compliance team has already begun meeting to prepare for next year's audit.

E. Educational Services Update

L. Dombek offered updates on plans surrounding State Testing. She noted that 2024-25 is the first year CAASPP will be available virtually. First and Second Interims showed a 20% increase in participation with the online option. Testing will be from April 28-May 30. LPAC, CAA, and AP testing are also a focus for staff.

IV. Consent Items

A. Approval of Minutes from the March 11, 2025 CalOPS Board Meeting (attached)

B. Approval of Minutes from the March 31, 2025 CalOPS Special Board Meeting (attached)

C. Ratification of Special Education Service Contracts (attached)

D. Approval of Staffing Report (attached)

E. Approval of Expenditures over $20k (attached)

F. Approval of Check Registry

E. Wickliffe made a motion to approve the Consent Agenda, Items A-F.
A. Pulsipher seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Wickliffe	Aye
M. Henjum	Absent
A. Pulsipher	Aye
J. Stockdale	Aye
D. Rivas	Aye
P. Pulsipher	Aye

V. Action Items

A. Approval of New Banking Service (attached)

E. Wickliffe made a motion to approve Action Item A, Approval of a New Banking Service.
A. Pulsipher seconded the motion.

L. Carter reminded the board of the two options presented at the March Board Meeting. East West Bank has been selected for various reasons including customer service and digital services.
The board **VOTED** to approve the motion.

Roll Call

D. Rivas Aye
A. Pulsipher Aye
E. Wickliffe Aye
P. Pulsipher Aye
J. Stockdale Aye
M. Henjum Absent

VI. Closing Items

A. Adjourn Meeting

A. Pulsipher made a motion to adjourn this meeting and confirm the next CalOPS Board Meeting on May 13, 2025.
E. Wickliffe seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

P. Pulsipher Aye
J. Stockdale Aye
D. Rivas Aye
E. Wickliffe Aye
M. Henjum Absent
A. Pulsipher Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:46 PM.

Respectfully Submitted,
J. Stockdale

Coversheet

Ratification of Special Education Service Contracts (attached)

Section: V. Consent Items
Item: B. Ratification of Special Education Service Contracts (attached)
Purpose: Vote
Submitted by:
Related Material:
250513 SPED Contracts.pdf
2024-25 SPED Contracts - New Addenda for Apr.pdf
Speech Tree 2024-25 Service Agreement - FULLY EXECUTED 2025-05-05.pdf

SPED Contracts

May 13, 2025 CalOPS Board Meeting

NEW CONTRACTS	
2024-25 SERVICE PROVIDERS/CONTRACTS	**Contract Status**
Speech Tree Therapy Center	FULLY EXECUTED 5/5/2025

NEW ADDENDA		
2024-25 SERVICE PROVIDERS/CONTRACTS	**Addendum Notes**	**Addendum Status**
El Paseo Children's Center, Inc.	Additional psychoeducational assessments	FULLY EXECUTED 4/30/2025
Oxford Consulting Services, Inc.	APE	FULLY EXECUTED 4/30/2025

California Online Public Schools

Addendum to Master Contract
School Year: 2024-25

The purpose of this document is to make known certain items regarding the Nonpublic, Nonsectarian School/Agency Services Master Contract **2024-2025** between **California Online Public Schools** and **El Paseo Children's Center Inc.**

In consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions to the stated contract. These services will be designated to California Online Public School's students for the **2024-2025** school year.

El Paseo has agreed to complete Additional Psychoeducational assessments when requested and approved by the IEP team at a flat rate of $750.

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

Signature: Signed by: Brent Cooper 702C6223BAEC4D2...
Printed Name: BrentCooper
Title: CEO
NPA/S: El Paseo Children's Center, Inc.
Dated: 04/30/2025

Signature: Signed by: Richie Romero FE9DD366CFFD491...
Printed Name: Dr. Richie Romero
Title: Deputy Superintendent
LEA: California Online Public Schools
Dated: 04/30/2025

California Online Public Schools

Addendum to Master Contract
School Year: 2024-25

The purpose of this document is to make known certain items regarding the Nonpublic, Nonsectarian School/Agency Services Master Contract **2024-2025** between **California Online Public Schools** and **Oxford Consulting Services, INC.**

In consideration of the mutual promises herein, the parties, intending to be legally bound, hereby agree that the following constitutes additional terms and conditions to the stated contract. These services will be designated to California Online Public School's students for the **2024-2025** school year.

Oxford Consulting Services, INC. will extend APE services at a rate of 100.00 per hour.

The parties reaffirm that, other than what is stated in this addendum, no other terms or conditions of the above-mentioned original contract have been modified, negated, or amended.

DocuSigned by:
Signature: Christina Russi
C79A65C2084420...
Printed Name: Christina Russi
Title: Director Clinical Opertions and Growth
NPA/S: Oxford Consulting Services
Dated: 04/30/2025

Signed by:
Signature: Richie Romero
FE9DD366CFFD491...
Printed Name: Dr. Richie Romero
Title: Deputy Superintendent
LEA: California Online Public Schools
Dated: 04/30/2025

California Online Public Schools

Independent Contractor Agreement/Service Agreement

This Agreement ("Agreement") is entered into as of the 5th of May, 2025 by **Speech Tree Therapy Center**, hereinafter referred to as "the VENDOR" and **California Online Public Schools** hereinafter referred to as "the BOARD".

The Board and the Vendor agree to the terms and conditions set forth below and in accompanying Exhibits, attached incorporated herein.

The Vendor and the Board Agree:

1. Scope of Services:
   a. The Vendor will provide the Board with Speech and Language services rendered by qualified, Speech Language Pathologist.
   b. The Vendor will provide services as described as direct or indirect therapy services as indicated on each student's Individual Education Program (IEP) that shall include, but is not limited to: planning, therapy, assessments, report and IEP writing, participation in IEP reviews and parent conferences, related travel, consultations with classroom teachers and other staff members, management of required documentation and attendance.

2. Term and Termination:
   a. The term of this Agreement shall commence on **5/5/2025**, unless terminated earlier in accordance with the terms and conditions set-forth.
   b. Termination without Cause: Either party has the right to terminate the Agreement without cause by giving 30 days written notice.
   c. Termination with Cause: Either party reserves the right to terminate this Agreement immediately if the other party fails to comply with any terms or conditions of this Agreement and such failure continues for 15 days following receipt of written notice.

3. Compensation:
   a. To provide **Speech and Language** services to Board until 17th day of June, 2025 excluding those days as determined by the district as holidays or closings.
   b. The rate established by mutual agreement, shall be per fully qualified, and Certified SLP at a rate of $_/per hour. **(See attached rate sheet)**
   c. The Vendor will provide a monthly statement based on the rate listed above within 10 days, of the last day, of the previous month.
   d. The Board will provide payment to the Vendor within 30 business days of receipt of a submitted invoice. The invoice will contain description, location, time and date of services.

California Online Public Schools

4. Independent Contractor:
   a. Both parties agree that the terms of the Agreement do not constitute a formation of a partnership, joint venue, employer-employee, or other relationship and no form of agency exists between the parties.
   b. Board agrees to submit W-9 form with Vendor submitting a completed W-9 form and Request for Taxpayer Identification Number and Certification with social security number/ federal identification number.
   c. The Vendor shall provide California Online Public Schools with a copy of the provider's license/credential, as applicable, along with the verified dates of California DOJ and FBI background checks, fingerprint clearance, and Tuberculosis Test clearance for all employees, approved subcontractors, and/or volunteers prior to such individuals starting to work with any student.

5. Insurance/License:
   a. The Vendor agrees to maintain professional liability and malpractice insurance with the following minimum limits of liability: $1,000,000. Per occurrence and $3,000,000 in the aggregate and provide the Board with proof of insurance upon request.
   b. The Vendor is certified by the State of California in the performances of the Services provided herein and agrees to provide proof upon request.

6. Direct Hire-Non-Solicitation:
   a. Board agrees to notify Vendor in writing of its intent to hire, enter into an arrangement to hire, or contract for services with any personnel who worked for Vendor in scheduled assignment in a facility during the preceding six (6) month period. In the event the Board does hire such personnel, the Board agrees to pay Vendor a one time hire "Fee" of $2,000.

7. General:
   a. This agreement shall be governed by the State of California, and governing regulatory rules, all which are incorporated herein.

IN WITNESS THEREOF, the parties hereto have caused this Agreement to be executed, and do each represent that their respective signatory, whose signature appears below, is fully authorized to execute this Agreement.

By: California Online Public Schools
Name: Dr.Richie Romero
Title: Deputy Superintendent
Date: 05/05/2025

Signature Signed by: Richie Romero FEBD3867CFF0481...

VENDOR
By: Speech Tree Speech Therapy Center, INC
Name: Erica Lawson
Title: President
Date: 05/05/2025

Signature Signed by: Erica Lawson 198A11DD8E7E450...

FEE SCHEDULE

SERVICE	FEE
Individual Speech/Language Therapy Session – 30 minutes	$90
Individual Speech/Language Therapy Session – 60 minutes	$150
Individual Occupational Therapy Session – 60 minutes	$150
Speech and Language Screening (Age 2-5 only)	$40
Comprehensive Evaluation Services Speech and Occupational Therapy	$450 for up to 3 hours of evaluation Additional hours billed at $150 per hour
Review of previous reports/IEPs, etc.	$165/hour billed in 15 minute increments
Collaborative Services via phone, telehealth, or in person (IEP meetings, school visits, consultation with other professionals, etc.) Travel time will be billed as time in addition to in person collaborative services.	$165/hour billed in 15 minute increments
Correspondence (e.g. phone calls, emails) to and from family, attorneys, school personnel, and other providers.	$165/hour billed in 15 min increments
Parent/Family Initial Consultation, 30 minutes	$90/30 minutes
Parent/Family Education and/or Training/Parent Conference	$165/hour billed in 15 min increments
Preschool or Parent Group Presentations	TBD
Social Minds Groups (1 x/week, 1 hour sessions for 6 weeks)	$250
Group Therapy Services 30 min (Articulation and Language)	$75/client (group of 2 minimum)
Cancellation Fee (No Show or canceled sessions with less than 24 hours notice)	$70
Roots (8 week session, must pay prior and no refunds or make ups provided)	$395
Agency/ school invoices unpaid after 30 days of billing.	$75

Speech Tree Therapy Center
619.546.0039 (phone) www.speechtreetherapycenter.com 619.546.0037 (fax)

Coversheet

Approval of Staffing Report (attached)

Section:	V. Consent Items
Item:	C. Approval of Staffing Report (attached)
Purpose:	Vote
Submitted by:	
Related Material:	CalOPS Staffing Report - 05.13.25.pdf Mary Gomez Resume.pdf

California Online Public Schools

CalOPS Staffing Report

May 2025

New Hires

Name	Title	Salary	Start Date
Mary Gomez	Records Administrative Assistant	$35.36	04/28/2025

Departing Employees

Name	Title	Last Day of Work	Reason for Leaving
Matt Doyle	Middle School Social Studies Teacher	04/25/2025	[redacted]
Phil Wenker	Director of Student Services	04/04/2025	[redacted]

Mary Estelle Gomez

Records Administrative Assistant

[redacted]

Dedicated administrative professional, I bring a genuine commitment to efficiency and excellence in office support. With a track record of delivering results and fostering a positive work environment, I am eager to utilize my organizational and communication skills in an office role. I am sincerely dedicated to contributing to the success of the team and the attainment of organizational objectives.

Professional Experience

Connecting Waters Charter School - *Modesto, CA*

School Registrar **June 2024 - Present**

- Maintained and verified physical and digital student records in compliance with FERPA in the school operating system, School Pathways SIS & CALPADS.
- Processed student drops / Issue drop letters to appropriate districts.
- Communicated with the Executive Director regarding ES and student issues.
- Assigned prospective students to intake.
- Completed student activation for prospective students and sent out requests for student cume files.
- Processed Master Agreement and Acknowledgement of Responsibilities for active/prospective students.
- Coordinated with Special Ed to clear a student's IEP/504 services for enrollment.
- Communicated with ESs regarding students they were expecting to enroll, transfer, drop, etc.
- Processed approved student ES transfers.
- Prepared all records for Audit.
- Prepared and submitted Civil Rights Report and multiple county and state health reports.
- Managed Student Records and Enrollment team.

Modesto Christian School - *Modesto, CA*

FACTS Manager (Tuition Manager) **May 2022 - April 2024**

- Managed tuition payment plans for all families through the FACTS system, ensuring timely and accurate processing of payments, refunds, and past dues.
- Conducted regular audits of student accounts to reconcile discrepancies and ensure compliance with financial policies and regulations. Sent reports to Board Members and Administration.
- Collaborated with the finance department to develop and implement budget projections for tuition revenue and financial aid disbursements.
- Acted as the primary point of contact for families regarding tuition payment inquiries, providing personalized assistance and resolving issues promptly.
- Processed tuition assistance applications and granted financial awards to families in need.
- Coordinated with the admissions team to streamline the enrollment process and provide seamless transition for new students and their families.

ASB Director (Student Leadership Advisor) **July 2020 - May 2022**

- Developed and implemented a comprehensive ASB program focused on student leadership development, community engagement, and school spirit initiatives.
- Organized and facilitated ASB meetings, workshops, and events, fostering a collaborative environment for student leaders to plan and execute campus-wide activities.
- Collaborated with school administration to align ASB initiatives with the school's mission, values, and educational objectives.
- Supervised and mentored ASB officers, providing guidance and support in their roles and responsibilities.
- Implemented strategies to increase student participation in ASB activities and enhance school culture and pride.

School Registrar **July 2020 - June 2022**

- Managed the school's enrollment database and student information system, ensuring accuracy and confidentiality of student records.
- Coordinated with school counselors and administrators to facilitate the admissions process for prospective students, including application review, interviews, and enrollment decision-making.
- Provided ongoing support to enrolled families, addressing inquiries, concerns, and requests related to admissions, enrollment, academic records, and school policies.
- Processed approved student transfers and sent out requested student cume files.

Director Of Enrollment & Director of Outreach & Marketing **February 2017 - June 2022**

- Developed and executed marketing campaigns targeting prospective students and families, utilizing print, digital, and social media channels to promote the school's academic programs and extracurricular offerings.
- Coordinated recruitment events, including open houses, campus tours, and information sessions, to showcase the school's facilities and educational opportunities to prospective families.
- Provided ongoing support to enrolled and enrolling families, addressing inquiries, concerns, and requests related to admissions, enrollment, and school policies.
- Followed federal, state, and local laws to determine enrollment eligibility.

Don's Mobile Glass - *Modesto, CA*

Personal Assistant **August 2015 - February 2017**

- Supported the company owner in managing daily operations, including scheduling appointments, coordinating travel arrangements, and preparing business correspondence.
- Assisted in the planning and execution of company events and promotions, contributing to increased brand visibility and customer engagement.
- Maintained organized and efficient office systems, including filing systems, document management, and office supplies inventory.
- Acted as a liaison between the company and external stakeholders, including clients, vendors, and business partners, to facilitate communication and collaboration.

Skills

- School Data Management (School Pathways & FACTS / RenWeb)
- Enrollment Management
- Financial Account Management/Services
- Event Planning
- Clerical/Organizational
- Student Services
- Leadership
- Administrative Support
- Google Suite

Education & Training

- APlus+ Conference / Anaheim, CA - October 2024
- School Pathways Conference / San Diego, CA - October 2024
- ACSI (Association of Christian Schools International) Conference - August 2019
- Communications - Some College
  Modesto Junior College / Modesto, California - 2001~2002
- Diploma, Ripon High School / Ripon, California - 2001

References

- Vicki Ollson, K-6th Principal, Modesto Christian School, 209.343.2308
- Lisa Medina, Previous -Director of Finance and Human Resources, Modesto Christian School, 209.303.5402

Coversheet

Approval of Expenditures over $20k (attached)

Section:	V. Consent Items
Item:	D. Approval of Expenditures over $20k (attached)
Purpose:	Vote
Submitted by:	
Related Material:	24-25 CalOPS Over 20K (POs & Invoices) - May Board Meeting.pdf Purchase Orders Over 20K May 2025 Board Meeting.pdf Invoices Over 20K 24-25 SY May 2025 Board Meeting.pdf

CalOPS PURCHASE ORDERS Over 20k

Number	Date	Requestor	Vendor	Purpose	Amount
2024-25-107	4/21/2025	Than/Britnie	EAI Education	Elementary Math Manipulatives 25/26 SY	$84,681.25
2024-25-108	4/23/2025	Than/Britnie	NASCO EDUCATION	Elem and MS Art Kits 25/26 SY	$228,184.69
2024-25-110	4/25/2025	Leslie/Britnie	MIND Education	Math 25/26 SY	$36,300.00
2024-25-111	4/29/2025	Than/Britnie	Florida Virtual Schools- FlexPoint	25/26 SY Curriculum All Grades	$695,025.00
2024-25-112	4/29/2025	Than/Britnie	Accelerate Education	Accelerate Curriculum/PD 25/26 SY	$1,807,586.20
2024-25-114	4/29/2025	Than/Britnie	Vista High Learning	MD/Elementary ELD Curriculum/PD 25/26 SY	$22,112.75
2024-25-117	4/30/2025	Than/Britnie	Teachtown	Pre K Curriculum/PD for Alt Ed 25/26 SY	$42,480.00
2024-25-118	4/30/2025	Than/Britnie	Edmentum	Curriculum 25/26 SY	$957,275.00
2024-25-119	5/2/2025	Than/Britnie	Curriculum Associates	Elementar/MS Asssessment & SISP 25/26 SY	$161,869.50
2024-25-120	5/2/2025	Than/Britnie	IXL Learning	K-12 SISP and 9-11 Benchmark Platform 25/26 SY	$223,088.75
2024-25-121	5/2/2025	Leslie/Britnie	ClassKick	MS&SPED Digital tool to make assignments 25/26 SY	$26,299.00
2024-25-122	5/5/2025	Leslie/Britnie	Tutor.com	Unlimited hours of tutoring for all grade levels & Subjects-25/26 SY	$61,281.00
2024-25-125	5/6/2025	Than/Britnie	Marshall Cavendish Education	Elementary Math Curriculum 25/26 SY	$320,171.40
2024-25-126	5/6/2025	Than/Britnie	N2Y LLC	Student Services Curriculum 25/26 SY	$20,624.62
2024-25-127	5/6/2025	Leslie/Britnie	Parent Square	School wide communication for students/parents/staff Renewal 25/26 SY	$43,655.28

CalOPS INVOICES To Be Paid Over 20k

(Invoices will be processed for payment once Board has approved)

Date Paid by ACH/WIRE	Uploaded to Charter Impact	Batch Date	Batch School or ACH/WIRE	Vendor	Invoice#	Date of Invoice	Amount	Description	School Allocation
04/01/2025			ACH	Kaiser	-	-	$91,032.78	Benefits	All Schools
04/01/2025			ACH	Kaiser	-	-	$27,957.35	Benefits	All Schools
	4/4/2025	4/3/2025	SoCal	Effectual Educational Consulting Services	12920	01/31/2025	$33,899.44	SPED Services	SoCal
	4/4/2025	4/3/2025	SoCal	Oxford Consulting Services Inc	167315	02/28/2025	$125,040.00	SPED Services	All Schools
	4/4/2025	4/3/2025	SoCal	Effectual Educational Consulting Services	12980	02/28/2025	$54,260.02	SPED Services	SoCal
	4/4/2025	4/3/2025	SoCal	Oxford Consulting Services Inc	167322	02/28/2025	$27,798.96	SPED Services	SoCal
4/9/2025			ACH	MetLife	March 2025	4/8/2025	75,494.77	Benefits	All Schools
	4/10/2025	4/9/2025	Socal	Headstand	510100272	01/29/2025	$36,000.80	Marketing	All Schools
	4/10/2025	4/10/2025	SoCal	Milestones Therapy Group	1227	03/08/2025	$111,328.71	SPED Services	School Allocation on Invoice
	4/10/2025	4/10/2025	NorCal	Young Minney & Corr LLP	14362	01/06/2025	$34,650.00	SPED Legal	NorCal
04/10/2025			ACH	HSA	-	-	$20,796.67	Benefits	All Schools
04/11/2025			ACH	Empower	-	-	$199,217.99	Benefits	All Schools
	4/17/2025	4/17/2025	SoCal	Casa Pacifica Centers for Children & Families	36955	03/31/2025	$40,300.00	SPED Services	SoCal
	4/17/2025	4/17/2025	SoCal	The Hartford	17143054	04/08/2025	$43,948.00	Governance: Insurance Expenses	All Schools
	4/17/2025	4/17/2025	SoCal	Capistrano Unified School District	68UI1368	04/09/2025	$41,187.00	District Oversight Fees	SoCal
	4/17/2025	4/17/2025	SoCal	SoftMSP, LLC	1014	04/01/2025	$26,372.46	Facilities: Equipment/Supplies	All Schools
	4/18/2025	4/18/2025	SoCal	SoftMSP, LLC	1028	04/16/2025	$20,531.00	Facilities: Equipment/Supplies	All Schools
04/18/2025			ACH	Rokkitwear	CALOPS040925	4/9/2025	$48,200.00	STAFF APPAREL	All Schools
04/22/2025			ACH	Cigna Health	-	-	$438,706.11	Staff Medical Benefits	All Schools
	4/24/2025	4/24/2025	SoCal	Milestones Therapy Group	1236	04/08/2025	$132,066.30	SPED Services	School Allocation on Invoice
	4/24/2025	4/24/2025	NorCal	El Paseo Children's Center Inc.	3601	02/28/2025	$83,837.35	SPED Services	NorCal
	4/24/2025	4/24/2025	Central Valley	El Paseo Children's Center Inc.	3602	02/28/2025	$62,762.40	SPED Services	Central Valley
	4/24/2025	4/24/2025	Monterey Bay	El Paseo Children's Center Inc.	3605	02/28/2025	$31,570.03	SPED Services	Monterey Bay
04/24/2025			ACH	InterPres Corporation	-	-	$31,114.80	SoCal Office Rent	SoCal
04/25/2025			ACH	HSA	-	-	$21,342.50	Benefits	All Schools
04/28/2025			ACH	JP Morgan Chase Bank		03/31/2025	$118,946.14	District Corporate Card Purchases - AutoPay	All Schools
04/29/2025			ACH	Empower	-	-	$200,449.76	Benefits	All Schools
04/29/2025			ACH	Kaiser	-	-	$92,918.67	Benefits	All Schools
04/29/2025			ACH	Kaiser	-	-	$27,957.35	Benefits	All Schools
	5/2/2025	5/1/2025	SoCal	Oxford Consulting Services Inc	167757	03/31/2025	$130,392.00	SPED Services	All Schools
	5/2/2025	5/1/2025	SoCal	El Paseo Children's Center Inc.	3600	02/28/2025	$265,917.22	SPED Services	SoCal
	5/2/2025	5/1/2025	SoCal	TTC4SUCCESS	133	04/17/2025	$157,925.88	SPED Services	School Allocation on Invoice
05/02/2025			ACH	MetLife	April 2025	4/30/2025	$76,000.99	Benefits	All Schools
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68UI0512	12/04/2024	$47,071.00	District Oversight Fees	SoCal
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68TI0264	12/15/2023	$47,071.00	District Oversight Fees	SoCal
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68TI0263	12/15/2023	$70,606.00	District Oversight Fees	SoCal
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68TI0262	12/15/2023	$35,303.00	District Oversight Fees	SoCal
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68TI0261	12/15/2023	$41,187.00	District Oversight Fees	SoCal
	5/8/2025	5/7/2025	SoCal	Capistrano Unified School District	68SI2301	06/30/2023	$37,503.00	District Oversight Fees	SoCal
			Pending	Charter Impact	17284	05/01/2025	$122,495.00	Professional Services: Other School Contracted Services	All Schools
			Pending	SoftMSP	-	04/08/2025	$2,778,014.00	IT Services (Staff &Students)	All Schools

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 107		
Date:	4/21/2025	Vendor:	EAI Education-Division of Eric Armin Inc.
Vendor Contact Name:	Carrie Eberhardt	Address:	118 Bauer Drive
Vendor Phone Number:	214-384-6491		
Vendor Fax Number:		City:	Oakland
Email P.O. to vendor?	[X] Yes [ ] No	State	NJ
Vendor Email:	ceberhard@eaieducation.com	Zip	07436-7046

Requester: Than Short

Department: Elementary

Intent/Purpose: Math Manipulatives for the 25/26 School Year

Signature: DocuSigned by: Than Short 21B45280C2492... **Date:** 04/21/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Earlybird Kindergarten/PreK	QTE0153961	563209	$ 25.75	100	$ 2,575.00
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade K	QTE0153961	563210	$ 24.00	300	$ 7,200.00
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 1	QTE0153961	563211	$ 32.75	450	$ 14,737.50
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 2	QTE0153961	563212	$ 35.75	500	$ 17,875.00
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 3	QTE0153961	563213	$ 30.25	475	$ 14,368.75
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 4	QTE0153961	563214	$ 27.25	500	$ 13,625.00
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 5	QTE0153961	563215	$ 26.00	550	$ 14,300.00
SEE COMMENT BELOW: Must reference QTE053961 for discounted kit pricing shown on quote and free shipping of all kits in one shipment, to one warehouse location. EAI Education appreciates your business. Thank you! Payment is due Net 30 after each shipment of kits. Sales tax is an estimate. Sales tax will vary according to the shipping location of each receiving address.	QTE0153961	10000			$ -
				Order Total	$84,681.25

Signatures (Email approval): DocuSigned by: Than Short 04/22/2025
0493F4614214AD...

Purchase/Requestor Signed by: Date 04/22/2025

[ ] via email approval (see attached)

Administrator Approval (required) Bernie Jamero Date 04/22/2025
63EF35DEE6DA4AE...

Finance Approval (required) Date
0F3D9AFA47AB44A...

® Division of Eric Armin Inc.
118 Bauer Drive
Oakland, NJ 07436-7046
P: (800) 770-8010
F: (201) 891-5689
www.eaieducation.com
sales@eaieducation.com

QUOTE

Quote: QTE0153961
Email: tshort@californiaops.org
Vendor:
Date: 04/14/2025
Entered By: CARRIE

BILL TO:
California Online PS
Accounts Payable
33272 Valle Rd
Finance@californiaops.org
San Juan Capistrano, CA 92675-4842
P: (209) 432-9088
F: (979) 240-7895

SHIP TO:
Total Transportation Logistics
Michelle Li
4325 Etiwanda Ave
10 Latitude Way Building 11
Corona, CA 92881
P: (209) 432-9088

Ref #	Customer ID	BID/Contract #	Terms
THANSHORT	10112217		NET 30 DAYS

Item #	Description	Quantity	List Price	Discount	Unit Price	Extended Price
563209	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Earlybird Kindergarten/PreK	100	$25.75	0.00 %	$25.75	$2,575.00
563210	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade K	300	$24.00	0.00 %	$24.00	$7,200.00
563211	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 1	450	$32.75	0.00 %	$32.75	$14,737.50
563212	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 2	500	$35.75	0.00 %	$35.75	$17,875.00
563213	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 3	475	$30.25	0.00 %	$30.25	$14,368.75
563214	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 4	500	$27.25	0.00 %	$27.25	$13,625.00
563215	Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 5	550	$26.00	0.00 %	$26.00	$14,300.00
10000	SEE COMMENT BELOW: Must reference QTE053961 for discounted kit pricing shown on quote and free shipping of all kits in one shipment, to one warehouse location. EAI Education appreciates your business. Thank you!					
10000	SEE COMMENT BELOW: Payment is due Net 30 after each shipment of kits.					
10000	SEE COMMENT BELOW: Sales tax is an estimate. Sales tax will vary according to the shipping location of each receiving address.					

This quote is valid for 30 days. Thank you for your business.

Subtotal	$84,681.25
Misc	$0.00
Tax	$0.00
Freight	$0.00
Trade Discount	$0.00
Total	$84,681.25

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/15/25	Date Needed By: 5/14/25
Department/ Grade Level: Elementary	School Region: All	
Vendor Name: EAI Education	Vendor Contact Name:Carrie Eberhardti	Vendor Email: ceberhard@eaieducation.com
Vendor Address: 118 Bauer Drive Oakland, NJ 07436-7046		

Intent / Usage/ Notes of Purchase:

TK - 5th Grade Math Manipulatives

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Earlybird Kindergarten/PreK	100	$25.75	$2,575.00	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade K	300	$24.00	$7,200.00	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 1	450	$32.75	$14,737.50	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 2	500	$35.75	$17,875.00	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 3	475	$30.25	$14,368.75	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 4	500	$27.25	$13,625.00	
Marshall Cavendish Primary Mathematics® Student Manipulative Kit - Grade 5	550	$26.00	$14,300.00	
Total:			$84,681.25	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short [illegible] **Date:** 04/17/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek 039ED653025C4F5... **Date:** 04/17/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: [illegible] **Date:** 04/22/2025

Method of Payment: **Credit Card**____ **Check**____ **ACH**____ **Purchase Order**____ **Other:** _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 108		
Date:	4/23/2025	**Vendor:**	Nasco
Vendor Contact Name:	Tosha Simao	**Address:**	901 Janesville Avenue
Vendor Phone Number:	800 558-9595		
Vendor Fax Number:	800-372-1236	**City:**	Fort Atkinson
Email P.O. to vendor?	[X] Yes [ ] No	**State**	WI
Vendor Email:	orders@nascoeduation.com	**Zip**	53538

Requester: Than Short

Department: Elementary and Middle School

Intent/Purpose: Art Materials for the 25/26 School Year

Signature: DocuSigned by: Than Short F27184528642492... **Date:** 04/23/2025

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
KT CA ONLINE PUBLIC SCHOOLS LBS: 31610.00 MINIMUM ORDER OF 504 KITS	2504157	KI06759	$ 38.50	5450	$ 209,825.00
Tax			$ 18,359.69	1	$ 18,359.69
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
			Order Total		$228,184.69

Signatures (or email approval):

DocuSigned by: Brittny Anderson 949172461421470... Date 04/23/2025

Purchase Requestor

DocuSigned by: 53EF3C0EEBD047E... Date 04/23/2025

Administrator Approval (required)

[ ] via email approval (see attached)

DocuSigned by: Bernie Jamero 9E523AEA47A644A... Date 04/23/2025

Finance Approval (required)

Nasco

901 JANESVILLE AVENUE, FORT ATKINSON, WI 53538
Phone: 800-558-9595 Fax: 800-372-1236
Website: nascoeducation.com Email: orders@nascoeducation.com

Pricing Request Number: 2504157 **Date:** March 26, 2025

Contact:

Bill To 460-691-00	**Ship To**
CA ONLINE PUBLIC SCHOOLS BESSETTE, HILARY 33272 Valle RD San Juan Capistrano CA 92675-4842	TOTAL TRANSPORTATION LOGISTICS LI, MICHELLE 10 LONGITUDE WAY BLDG 11 CORONA CA 92881

Shipping Instructions: STANDARD SHIP
Special Note: 714/2026802
Cust P/O Number: PRICING
Contract: 60423
Special Remark:

Item Number	Qty	U/M	Description	Unit Price	Extended
			********** PLEASE REFER TO PRICING REQUEST #2504157 OR INCLUDE A COPY OF THIS PRICING WHEN PLACING YOUR ORDER TO ENSURE YOU RECEIVE THESE PRICES. REFERENCE YOUR DISCOUNT QUOTE #60423 $199 MINIMUM ORDER (AFTER THE DISCOUNT IS APPLIED) PER DELIVERY ADDRESS ...FREE SHIPPING UNLESS OTHERWISE NOTED. ********** NASCO EDUCATION 901 JANESVILLE AVE FORT ATKINSON, WI 53538 PH : 800.558.9595 FAX : 800.372.1236 EMAIL: ORDERS@NASCOEDUCATION.COM		
KI06759	M	5450	KT CA ONLINE PUBLIC SCHOOLS LBS: 31610.00 MINIMUM ORDER OF 504 KITS	38.50*	209825.00

Nasco

901 JANESVILLE AVENUE, FORT ATKINSON, WI 53538
Phone: 800-558-9595 Fax: 800-372-1236
Website: nascoeducation.com Email: orders@nascoeducation.com

Pricing Request Number: 2504157 **Page:** 2 **Date:** March 26, 2025

Item Number	Qty	U/M	Description	Unit Price	Extended

IMPORTANT: In the event that international tariffs are imposed by the U.S. government, some products or parts manufactured outside the United States may incur a tariff surcharge. If this surcharge applies to your order, you will be notified of any price increase before we process your purchase order.

**TOTAL WEIGHT: 31610.00	**NET TOTAL	209825.00
	SHIPPING & HANDLING	.00
	TAX AMOUNT	18359.69
* This pricing request expires 06/17/2025	TOTAL AMOUNT	$228184.69

Delivery approximately 6-8 weeks after order is placed. Free standard ground shipping to one location in the continental US.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	**Today's Date: 4/22/25**	**Date Needed By: 30 Days**
Department/ Grade Level: Elem & Middle School	**School Region: All**	
Vendor Name: Nasco	**Vendor Contact Name Tosha Simao**	**Vendor Email:** tsimao@NascoEducation.com
Vendor Address: 901 Janesville Ave, Fort Atkinson, WI 53538		

Intent / Usage/ Notes of Purchase:

Elementary and Middle School Art Materials

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
Custom Art Kits	5450	$38.50	$209,825	
TAX			18,359.69	
Total:			$228,184.69	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short F27184528642492... **Date:** 04/22/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek D39ED653025C4F5... **Date:** 04/22/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 53EF3C0EE0DA47E... **Date:** 04/23/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 110		
Date:	4/25/2025	Vendor:	MIND Education
Vendor Contact Name:	Melissa Sullivan	Address:	5281 California Avenue, Suite 300
Vendor Phone Number:	949-345-6700		
Vendor Fax Number:		City:	Irvine
Email P.O. to vendor?	[x] Yes [ ] No	State	CA
Vendor Email:	msullivan@mindeducation.org	Zip	92617

Requester: Leslie Dombek

Department: Educational Services

Intent/Purpose: ST Math K-8 (supplemental Program)

Signature: DocuSigned by: Leslie Dombek 039ED863025C4F5... Date: 04/25/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Conversion to ST Math Site Subscription (1-150)-Central Coast	22020	-	$ 3,500.00	1	$ 3,500.00
Conversion to ST Math Site Subscription (1-150)-North Bay	22020	-	$ 3,500.00	1	$ 3,500.00
Renew ST Math Site Subscription (1-150 Students) Monterey Bay	22020	-	$ 3,500.00	1	$ 3,500.00
Renew ST Math Site Subscription (151-250 Students) Central Valley	22020	-	$ 6,000.00	1	$ 6,000.00
Renew ST Math Site Subscription (251+ Students) Northern California	22020	-	$ 12,000.00	1	$ 12,000.00
Renew ST Math Site Subscription (251+ Students) Southern California	22020	-	$ 12,000.00	1	$ 12,000.00
Renewal Discount	22020	-	$ (4,200.00)	1	$ (4,200.00)
*** See quote for details					$ -
			Order Total		$36,300.00

Signature (for email approval): DocuSigned by: Patrick Anderson 04/29/2025
Purchaser/Requestor — Date

DocuSigned by: 04/29/2025
Administrator Approval (required) — Date

[ ] via email approval (see attached)

DocuSigned by: Denise Jamero 04/29/2025
Finance Approval (required) — Date

MIND EDUCATION

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Created Date	2/26/2025
Quote Number	00022020
Expiration Date	9/1/2025
Partnership Manager	Melissa Sullivan
Partnership Manager Email	msullivan@mindeducation.org
Education Success Manager	Melissa Sullivan
Education Success Manager Email	msullivan@mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Bill To Name	California Online Public Schools - District	Ship To Name	California Online Public Schools - District
Bill To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States	Ship To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States

Product	Account	Quantity	Detail Description	Total Price
Conversion to ST Math Site Subscription (1-150)	CA Connections Acdmy - Central Coast	1.00	ST Math Site Subscription includes: Annual Software License, one (1) virtual PL offering, Implementation support, ST Math Academy on-demand PL, embedded help and tutorials, software updates, and Tech Support	USD 3,500.00
Conversion to ST Math Site Subscription (1-150)	CA Connections Acdmy - North Bay	1.00	ST Math Site Subscription includes: Annual Software License, one (1) virtual PL offering, Implementation support, ST Math Academy on-demand PL, embedded help and tutorials, software updates, and Tech Support	USD 3,500.00
Renew ST Math Site Subscription (1-150 Students)	CA Connections Acdmy - Monterey Bay	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (1-150 Students Enrolled) - One (1) Virtual Training - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 3,500.00
Renew ST Math Site Subscription (151-250 Students)	CA Connections Acdmy - Central Vly	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (151-250 Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 6,000.00

Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Northern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Southern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
Renewal Discount		2.00	DISCOUNT APPROVED BY MIND RENEWALS DEPARTMENT legacy license partner conversion discount	USD -4,200.00

Subtotal	USD 36,300.00
Grand Total	USD 36,300.00

**Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to remittance@mindeducation.org in order to ensure that sales tax is not included on your final invoice.*

Start Date	7/1/2025
End Date	6/30/2026

California Online
Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Leslie Dombek	**Today's Date:** 4/24/25	**Date Needed By:** 5/1/25 PO/ 7/1/25 payment
Department/ Grade Level: K-8	**School Region:** All	
Vendor Name: Mind Education	**Vendor Contact Name:** Melissa Sullivan	**Vendor Email:** msullivan@mindeducation.org
Vendor Address: MIND Education 5281 California Avenue, Suite 300 Irvine, CA 92617		

Intent / Usage/ Notes of Purchase:

ST Math- supplemental math program for grades K-8

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
ST Math	1	36300	K-8 Math support
Total:			

Requestor Name: _Leslie Dombek__ Requestor Signature: _Leslie Dombek_____ Date: ___4/24/25_____

SPuDs Name: R. Romero SPuDs Signature: DocuSigned by: _____ Date: 4-25-25

Dir of Finance Lachelle Carter 04/29/2025

53EF3C0EE6DA47E...

FOR FINANCE DEPARTMENT USE ONLY

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

PURCHASE REQUISITION PROCESS

1. The employee will complete a purchase requisition for the required products or services and submit for approval.
2. The requisition will go through an escalating approval flow, typically starting with the employee's grade level principal, director, or superintendent. They will have the option to approve, deny or request additional verification.
3. The purchase request is subject to budget review and policy checks.
4. If approval is granted, a purchase order process is initiated and sent to a vendor for acceptance and fulfillment.

MIND EDUCATION

MIND Education
5281 California Avenue, Suite 300
Irvine, CA 92617
949-345-8700
866-569-7014
www.mindeducation.org

Created Date	2/26/2025
Quote Number	00022020
Expiration Date	9/1/2025
Partnership Manager	Melissa Sullivan
Partnership Manager Email	msullivan@mindeducation.org
Education Success Manager	Melissa Sullivan
Education Success Manager Email	msullivan@mindeducation.org

Please submit purchase orders:
By email: purchaseorders@mindeducation.org
By Fax: 1-866-569-7014
You can view our technical requirements here.
Thank you for being an ST Math partner!

Bill To Name	California Online Public Schools - District	Ship To Name	California Online Public Schools - District
Bill To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States	Ship To	33272 Valle Road SAN JUAN CAP, CA 92675-4842 United States

Product	Account	Quantity	Detail Description	Total Price
Conversion to ST Math Site Subscription (1-150)	CA Connections Acdmy - Central Coast	1.00	ST Math Site Subscription includes: Annual Software License, one (1) virtual PL offering, Implementation support, ST Math Academy on-demand PL, embedded help and tutorials, software updates, and Tech Support	USD 3,500.00
Conversion to ST Math Site Subscription (1-150)	CA Connections Acdmy - North Bay	1.00	ST Math Site Subscription includes: Annual Software License, one (1) virtual PL offering, Implementation support, ST Math Academy on-demand PL, embedded help and tutorials, software updates, and Tech Support	USD 3,500.00
Renew ST Math Site Subscription (1-150 Students)	CA Connections Acdmy - Monterey Bay	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (1-150 Students Enrolled) - One (1) Virtual Training - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 3,500.00
Renew ST Math Site Subscription (151-250 Students)	CA Connections Acdmy - Central Vly	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (151-250 Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 6,000.00

MIND EDUCATION

Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Northern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
Renew ST Math Site Subscription (251+ Students)	CA Online Public Schools - Southern California	1.00	Annual Renewal ST Math Site Subscription License: - Annual ST Math Software license for all students, teachers, and administrators (251+ Students Enrolled) - One (1) Professional Learning Offering - Access to ST Math Academy on-demand professional learning modules - Embedded program help and tutorials - Ongoing Minor Software Updates - Technical Support Via Email and/or Phone	USD 12,000.00
Renewal Discount		2.00	DISCOUNT APPROVED BY MIND RENEWALS DEPARTMENT legacy license partner conversion discount	USD -4,200.00

Subtotal	USD 36,300.00
Grand Total	USD 36,300.00

Total does not include any applicable sales tax. If you are not tax exempt the final invoice may include sales tax, depending upon your state and local tax regulations. If you are tax exempt, please send a copy of your tax exemption certificate to remittance@mindeducation.org in order to ensure that sales tax is not included on your final invoice.

Start Date	7/1/2025
End Date	6/30/2026

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	**2024 - 25 - 111**		
Date:	4/29/2025	**Vendor:**	Florida Virtual School
Vendor Contact Name:	Shannon Murphy	**Address:**	P.O. Box 737413
Vendor Phone Number:	(407) 212-1866		
Vendor Fax Number:		**City:**	Dallas
Email P.O. to vendor?	[X] Yes [ ] No	**State**	TX
Vendor Email:	info@flexpointeducation.com.	**Zip**	75373--7413

Requester: Than Short

Department: All Grade bands

Intent/Purpose: Flexpoint Curriculum

Signature: DocuSigned by: Than Short F2718452804249 2... **Date:** 04/29/2025

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Client Hosted Per Student License	Q-01848	–	$ 172.95	2500	$ 432,375.00
Client Hosted Per Enrollment License	Q-01848	–	$ 84.95	3000	$ 254,850.00
Course Access***See Exhibit(s) for details.	Q-01848	–		25	$ 7,800.00
*** See attached quote for details					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$695,025.00

Signatures (or email approval):

Purchaser/Requester: DocuSigned by: Brittnie Anderson 9192D46142147D... Date 04/29/2025

Administrator: Signed by: Bernie Jamero 525E3C0E56DA475... Date 04/29/2025

Finance Approval (required): 8E5D3AFA17A844A... Date

[ ] via email approval (see attached)

FlexPoint EDUCATION CLOUD

FlexPoint® is a registered trademark of Florida Virtual School

QUOTE

This is not an invoice

Florida Virtual School
5422 Carrier Drive, Suite 201
Orlando, Florida 32819

Prepared by:
Shannon Murphy
mmurphy@flexpointeducation.com
(407) 212-1866

Created Date: 04/16/2025
Expiration Date: 06/30/2025
Quote Number: Q-01848

Remit To:
Florida Virtual School
P.O. Box 737413
Dallas, TX 75373-7413

Prepared for:
Than Short
tshort@californiaops.org
(209) 432-9088

Customer Information:
California Online Public Schools
33272 Valle Rd.
San Juan Capistrano, California 92675

Product	Quantity	Unit Price	Total Price	Line Description
Client Hosted Per Student License	2,500	$172.95	$432,375.00	
Client Hosted Per Enrollment License	3,000	$84.95	$254,850.00	
Course Access	25		$7,800.00	See Exhibit(s) for details.

Grand Total	$695,025.00

Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

FlexPoint EDUCATION CLOUD

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QUOTE

This is not an invoice

Payment/Pricing Information

Pricing is exclusive of any applicable sales, use or other similar taxes or duties.

Please make Purchase Order out to Florida Virtual School and send to info@flexpointeducation.com. If paying via another method, please contact your FlexPoint representative for an invoice.

Customer is deemed to have accepted this quote and the Terms and Conditions for Use of Florida Virtual School Licensed Product(s) upon Florida Virtual School's receipt and acceptance of Customer's Purchase Order and/or payment.

License Terms

Type of License:

- **Per Enrollment**: Under the Per Enrollment License an "enrollment" is defined as a student who has been enrolled in a single course for 14 days or has completed at least 15% of the course, whichever occurs first. Example: A student who is enrolled in 3 courses would be considered 3 enrollments.
- **Per Student**: Under the Student license, a student is defined as a unique user ID enrolled in an active status in one or more courses for 14 days or that has completed at least 15% of a course, whichever occurs first. If a student is no longer actively enrolled in FlexPoint courses before the renewable term expires, the license cannot be re-used to provide access to another student.

Terms and Restrictions:

- Course materials are NOT included. Please see *Exhibit: External Course Materials* for a list of applicable materials.
- Instruction provided by customer.
- eTeacher's Guides are included. (*Guides may not be available for all courses)
- Courses may be modified and/or customized by customer.
- Course Customization: Course customization may be defined as, but is not limited in definition to, the combining of course content from two or more FlexPoint or FlexPoint-provided courses. Combination of two or more FlexPoint courses or FlexPoint-provided course content is not allowed in a per enrollment license. Third-party course content provided by FlexPoint, including but not limited to Mawi Learning courses, etc., may not be customized or used in other course customizations. Please contact your FlexPoint representative for more information about possible course customization fees and a list of third-party courses before creating or enrolling students in customized course content.
- **Overages ("Additional Usage")**: Customer is financially responsible for overages. An overage is any enrollment used in excess of the number purchased at the beginning of or during the term of the license. Customer is required to provide all information requested within ten business days of FlexPoint's request for course usage information. If Customer fails to provide the information requested within ten business days, FlexPoint may suspend access to course content until such information is received. Please note that suspension may result in permanent loss of student data.
- Some courses may not be available in this model. Please contact your FlexPoint representative for details.
- Support for the licensed courses is included with annual license fees.
- Customers with a current annual license may be eligible to receive new course versions. Please contact your FlexPoint representative for details.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

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This is not an invoice

Length of Term:

- Licensed Product(s) are an annual renewable license. Customer will have access to utilize the licensed courseware for 12 months from the date access is granted.

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

FlexPoint EDUCATION CLOUD

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QUOTE

This is not an invoice

Exhibit: External Course Materials

Course Name	Vendor	Material Name	Purchase Information	Pricing Information	Required or Optional
AP Calculus AB v20	Study Forge	Study Forge	Available in the Community Materials Storefront	$20.60 per student enrollment for a one-year license.	Required

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FlexPoint EDUCATION CLOUD

FlexPoint® is a registered trademark of Florida Virtual School

QUOTE

This is not an invoice

Exhibit: Client Hosted Course Access

Course Name	Add-ons	Total Price	Line Description
Agriscience Foundations I v20 NH Course Access		$325.00	
American Sign Language I v22 NH Course Access		$325.00	
American Sign Language II v19 NH Course Access		$325.00	
AP Calculus AB v20 NH Course Access		$325.00	
AP Environmental Science v20 NH Course Access		$325.00	
AP Statistics v20 NH Course Access		$325.00	
Astronomy Solar Galactic v23 NH Course Access		$325.00	
Consumer Mathematics v21 NH Course Access		$325.00	
Criminal Justice Operations I v22 NH Course Access		$325.00	
Environmental Science v23 NH Course Access		$325.00	
Introduction to Hospitality and Tourism v21 NH Course Access		$325.00	
MS Comprehensive Science I v18 NH Course Access		$325.00	
MS Comprehensive Science II v18 NH Course Access		$325.00	
MS Comprehensive Science III v18 NH Course Access		$325.00	
MS Language Arts I v25 NH Course Access		$325.00	
MS Language Arts II v24 NH Course Access		$325.00	
MS Language Arts III v25 NH Course Access		$325.00	
MS US History v14.3 (CA) NH Course Access		$325.00	
MS World History I v16 (CA) NH Course Access		$325.00	
MS World History II v17 (CA) NH Course Access		$325.00	
Theatre, Cinema & Film Production v22 NH Course Access		$325.00	
FlexPoint Education Answer Keys NH Course Access		$0.00	

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

FlexPoint EDUCATION CLOUD

FlexPoint® is a registered trademark of Florida Virtual School

QUOTE

This is not an invoice

Exhibit: Client Hosted Course Access

Course Name	Add-ons	Total Price	Line Description
Elementary Kindergarten Readiness v22 NH Course Access		$325.00	
AP Precalculus v24 NH Course Access		$325.00	
Pre-Calculus v21 NH Course Access		$325.00	

IMPORTANT: Customer agrees to be bound by the terms detailed in this quote and by the Terms and Conditions for Use of Florida Virtual School Licensed Product(s), a copy of which can be found at https://www.flexpointeducation.com/termsandconditions. No additional terms shall apply, including but not limited to any set forth in Customer's purchase order, unless Customer and Florida Virtual School have executed a written agreement.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: **Than Short**	**Today's Date: 4/17/25**	**Date Needed By: 5/10/25**
Department/ Grade Level: **Elementary/Middle School/High School**	**School Region: All**	
Vendor Name:Flexpoint	**Vendor Contact Name: Shannon Murphy**	**Vendor Email:** **mmurphy@flexpointeducation.com**
Vendor Address **Remit To: Florida Virtual School P.O. Box 737413 Dallas, TX 75373-7413**		

Intent / Usage/ Notes of Purchase:

25/26 Curriculum

Elem: TK

MS: Lang Arts, SS, Sci

HS: AP/Electives/ Math

Item of Purchase: *(add item link, if necessary)*	**Quantity:**	**Price:**	**Notes/ Description:**
Client Hosted Per Student License	**2500**	**$172.95/ $432,375.00**	**Middle School (Students enrolled in 3 or more courses)**
Client Hosted Per Enrollment License	**3000**	**$84.95/ $254,850.00**	**High School courses - student enrolled in less than 3 courses**
Course Access	**25**	**$7800.00**	**Teacher access**
Total:		**$695,025.00**	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short E27184528642A92... **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek D39ED063028C4F5... **Date:** 04/25/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 55EF989EC0A4E... **Date:** 04/29/2025

Method of Payment: **Credit Card____** **Check____** **ACH____** **Purchase Order____** **Other: _____**

PO#: _____ **PO# Date Issued: _____** **Requisition #: _____**

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 112		
Date:	4/29/2025	Vendor:	Accelerate Education
Vendor Contact Name:	Paul Gusman	Address:	3655 W. Anthem Way Suite A-109237
Vendor Phone Number:	503-784-9961		
Vendor Fax Number:		City:	Anthem
Email P.O. to vendor?	☐ Yes ☐ No	State	AZ
Vendor Email:	paulg@accelerate.education.co	Zip	85086

Requester: Than Short

Department: Elementary/High School

Intent/Purpose: Accelerate Curriculum

Signature: DocuSigned by: Than Short 12/184b388/2400... **Date:** 04/29/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Canvas Grade 6-12 Per Semester Content Canvas Per Semester Course Enrollments. Includes Content, and Support. Physical Materials not Included. Unused enrollments can roll over to 26-27.	Q02620	-	$ 23.40	27468	$ 642,751.20
K-5 Workbooks Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc. Workbooks for ELA, SCI and SS only. Semester A & B K-5	Q02620	-	$ 25.00	16650	$ 416,250.00
Canvas K5 Content FT Seat Canvas Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 6-1-2025 to 6-25-2026	Q02620	-	$ 269.40	2775	$ 747,585.00
Year 2+ Virtual Implementation & PD Package (Canvas) Unlimited access to live and on-demand training webinars and resources for administrators and teachers covering course navigation and design and online learning best practices (established programs).	Q02628 PD	-	$ 1,000.00	1	$ 1,000.00
					$ -
					$ -
					$ -
					$ -
				Order Total	$1,807,586.20

Signatures (or email approval):

DocuSigned by: Bernie Anderson 04/29/2025
Purchase/Requester 0490C64B4214140... Date

DocuSigned by: 04/29/2025
Administrator Approval (required) 0F5BEC0BEE6D4F5... Date

DocuSigned by: Bernie Juarez 04/29/2025
Finance Approval (required) 0F503AFA47AB44A... Date

☐ via email approval (see attached)

ACCELERATE EDUCATION

QUOTE

Bill To:
Leslie Dombek
California online public schools
33272 Valle Rd
San Juan Capistrano, CA

Submitted By: Paul Gusman
Phone: 503-784-9961
Date: 4/11/2025
Expiration: 5/30/2025
Quote #: Q02620

27468	Canvas Grade 6-12 Per Semester Content	Canvas Per Semester Course Enrollments. Includes Content, and Support. Physical Materials not Included. Unused enrollments can roll over to 26-27.	$23.40	$642,751.20
16650	K-5 Workbooks	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc. Workbooks for ELA, SCI and SS only. Semester A & B K-5	$25.00	$416,250.00
2775	Canvas K5 Content FT Seat	Canvas Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from: 8-1-2025 to 6-25-2026	$269.40	$747,585.00

Additional Information

- For Per Enrollment courses, each enrollment has a 14-day grace period to drop the student
- Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year
- Actual Per Enrollment usage above the initial pre-purchased amount will be invoiced periodically during the year
- For FT Seats, each seat has a 14-day grace period to drop the student

Subtotal	$1,806,586.20
Tax	$0.00
Total	$1,806,586.20

Detailed catalogs and course descriptions of the Licensed Materials listed herein can be accessed at www.Accelerate.Education within the catalogs section of the web site.

Quotation prepared by: Paul Gusman

This is a quotation on the goods named above, subject to the conditions of the signed contract.

To accept this quotation, sign here and return: Richie Romero
FE9D366CFFD491...

ACCELERATE EDUCATION

QUOTE

Bill To:
Leslie Dombek
California online public schools
33272 Valle Rd
San Juan Capistrano, CA

Submitted By: Paul Gusman
Phone: 503-784-9961
Date: 4/16/2025
Expiration: 5/30/2025
Quote #: Q02629 PD

1	Year 2+ Virtual Implementation & PD Package (Canvas)	Unlimited access to live and on-demand training webinars and resources for administrators and teachers covering course navigation and design and online learning best practices (established programs).	$1,000.00	$1,000.00

Additional Information

Subtotal	$1,000.00
Tax	$0.00
Total	$1,000.00

Detailed catalogs and course descriptions of the Licensed Materials listed herein can be accessed at www.Accelerate.Education within the catalogs section of the web site.

Quotation prepared by: Paul Gusman

This is a quotation on the goods named above, subject to the conditions of the signed contract.

To accept this quotation, sign here and return: Signed by: Richie Romero

FIRST AMENDMENT

TO
MASTER SERVICES AND LICENSE AGREEMENT

This FIRST AMENDMENT TO MASTER SERVICES AND LICENSE AGREEMENT (this "1st *Amendment*") dated _____ 2025 between Accelerate Education Incorporated and California Online Public Schools.

RECITALS

Whereas, ACCELERATE and Customer entered into a Master Services and License Agreement effective as of November 9, 2023 ("Effective Date"); and Whereas, each of the parties now desire to amend the terms of that Agreement.

Now, therefore, the parties hereto hereby agree as follows.

AGREEMENT

1. Amendments to the Agreement

Exhibit B of the Agreement is hereby amended and restated to read in its entirety as follows:

Exhibit B
Pricing and Payment Schedule

1	Year 2+ Virtual Implementation & PD Package (Canvas)	Unlimited access to live and on-demand training webinars and resources for administrators and teachers covering course navigation and design and online learning best practices (established programs).	$1,000.00	$1,000.00

Additional Information	Subtotal	$1,000.00
	Tax	$0.00
	Total	$1,000.00

27468	Canvas Grade 6-12 Per Semester Content	Canvas Per Semester Course Enrollments. Includes Content, and Support. Physical Materials not Included. Unused enrollments can roll over to 26-27.	$23.40	$642,751.20
16650	K-5 Workbooks	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc. Workbooks for ELA, SCI and SS only. Semester A & B K-5	$25.00	$416,250.00
2775	Canvas K5 Content FT Seat	Canvas Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from 8-1-2025 to 6-25-2026	$269.40	$747,585.00

Additional Information
- For Per Enrollment courses, each enrollment has a 14-day grace period to drop the student - Actual Seat usage above the initial pre-purchased amount will be invoiced periodically during the year - Actual Per Enrollment usage above the initial pre-purchased amount will be invoiced periodically during the year - For FT Seats, each seat has a 14-day grace period to drop the student

Subtotal	$1,806,586.20
Tax	$0.00
Total	$1,806,586.20

2. **Miscellaneous**

(a) The headings contained in this Amendment are for reference purposes only and shall not affect in any way the meaning or interpretation of this Amendment.

(b) Except as expressly amended and modified by this Amendment, the Agreement shall continue in full force and effect and is hereby ratified and confirmed in all respects.

IN WITNESS WHEREOF, the parties hereto have entered into and signed this Amendment as of the date and year first above written.

Accelerate Education Incorporated

By _____
Name: Michael Axtman
Title: President/CEO
Date: _____

California Online Public Schools

By Signed by: Richie Romero FE9DD366CFFD491
Name: Richie Romero
Title: Deputy Superintendent
Date: 04/25/2025

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/15/25	Date Needed By: 5/30/25
Department/ Grade Level: Elementary/High School	School Region: All	
Vendor Name:Accelerate	Vendor Contact Name: Paul Gusman	Vendor Email: paulg@accelerate.education
Vendor Address: 3655 W. Anthem Way Suite A - 109237 Anthem, AZ 85086		

Intent / Usage/ Notes of Purchase:

Elementary ELA, Sci, SS, PE, ART, Coding
High School Catalog for ELA, SS, Multiple Electives/AP

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
27468 Canvas Grade 612 Per Semester Content	27,468	$23.40 / $642,751.20	Canvas Per Semester Course Enrollments. Includes Content, and Support. Physical Materials not Included. Unused enrollments can roll over to 26-27.
16650 K-5 Workbooks	16,650	$25.00/ $416,250.00	Physical Workbook prices are Per Semester Course. Includes domestic standard ground shipping. Workbooks are only valid for the current school year as future course updates may necessitate changes to activities, page layouts, etc. Workbooks for ELA, SCI and SS only. Semester A & B K-5
2775 Canvas K5 Content FT Seat	2775	$269.40/ $747,585.00	Canvas Full Time Seat Licenses include up to 6 courses / Per Student / Per Semester for the academic school year. Students with more than 6 courses per semester will incur Individual Course fees. Physical Materials not Included. Seats valid from 8-1-2025 to 6-25-2026
1 Year 2+ Virtual Implementation & PD Package (Canvas)	1	$1000.00	Unlimited access to live and on-demand training

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
			webinars and resources for administrators and teachers covering course navigation and design and online learning best practices (established programs
Total:		**$1,807,586.20**	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek **Date:** 04/25/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): _____ **Date:** 04/29/2025

Method of Payment: **Credit Card**____ **Check**____ **ACH**____ **Purchase Order**____ **Other:** _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.

Updated: 10/8/2024

5. The purchase request undergoes budget review and policy checks to ensure compliance.

6. Once the requisition is approved by finance, either:

    a. The request is processed for payment, and a finance representative will place the order, or

    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 114		
Date:	4/28/2025	Vendor:	Vista Higher Learning
Vendor Contact Name:	Arturo Castillón	Address:	500 Boylston St, 10th Floor
Vendor Phone Number:	(800) 268-6311		
Vendor Fax Number:	(617) 426-5215	City:	Boston
Email P.O. to vendor?	[x] Yes [ ] No	State	MA
Vendor Email:	acastillon@vistahigherlearning.c	Zip	02116-3736

Requester: Than Short

Department: ELD - Elementary

Intent/Purpose: Elementary ELD Curriculum

Signature: DocuSigned by: Than Short F27184528642492... **Date:** 04/30/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Bridges 2023 Supersite Plus(v) +OWorkbook(1 year license)	2504187914	978-1-54337-597-6	$ 44.85	100	$ 4,485.00
Connect 2022 Supersite Plus(v) +OWorkbook(1 year license)	2504187914	978-1-54337-627-2	$ 39.85	85	$ 3,385.75
Get Ready 6-12 Prime(1 year license) + Get Reading Supersite Plus(1 year license)	2504187914	978-1-54337-737-8	$ 84.85	25	$ 2,123.75
Get Ready 1-6 Supersite Plus + OnlWorkbook + Get Reading Supersite Plus(1 year license)	2504187914	978-1-54336-336-6	$ 59.85	35	$ 2,095.25
EL PL Services - Custom Professional Learning - Virtual Session	2504187914	TRNG1024	$ 2,500.00	4	$ 10,000.00
					$ -
					$ -
					$ -
				Order Total	$22,112.75

Signatures (or email approval):

DocuSigned by: Brittany Anderson 9B7C2F4B14214A0... **Date** 04/30/2025

Purchaser/Requestor

DocuSigned by: [signature] A33E3CBEF0A7E... **Date** 05/02/2025

Administrator Approval (required)

DocuSigned by: Bernie Jamero 6C3D3BA8A7A644A... **Date** 05/02/2025

Finance Approval (required)

[ ] via email approval (see attached)

COST PROPOSAL

Quote Prepared On April 21, 2025
Quote Valid Through October 15, 2025
Quote No. 2504187914
Version No. 2

Prepared For	Prepared By
Thanette Short California Online Public Schools 33272 Valle Rd San Juan Capistrano, CA 92675	Arturo Castillón acastillon@vistahigherlearning.com Vista Higher Learning 500 Boylston St, 10th Floor Boston, MA 02116-3736

Bridges 2023

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
100	978-1-54337-597-8	Bridges 2023 Supersite Plus(v) + OWorkbook(1 year license)	$44.95	$4,495.00	$4,495.00

Connect 2022

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
85	978-1-54337-627-2	Connect 2022 Supersite Plus(v) + OWorkbook(1 year license)	$39.95	$3,395.75	$3,395.75

Get Ready

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
25	978-1-54337-737-8	Get Ready 6-12 Prime(1 year license) + Get Reading Supersite Plus(1 year license)	$84.95	$2,123.75	$2,123.75

Get Ready Sail / Soar

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
35	978-1-54338-338-6	Get Ready 1-6 Supersite Plus + OnlWorkbook + Get Reading Supersite Plus(1 year license)	$59.95	$2,098.25	$2,098.25

Services EL

Qty	Item Number	Description	Unit Price	Total Value	Total Cost
4	TRNG1024	EL PL Services - Custom Professional Learning - Virtual Session	$2,500.00	$10,000.00	$10,000.00

Total Cost	$22,112.75
Est. Shipping	$0.00
Est. Grand Total Cost	**$22,112.75**

Ordering Instructions

COST PROPOSAL

Quote Prepared On April 21, 2025
Quote Valid Through October 15, 2025
Quote No. 2504187914
Version No. 2

- Purchase Orders will be processed upon receipt and will be invoiced for the full "Total Cost" amount as shown above as well as the actual final Shipping charges required for your shipment, where applicable. Please note that the "Est. Shipping" amount shown above is an estimate only and may be different than the final charges applied.
- When submitting your Purchase Order, please be sure to attach:
  - A copy of this Quote
  - If applicable, a copy of your signed and dated tax exemption certificate
- To place your order, please contact Customer Support:

Vista Higher Learning
500 Boylston Street, 10th Floor
Boston, MA 02116-3736
Email: orders@vistahigherlearning.com
Phone: (800) 269-6311, option 3
Fax: (617) 426-5215

Terms of Purchase

By accepting a Quote, initiating a Purchase Order to us, entering into a separate agreement with us, and/or ordering online content, you are agreeing to these Terms of Purchase. The Vista Higher Learning Terms of Purchase shall govern all sales of materials and online content and shall supersede any and all terms and conditions attached to your Purchase Orders and/or any other document that you present to Vista Higher Learning, which shall be considered as a confirmation only and the terms and conditions shall in no way amend, prevail over, supplement or supersede any term or condition hereof.

- **Terms of Use:** All sales of Vista Higher Learning materials and online content are expressly made subject to the Vista Higher Learning Terms of Use: https://www.vhlcentral.com/terms_of_use.
- **Return Policy:** Returns of Vista Higher Learning materials and online content are subject to the Vista Higher Learning Return Policy: https://vistahigherlearning.com/return-policy.
- **Tax:** Prices included within this Quote are exclusive of all applicable taxes, which are the responsibility of the Customer. Customer must provide documentation of tax-exempt status, if applicable.
- **Subscription Term:** For digital product license purchases, the duration of access being purchased based on the product license selection outlined in the Quote above will be considered the Subscription Term.
- **Term Dates:** Subscription Terms are aligned to an academic year calendar and will start as of the next upcoming academic year following the receipt of a Purchase Order, unless otherwise requested by Customer. All product licenses will have the same start and end dates aligned with the Subscription Term.
- **Unused Licenses:** All product licenses must be used within the purchased Subscription Term. Unused licenses during the purchased Subscription Term are not refundable or eligible for credit.
- **Licensing Add-ons:** If purchasing additional license quantities and/or licensing level upgrades to be added onto an existing base of product licenses, the additional quantities and/or upgrades will be applied beginning with the currently active Subscription Term, unless otherwise requested by Customer. All product licenses must maintain the same start and end dates aligned with the Subscription Term, with any additional quantities and/or upgrades matching the current expiration date of the existing Subscription Term in place.

COST PROPOSAL

Quote Prepared On April 21, 2025
Quote Valid Through October 15, 2025
Quote No. 2504187914
Version No. 2

Thank you for your business!

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/18/25	Date Needed By: 30 Days
Department/ Grade Level: EL Elem/Middle School	School Region: All	
Vendor Name: Vista Higher Learning	Vendor Contact Name : Kayla Carrasco & Arturo Castillon	Vendor Email:kcarrasco@vistahigherlearning.com acastillon@vistahigherlearning.com
Vendor Address: Vista Higher Learning 500 Boylston St, 10th Floor Boston, MA 02116-3736		Quote No. 2504187914

Intent / Usage/ Notes of Purchase:
Elem and Middle School ELD Curriculum

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
Bridges 2023 Supersite Plus(v) + OWorkbook(1 year license)	100	$44.95	$4,495.00	
Connect 2022 Supersite Plus(v) + OWorkbook(1 year license)	85	$39.95	$3,395.75	
Get Ready 6-12 Prime(1 year license) + Get Reading Supersite Plus(1 year license)	25	$84.95	$2,123.75	
Get Ready 1-6 Supersite Plus + OnlWorkbook + Get Reading Supersite Plus(1 year license)	35	$59.95	$2,098.25	
EL PL Services - Custom Professional Learning - Virtual Session	4	$2500.00	$10,000.00	1 Hour for each of the four programs
Total:			$22,112.75	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short F2F184D280F2492... **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek D39ED653023C4F5... **Date:** 04/25/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 53EF3C0EE6DA47E... **Date:** 05/02/2025

Updated: 10/8/2024

Method of Payment: **Credit Card____** **Check____** **ACH____** **Purchase Order____** **Other: _____**

PO#: _____ **PO# Date Issued: _____** **Requisition #: _____**

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number: 2024 - 25 - 117

Date: 4/30/2025

Vendor Contact Name: Maripat Lawrence

Vendor Phone Number:

Vendor Fax Number: (877) 295-8238

Email P.O. to vendor? [X] Yes [ ] No

Vendor Email: mlawrence@jigsawlearning.com

Vendor: TeachTown

Address: 2 Constitution Way

City: Woburn

State MA

Zip 1801

Requester: Than Short

Department: ST Services

Intent/Purpose: Pre-K Curriculum and PD for Alt ED

Signature: DocuSigned by: Than Short F27184528042492... **Date:** 05/01/2025

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
Launch for PreK Student Sub. Essentials Pkg - 2 Yr	26833	Software	$ 329.00	120	$ 39,480.00
Launch for PreK Virtual Program Training	26833	Services	$ 1,000.00	2	$ 2,000.00
TeachTown Virtual Intervention Program Training	26833	Services	$ 1,000.00	1	$ 1,000.00
					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$42,480.00

Signatures (for email approval):

DocuSigned by: Brad Anderson 9A8B2F4614214 7D... 05/01/2025
Purchaser/Requestor

Date

DocuSigned by: 53EF3C9EE6DA47E... 05/02/2025
Administrator Approval (required)

Date

DocuSigned by: Bernie Jamero 65DD3AEA47A644A... 05/02/2025
Finance Approval (required)

Date

[ ] via email approval (see attached)

TEACHTOWN

Company Address	2 Constitution Way Woburn, MA 01801 US	Created Date	4/30/2025
Bill To Name	California Online Public Schools	Order Number	00026833
Bill To	33272 Valle Rd San Juan Capistrano, CA 92675-4842 United States		
Billing Frequency	Upfront	Contract Start Date	7/1/2025
Net Terms	30	Contract End Date	6/30/2027
Customer PO Required		Term in Months	24

Product	Type	Contract Start Date	Contract End Date	Annual Sales Price	Quantity	Extended Price
Launch PreK Student Sub. Essentials Pkg- Qty. 1-500 2 year	Software	7/1/2025	6/30/2027	USD 329.00	60.00	USD 39,480.00
Launch for PreK Virtual Program Training	Services			USD 1,000.00	2.00	USD 2,000.00
TeachTown Virtual Intervention Program Training	Services			USD 1,000.00	1.00	USD 1,000.00

Software Subtotal	USD 39,480.00
Physical Goods Subtotal	USD 0.00
Services Subtotal	USD 3,000.00
Shipping Total	USD 0.00
Sales Tax Total	USD 0.00
Grand Total	USD 42,480.00

For questions on this order, contact:

TeachTown Representative	Maripat Lawrence
Prepared By	Maripat Lawrence
Email	mlawrence@jigsawlearning.com

Student licenses provide access for a single student to all products within a package.

Unless separate invoice and payment terms are specified, TeachTown will issue an invoice in full for the quoted amount upon execution of a purchase order. For any physical goods that are backordered, invoices will be issued when physical goods are shipped. All payment terms are Net 30.

TEACHTOWN

Professional Services must be utilized within twelve (12) months from date of purchase. If the term is longer than twelve (12) months and Professional Services are purchased for additional term years, Professional Services must be used within the term defined.

By signing this Order Form you are agreeing to our Terms of Service:
https://web.teachtown.com/terms-of-service/

How to place an Order:

Email: orders@teachtown.com

Fax: (877) 295-8238

Mail: TeachTown
2 Constitution Way
Woburn, MA 01801

Authorized to Sign
on Behalf of the Org

Quote Acceptance Information

Signature Richie Romero

Name Richie Romero

Title Deputy Superintendent

Date 04/30/2025

By signing this quote or by submitting a purchase order in accordance with this quote, you hereby consent to a contractual agreement terminating on the above listed subscription expiration date. You are obligated to adhere to the payment conditions listed within this quote through the entirety of the contractual term

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	**Today's Date: 4/18/25**	**Date Needed By: 30 Days**
Department/ Grade Level: St Services	**School Region: All**	
Vendor Name: TeachTown	**Vendor Contact Name Maripat Lawrence**	**Vendor Email:** mlawrence@jigsawlearning.com
Vendor Address: 2 Constitution Way Woburn, MA 01801 US		

Intent / Usage/ Notes of Purchase:
St. Services Launch Program

Item of Purchase: *(add item link, if necessary)*	**Quantity:**	**Rate:**	**Price:**	**Notes/ Description:**
Launch for PreK Student Sub. Essentials Pkg - 2 Yr	120	$329.00	$39,480.00	
Launch for PreK Virtual Program Training	2	$1000.00	$2000.00	
TeachTown Virtual Intervention Program Training	1	$1000.00	$1000.00	
Total:			$42,480.00	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short 27184528642492... **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek 339ED05992564F5... **Date:** 04/25/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 5BE3C0E6A104... **Date:** 05/02/2025

Method of Payment: **Credit Card**____ **Check**____ **ACH**____ **Purchase Order**____ **Other:** _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 118		
Date:	4/30/2025	Vendor:	Edmentum
Vendor Contact Name:	Malissa Hundley	Address:	P.O. Box 776725
Vendor Phone Number:	206.381.5608		
Vendor Fax Number:		City:	Chicago
Email P.O. to vendor?	[x] Yes [ ] No	State	IL
Vendor Email:	Malissa.Hundley@edmentum.com	Zip	60677-6725

Requester: Than Short

Department: Middle and High School

Intent/Purpose: Math/CTE/Electives Curriculum

Signature: DocuSigned by: Than Short 1F4184E38E240EL... Date: 04/30/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Apex Learning Courses: Unlimited enrollment subscription	Q-694469	-		5000	$ -
Courseware: HS CTE Library - Program License	Q-694469	-		3500	$ -
Carone Learning: User Enrollment Subscription	Q-694469	-		4200	$ -
Courseware: HS Electives Library - Program License	Q-694469	-		4000	$ -
Courseware: Math Library - Program License	Q-694469	-		2500	$ -
Customer Success Services	Q-694469	-		1	$ -
					$ -
					$ -
				Order Total	$957,275.00

Signatures (or email approval):

DocuSigned by: Brittany Anderson 949C2B4B14214F3... 04/30/2025
Purchaser/Requestor Date

DocuSigned by: 5381C3CDEE0D4A7E... 05/01/2025
Administrator Approval (required) Date

Denise Jamero 8F5D7AF4A37F644A... 05/01/2025
Finance Approval (required) Date

[ ] via email approval (see attached)

edmentum

Date:	04/22/2025
Order Number:	Q-694489
Revision:	1
Order Form Expiration Date:	06/30/2025

ORDER FORM

Customer and Billing Address

Customer No.: 737224
Customer Name: California Online Public Schools
Billing Address: 33272 Valle Road
San Juan Capistrano, CA 92675

Products and Services

California Online Academy

Products	Qty	License Start Date	License End Date	License Term (Months)
Apex Learning Courses: Unlimited enrollment subscription	5000	07/01/2025	06/30/2026	12
Courseware: HS CTE Library - Program License	3500	07/01/2025	06/30/2026	12
Carone Learning: User Enrollment Subscription	4200	07/01/2025	06/30/2026	12
Courseware: HS Electives Library - Program License	4000	07/01/2025	06/30/2026	12
Courseware: Math Library - Program License	2500	07/01/2025	06/30/2026	12
Customer Success Services	1	07/01/2025	06/30/2026	12

California Online Academy Subtotal: $957,275.00

Total US Funds: $957,275.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above ("Order Summary") and shall remain in effect through the end of the Term.

To the extent this Order includes Purchases of Enrollment Products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the Order Summary, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.
*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Taxes
Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section. We reserve the right to pursue collections

edmentum

Date:	04/22/2025
Order Number:	Q-694489
Revision:	1
Order Form Expiration Date:	06/30/2025

ORDER FORM

to the fullest extent permitted by law for sales taxes that have been charged on invoices submitted prior to our receipt of a valid tax exemption certificate.

Invoicing and Payment Terms

The full amount of your Order will be invoiced on the Effective Date or in accordance with the payment schedule shown below, if any.

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

Payment Due Date	Amount
05/30/2025	$957,275.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at http://www.edmentum.com/standardterms and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

edmentum

Date:	04/22/2025
Order Number:	Q-694489
Revision:	1
Order Form Expiration Date:	06/30/2025

ORDER FORM

First Name:

Last Name:

Email Address:

Customer Signature Signed by: Richie Romero [illegible]

Name (Printed or Typed) Richie Romero

Title Deputy Superintendent

Date 04/29/2025

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/28/25	Date Needed By: 6/30/25
Department/ Grade Level: Middle/High School	School Region: All	
Vendor Name:Edmentum	Vendor Contact Name: Malissa Hundley, Beck Simon-Burton	Vendor Email: Malissa.Hundley@edmentum.com Beck.Simon-Burton@edmentum.com
Vendor Address Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725		

Intent / Usage/ Notes of Purchase:

25/26 Curriculum

MS: Math

HS: Electives, Math, AP

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Apex Learning Courses: Unlimited enrollment subscription	5000		7/1/25 - 6/30/26
Courseware: HS CTE Library - Program License	3500		7/1/25 - 6/30/26
Carone Learning: User Enrollment Subscription	4200		7/1/25 - 6/30/26
Courseware: HS Electives Library - Program License	4000		7/1/25 - 6/30/26
Courseware: Math Library - Program License	2500		7/1/25 - 6/30/26
Customer Success Services	1		7/1/25 - 6/30/26
Total:		$957,275.00	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short **Date:** 04/28/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek **Date:** 04/28/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: **Date:** 05/01/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 119		
Date:	5/2/2025	Vendor:	Curriculum Associates
Vendor Contact Name:	David Kootman	Address:	153 Rangeway Road
Vendor Phone Number:	(760) 521-6055		
Vendor Fax Number:		City:	North Billerica
Email P.O. to vendor?	[x] Yes [ ] No	State	MA
Vendor Email:	Orders@cainc.com -dkootman@cainc.com	Zip	01862-2013

Requester: Than Short

Department: Elem, Middle School, St Services

Intent/Purpose: K-8 Benchmark Assessments and St. Services Support Program

Signature: DocuSigned by: Than Short E7218A2B8A2492 Date: 05/02/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
I-Ready Assessment Math Per Student License 1 Year	412052	13066	$ 6.40	5100	$ 32,640.00
I-Ready Personalized Instruction Add On Math and Reading Virtual School Per Student License 1 Year	412052	33839	$ 26.50	3183	$ 84,349.50
I-Ready Assessment Reading Per Student License 1 Year	412052	13088	$ 6.40	5100	$ 32,640.00
Teacher Toolbox Access Math and Reading Virtual School Per Student 1 Year	412052	31278	$ 10.20	1200	$ 12,240.00
					$ -
					$ -
					$ -
					$ -
				Order Total	$161,869.50

Signature (or email approval): DocuSigned by: Bernie Anderson 05/02/2025
Purchaser/Requestor

Signature: DocuSigned by: 05/02/2025
Administrator Approval (required)

[ ] via email approval (see attached)

Signature: DocuSigned by: Bernie Jamero 05/02/2025
Finance Approval (required)

Date

Curriculum Associates

Quote ID: 412052.4 Date: 4/24/2025 Quote Valid through: 12/31/2025

Prepared For:
Than Short
CA Online Pub Schs-S Cali
33272 Valle Rd,
San Juan Capo, CA 92675
tshort@californiaops.org
(949) 461-1667

Your Representative:
David Kootman
(760) 521-6055
dkootman@cainc.com

i-Ready

Product Name	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment Math Per Student License 1 Year	13086.0	5100	$8.00	$6.40	$32,640.00
i-Ready Personalized Instruction Add On Math and Reading Virtual School Per Student License 1 Year	33839.0	3183	$26.50	$26.50	$84,349.50
i-Ready Assessment Reading Per Student License 1 Year	13088.0	5100	$8.00	$6.40	$32,640.00
				i-Ready Subtotal:	$149,629.50

Toolbox

Product Name	Item #	Qty	List Price	Net Price	Total
Teacher Toolbox Access Math and Reading Virtual School Per Student 1 Year	31278.0	1200	$12.00	$10.20	$12,240.00
				Toolbox Subtotal:	$12,240.00

Total

List Total:	$180,349.50
Savings:	$18,480.00
Merchandise Total:	$161,869.50
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$161,869.50**

Special Notes

20% discount applied to i-Ready based on scope of quote.
15% i-Ready Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.
All i-Ready purchases require professional learning.
Please make PO out to Curriculum Associates.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

Curriculum Associates

Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

Curriculum Associates

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $400/shipment location
- Freight Storage $600 /shipment location
- Freight Carrier Redelivery $100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/24/25	Date Needed By: 5/31/25
Department/ Grade Level: Elementary and Middle School	School Region: All	
Vendor Name: Curriculum Associates	Vendor Contact Name: David Kootman/Heather Scott	Vendor Email:dkootman@cainc.com HeatherScott@cainc.com
Vendor Address: Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013		QUOTE # 412052.4

Intent / Usage/ Notes of Purchase:
Elementary and Middles School Assessment and SISP

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
i-Ready Assessment Math Per Student License 1 Year	5100	$6.40	$32,640.00	
i-Ready Personalized Instruction Add On Math and Reading Virtual School Per Student License 1 Year	3183	$26.50	$84,349.50	
i-Ready Assessment Reading Per Student License 1 Year	5100	$6.40	$32,640.00	
Teacher Toolbox Access Math and Reading Virtual School Per Student 1 Year	1200	10.20	$12,240.00	
Total:			$161,869.50	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short **Date:** 04/28/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek **Date:** 04/28/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): _____ **Date:** 05/02/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 120		
Date:	5/2/2025	Vendor:	IXL Learning
Vendor Contact Name:	Sarah Bourgeois	Address:	777 Mariners Island Blvd., Suite 600
Vendor Phone Number:	984.229.8477		
Vendor Fax Number:		City:	San Mateo
Email P.O. to vendor?	[x] Yes [ ] No	State	CA
Vendor Email:	sarahb@ixl.com	Zip	94404

Requester: Than Short

Department: All Grade Bands

Intent/Purpose: SISP and High School Benchmark Assessment

Signature: DocuSigned by: Than Short — **Date:** 05/02/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
IXL site license, including: Grades PK-12 Subjects: Math, ELA, Science, and Social studies September 27, 2025 - September 27, 2026	1405262-1	-	$ 24.75	5125	$ 126,843.75
Grades 9-12 Subjects: Math and ELA	1405262-1	-	$ 18.75	5000	$ 93,750.00
Services: IXL Power-up PD Package - 50-200 attendees	1405262-1	-	$ 2,495.00	1	$ 2,495.00
					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$223,088.75

Signatures (or email approval):

DocuSigned by: Bethel Anderson — 05/02/2025
Purchaser/Requestor — Date

DocuSigned by: — 05/02/2025
Administrator Approval (required) — Date

DocuSigned by: Bernie Jamero — 05/02/2025
Finance Approval (required) — Date

[ ] via email approval (see attached)

RENEWAL QUOTE

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

QUOTE # 1405262-1
DATE: APRIL 30, 2025

TO:
Leslie Dombek
California Online Public Schools - Capistrano
33272 VALLE RD
SAN JUAN CAPO, CA 92675

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	ACCOUNT #	RENEWAL PERIOD	QUOTE VALID UNTIL
Sarah Bourgeois	A23-4956965	September 27, 2025 - September 27, 2026	September 27, 2025

SUBSCRIPTIONS	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL site license, including:			
Grades PK-12 Subjects: Math, ELA, Science, and Social studies	5125	$24.75	$126,843.75
Grades 9-12 Subjects: Math and ELA	5000	$18.75	$93,750.00
		Total Price	$220,593.75

SERVICES	QUANTITY	LIST UNIT PRICE	NET PRICE
IXL Power-up PD Package - 50-200 attendees	1	$2,495.00	$2,495.00
		Total Price	$2,495.00

TOTALS	
Total Subscriptions List Price	$220,593.75
Total Services List Price	$2,495.00
Grand Total	$223,088.75

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/po-upload and enter quote # 1405262-1. For international accounts, we can accept wire transfers for an additional fee

SALES CONTRACT

CONTRACT #1405262-1
April 30, 2025

IXL Learning
777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404

CUSTOMER
Leslie Dombek
California Online Public Schools - Capistrano
33272 VALLE RD
SAN JUAN CAPO, CA 92675

RENEWAL INFO

Salesperson	Account #	Quote #	Renewal period
Sarah Bourgeois	**A23-4956965**	**1405262-1**	**September 27, 2025 - September 27, 2026**

PAYMENT PLAN

Amount	Invoice date
$223,088.75	**October 11, 2025**
TOTAL	**$223,088.75**

Price valid until September 27, 2025

ACCEPTANCE OF SALES CONTRACT
This is a binding agreement of payment between IXL Learning and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE Signed by: Richie Romero FE9DJ306CFF0491... **DATE** 04/30/2025

IXL LEARNING

TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND IXL LEARNING ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE TERMS OF SERVICE, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF IXL LEARNING.

1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on IXL unless you have accepted it by sending us an executed Sales Contract by that date.
2. **PAYMENT:** If IXL decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. IXL licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

   The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

   All checks should be mailed to:
   IXL Learning
   777 Mariners Island Blvd., Suite 600
   San Mateo, CA 94404

   Credit card payments may be made by phone at (855) 255-8800.

   Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.
3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
4. **LICENSES:** IXL grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of IXL Learning's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

   Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by IXL. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

   If an individual who has an IXL account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

   If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.
5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.
6. **DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:**
   a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. IXL EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT.
   b. IXL MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY,

SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (v) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM IXL OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

7. **LIMITATION OF LIABILITY:** YOU EXPRESSLY UNDERSTAND AND AGREE THAT IXL SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
9. **ARBITRATION:** You agree that any dispute or claim you may have against IXL arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
10. **GOVERNING LAW:** The Sales Contract and the relationship between you and IXL are governed by the laws of the State of California without regard to conflict of law provisions.
11. **ENTIRE AGREEMENT:** This Sales Contract, which incorporates the Terms of Service by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by IXL.

Please contact IXL Learning with any questions regarding this sales contract:
Toll-free **(855) 255-8800** | Direct **(650) 372-4300** | E-mail **orders@ixl.com**
Completed sales contracts should be emailed to your sales consultant.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/30/25	Date Needed By: 30 Days
Department/ Grade Level: ALL Gradebands/	School Region: All	
Vendor Name: IXL	Vendor Contact Name Sarah Bourgeois	Vendor Email:: sarahb@ixl.com
Vendor Address: 777 Mariners Island Blvd., Suite 600 San Mateo, CA 94404		

Intent / Usage/ Notes of Purchase:
All Grade Bands SISP and Benchmark assessment for High School

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
Grades PK-12 Subjects: Math, ELA, Science, and Social studies	5125	$24.75	$126,843.75	
Grades 9-12 Subjects: Math and ELA	5000	$18.75	$93,750.00	
IXL Power-up PD Package - 50-200 attendees	1	$2495.00	$2495.00	
Total:			$223,088.75	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short **Date:** 04/30/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek **Date:** 04/30/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): _____ **Date:** 05/02/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 121		
Date:	5/2/2025	Vendor:	ClassKick
Vendor Contact Name:	Customer Service - Nancy	Address:	PO Box 772728 Area #2223001
Vendor Phone Number:			
Vendor Fax Number:		City:	Detroit
Email P.O. to vendor?	[x] Yes [ ] No	State	MI
Vendor Email:	billspayable@classkick.com	Zip	48277-2728

Requester: Leslie Dombek

Department: Educational Services

Intent/Purpose: Middle School and SpEd content delivery support with assignments and feedback.

Signature: DocuSigned by: Leslie Dombek Date: 05/02/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
ClassKick Pro Subscription -1YR Subscription	-	-	$ 26,299.00	1	$ 26,299.00
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$26,299.00

Signature (or email approval): DocuSigned by: Bonnie Anderson 05/02/2025
Purchaser/Requestor

Signature: DocuSigned by: 05/02/2025
Administrator Approval (required)

[ ] via email approval (see attached)

Signature: DocuSigned by: Bernie Jamero 05/02/2025
Finance Approval (required)

California Online
Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Leslie Dombek	Today's Date: 5/2/25	Date Needed By: 7/31/25
Department/ Grade Level: Ed Services	School Region: All	
Vendor Name: ClassKick	Vendor Contact Name: Nancy	Vendor Email: billspayable@classkick.com
Vendor Address: PO Box 772728 Area #2223001 Detroit, MI 48277-2728 USA		

Intent / Usage/ Notes of Purchase:

Used by MS and SpEd as a digital tool to make assignments and provide real-time feedback. It allows teachers to create and share interactive assignments, monitor student work in progress, and provide immediate feedback.

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Classkick Pro Subscription	1	26,299	I year subscription
Total:			

Requestor Name: _Leslie Dombek__ Requestor Signature: _Leslie Dombek_____ Date: ___5/2/25_____

SPuDs Name: Richie Romero SPuDs Signature: _____ Date: 5-2-25

Dir of Finance Lachelle Carter DocuSigned by: 05/02/2025
53EF3C0EE6DA47E...

FOR FINANCE DEPARTMENT USE ONLY

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

RENEWAL QUOTE

classkick

Classwork CO, DBA Classkick
Quote Date: May 1, 2025
Quote Expires: Jul 31, 2025

Classkick Pro Subscription

California Online Public Schools
(formerly California Online Public Schools)

Term Length (check one):

Description	QTY	[X] 1 yr term	[ ] 2 yr term	[ ] 3 yr term	[ ] 3 yr term *Annual Payments
25/26 Classkick Pro Subscription*** TERM START: *07/01/2025*	1 District	$27,636	$55,998	$83,997	$28,420
Term Length Discount		0%	7%	20%	
**Early Renewal Discount		5%	5%	5%	5%
Price Per Year After Discounts (US$)		*$26,299*	*$24,650*	*$21,000*	*$26,999*
Payment Due		**$26,299**	**$49,299**	**$62,999**	**$26,999**

* 3 year annual payments subscription will be invoiced annually and due by 6/30 of every year and are subject to a 2.5% COLA increase.
**Early renewal discount: sign and return by 5/31/2025 to lock in the additional discount on the term package selected.
***Your Classkick Pro license is an unlimited license for all Staff and students. PD sessions included.

Payment Method (please check one):

[X] PO [ ] Check [ ] Wire transfer

Subscription Acceptance

1. Name: Dr. Richie Romero Date: 5.2.25

Title: Deputy Sup Email: rromero@californiaops.org

Signature:

This signature acknowledges the quoted price above and will initiate the purchase order and invoicing process.

Subscription Assignments	
Classkick Pro Account Owner/Admin: [ ] same as above	Billing Contact Email: [ ] same as above
Name: Leslie Dombek	Name: CalOPS Finance
Email: ldombek@californiaops.org	Email: finance@californiaops.org
Title: Director of Educational Services	

1. Remit payment to:

Classwork Co, DBA Classkick
PO Box 772728
Area #2223001
Detroit, MI 48277-2728 USA
In the check memo please include:
"Area #2223001" billspayable@classkick.com

Our W-9 is below (page 2 of this invoice) or you can download it here: classkick.com/w9. Memberships are refundable for up to 30 days. Membership renews automatically unless canceled in writing or via a software application system earlier than 30 days before the end date. This Order is governed by the terms of Classkick's Terms of Service found at Terms of Service. Please see our Privacy Policy.

Form **W-9**
(Rev. March 2024)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Go to *www.irs.gov/FormW9* for instructions and the latest information.

Give form to the requester. Do not send to the IRS.

Before you begin. For guidance related to the purpose of Form W-9, see *Purpose of Form*, below.

Print or type. See *Specific Instructions* on page 3.

1 Name of entity/individual. An entry is required. (For a sole proprietor or disregarded entity, enter the owner's name on line 1, and enter the business/disregarded entity's name on line 2.)

Classwork Co

2 Business name/disregarded entity name, if different from above.

Classkick

3a Check the appropriate box for federal tax classification of the entity/individual whose name is entered on line 1. Check only one of the following seven boxes.

☐ Individual/sole proprietor ☑ C corporation ☐ S corporation ☐ Partnership ☐ Trust/estate

☐ LLC. Enter the tax classification (C = C corporation, S = S corporation, P = Partnership) . . . .

Note: Check the "LLC" box above and, in the entry space, enter the appropriate code (C, S, or P) for the tax classification of the LLC, unless it is a disregarded entity. A disregarded entity should instead check the appropriate box for the tax classification of its owner.

☐ Other (see instructions)

3b If on line 3a you checked "Partnership" or "Trust/estate," or checked "LLC" and entered "P" as its tax classification, and you are providing this form to a partnership, trust, or estate in which you have an ownership interest, check this box if you have any foreign partners, owners, or beneficiaries. See instructions . . . . . ☐

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):

Exempt payee code (if any)

Exemption from Foreign Account Tax Compliance Act (FATCA) reporting code (if any)

(Applies to accounts maintained outside the United States.)

5 Address (number, street, and apt. or suite no.). See instructions.

2045 W Grand Ave Ste B PMB 50472

Requester's name and address (optional)

Checks to: Classwork Co DBA Classkick
PO Box 772728
Detroit, MI 48277-2728

6 City, state, and ZIP code

Chicago, IL 60612

7 List account number(s) here (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. See also *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number

☐☐☐ - ☐☐ - ☐☐☐☐

or

Employer identification number

4 6 - 3 5 5 0 5 4 0

Part II Certification

Under penalties of perjury, I certify that:

1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
2. I am not subject to backup withholding because (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
3. I am a U.S. citizen or other U.S. person (defined below); and
4. The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and, generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here Signature of U.S. person *Joy K. Moore* Date **01/03/2025**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to *www.irs.gov/FormW9*.

What's New

Line 3a has been modified to clarify how a disregarded entity completes this line. An LLC that is a disregarded entity should check the appropriate box for the tax classification of its owner. Otherwise, it should check the "LLC" box and enter its appropriate tax classification.

New line 3b has been added to this form. A flow-through entity is required to complete this line to indicate that it has direct or indirect foreign partners, owners, or beneficiaries when it provides the Form W-9 to another flow-through entity in which it has an ownership interest. This change is intended to provide a flow-through entity with information regarding the status of its indirect foreign partners, owners, or beneficiaries, so that it can satisfy any applicable reporting requirements. For example, a partnership that has any indirect foreign partners may be required to complete Schedules K-2 and K-3. See the Partnership Instructions for Schedules K-2 and K-3 (Form 1065).

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS is giving you this form because they

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 122		
Date:	5/5/2025	Vendor:	Tutor.com
Vendor Contact Name:	Emily Cain	Address:	110 E. 42nd St. Fl 7
Vendor Phone Number:			
Vendor Fax Number:		City:	New York
Email P.O. to vendor?	[x] Yes [ ] No	State	NY
Vendor Email:	emily.cain@tutor.com	Zip	10017

Requester: Leslie Dombek

Department: Ed Services

Intent/Purpose: K-12 Tutoring program, all subjects

DocuSigned by:
Signature: Leslie Dombek 05/05/2025 Date:

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
TutorPlus Student Center Tutor.com Student Center includes academic tutoring for learners from kindergarten through grade 12. Hours of availability* are 24/7, excluding holidays**	-	-	$ 61,281.00	1	$ 61,281.00
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
			Order Total		$61,281.00

DocuSigned by:
Signature (for email approval): Emily Anderson 05/05/2025

Purchaser/Requestor Signature: Date: 05/05/2025

[ ] via email approval (see attached)

Administrator Approval (required): Bernal Jamero Date: 05/05/2025

Finance Approval (required) Date

Princeton Review · Tutor.com

Master Services Agreement

This Master Services Agreement ("Agreement") is effective as of the date of the last signature below ("Effective Date") between TPR Education, LLC d/b/a The Princeton Review ("Vendor") and California Connections Academy-California ("Customer").

The parties agree as follows:

1. Services. Vendor will provide to Customer the services described further in one or more addenda that are attached to or incorporated into this Agreement ("Services") to individuals authorized by Customer to access the Services ("Users") as purchased in service orders ("Service Orders"), the first of which is attached hereto as Exhibit A and each of which is part of this Agreement.
2. Payment. The fees for the Services will be set forth in Service Orders and will be invoiced in accordance with the Service Orders. Customer will pay invoices within 30 days of the invoice date unless otherwise specified in the Service Orders. Vendor may suspend the Services if any amounts remain unpaid 30 days after the due date. All fees are net of taxes, except for taxes on Vendor's income. If Customer is exempt from taxes, Customer will provide its state tax exemption certificate.
3. Representations and Warranties.
   a. Each party represents and warrants to the other party that (i) it will comply with all applicable laws and regulations in connection with its performance under this Agreement, including but not limited to those related to privacy, such as the Family Education Rights and Privacy Act, and (ii) the individual signing this Agreement on its behalf has the authority to do so.
   b. EXCEPT AS EXPRESSLY PROVIDED IN THIS AGREEMENT, THE SERVICES ARE PROVIDED "AS IS" AND VENDOR EXPRESSLY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NONINFRINGEMENT. VENDOR MAKES NO WARRANTY THAT THE SERVICES WILL MEET CUSTOMER'S REQUIREMENTS OR WILL WORK IN COMBINATION WITH ANY HARDWARE OR APPLICATIONS PROVIDED BY THIRD PARTIES, THAT THE SERVICES WILL BE UNINTERRUPTED OR ERROR FREE, OR THAT ALL DEFECTS IN THE SERVICES WILL BE CORRECTED.
4. Term and Termination.
   a. The term of this Agreement is from the Effective Date through the date of termination by either party. Either party may terminate this Agreement upon 30 days prior written notice to the other party if no Service Order is in effect.
   b. Either party may terminate this Agreement (or any Service Order) upon written notice to the other party if the other party commits a material breach of this Agreement (or the Service Order) that remains uncured for 30 days following written notice of the breach.
5. User Information. Vendor will not disclose to any third party any personally identifiable information of Users without first obtaining Customer's prior written consent, except as otherwise provided in Vendor's privacy policy (located at https://leo.tutor.com/privacy for Tutor.com offerings, and https://www.princetonreview.com/privacy for all other offerings). Subject to the foregoing, Vendor is entitled to use such information in accordance with applicable law and its privacy policy.
6. Certain Obligations and Restrictions.
   a. Customer will not allow the Services to be used by any unauthorized person. Customer will not resell any Services (including but not limited to through time-sharing services, software-as-a-service offering, service bureau services or similar services). Customer will notify Vendor promptly of any known or suspected breach of Vendor's rights to the Services that comes to its attention and will reasonably cooperate in Vendor's efforts to protect its rights.
   b. Customer, including its Users, will not (i) use, copy, create derivative works of, display, or modify the Services (including any content available through the Services) except as permitted by this Agreement, or (ii) disclose, reproduce, sell, or distribute any content available through the Services to any third party, or (iii) decompile, reverse engineer, or otherwise attempt to discover any source code of Vendor's technology platform used to provide Services.
   c. Customer, including its Users, will not upload to or distribute or publish through the Services any content (i) which is defamatory, threatening, abusive, or otherwise unlawful, (ii) which is vulgar, obscene, or sexually explicit, (iii) which violates any person's privacy or publicity rights, or (iv) which violates the intellectual property or other proprietary rights of any person.
   d. Customer, including its Users, will not (i) attempt to gain unauthorized access to the Services or use or access the Services in a way intended to avoid fees, (ii) interfere with or disrupt the Services, or (iii) upload to or distribute through the Services any viruses, Trojan horses, worms, or other similar programs.
   e. Customer, including its Users will treat Vendor's instructors and tutors with respect.
   f. Customer, including its Users, will not export or re-export Vendor's technology platform used to deliver Services in violation of any applicable laws or regulations.
   g. Vendor reserves the right to disable access to any resources for any User who fails to comply with Vendor rules and procedures applicable to the resource, including but not limited to the Terms of Use on Vendor's website located at http://leo.tutor.com/terms for Tutor.com offerings, https://www.princetonreview.com/terms for all other offerings, and this section 6.
7. LIMITATION OF LIABILITY. VENDOR WILL NOT BE LIABLE TO CUSTOMER FOR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL, PUNITIVE, OR SPECIAL DAMAGES RELATING TO THIS AGREEMENT, EVEN IF VENDOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR AN AGREED REMEDY FAILS OF ITS ESSENTIAL PURPOSE. VENDOR'S AGGREGATE LIABILITY FOR ALL CLAIMS RELATING TO THIS AGREEMENT, WHETHER IN CONTRACT, TORT OR OTHERWISE, WILL NOT EXCEED THE AMOUNTS ACTUALLY RECEIVED BY VENDOR UNDER THIS AGREEMENT IN THE 12 MONTHS PRECEDING SUCH CLAIM.
8. Confidentiality.
   a. Except as otherwise provided in this Agreement or provided by law, each party will retain the other party's Confidential Information (as defined below) in strict confidence, will use the other party's Confidential Information only for purposes of this Agreement, and will not disclose the other party's Confidential Information without the other party's prior written consent, provided that the receiving party may disclose the disclosing party's Confidential Information to the receiving party's or its affiliates' personnel and contractors who need to know such Confidential Information and who are bound by confidentiality obligations at least as restrictive as those in this Agreement. If there is a breach of this Section, the disclosing party may suffer irreparable harm and will therefore be entitled to obtain injunctive relief in addition to any other available rights and remedies.
   b. "Confidential Information" means all information, materials, or technology provided by a party to the other party that is marked as "Confidential" or "Proprietary," or that, under the circumstances taken as a whole, would be reasonably deemed to be confidential. "Confidential Information" does not include information which (i) is or becomes generally available to the public other than as a result of the breach of this Agreement by the receiving party, (ii) is independently developed by the receiving party, (iii) was rightfully within the receiving party's possession prior to disclosure by the disclosing party, (iv) is received from a third party which was not bound by a confidentiality obligation with respect to such information, or (v) is legally required to be disclosed, provided that the receiving party will notify the disclosing party before disclosing the Confidential Information, to the extent permitted by law.
9. Notices. Any notice under this Agreement will be in writing and be deemed given if: (i) personally delivered (with a copy delivered by email to the email address below, if any); (ii) sent by overnight courier, with proof of delivery (with a copy delivered by email to the email address below, if any); (iii) sent by registered or certified U.S. mail, return receipt requested (with a copy delivered by email to the email address below, if any); or (iv) delivered by email, to the parties as set forth below.

If to Vendor:

If to Customer:

Princeton Review | Tutor.com

TPR Education, LLC
Attn: Legal Department
110 East 42nd Street, Floor 7
New York, NY 10017
legal@review.com

California Online Public Schools
Records Dept
33272 Valle Road, San Juan Capistrano, CA 92675
records@californiaops.org

10. Miscellaneous Provisions. If there is a conflict between this Agreement (including any addendum) and any Service Order, this Agreement will control unless the Service Order expressly provides otherwise. No provision of this Agreement will be deemed waived or amended unless waived or amended in writing. Sections 2, 5 to 8, and any other provisions which would reasonably be expected to survive the termination or expiration of this Agreement will so survive. The terms in any purchase order (other than the offerings, quantities, contact information, and prices) will not be binding on Vendor. If the parties sign an agreement for the protection or processing of personally identifiable information, such agreement is hereby incorporated into this Agreement. Neither party will be responsible for any delay in performance or failure to perform due to causes beyond its reasonable control. No joint venture, partnership, employment or agency relationship exists between the parties as a result of this Agreement. This Agreement may not be assigned by either party without the prior written consent of the other party; provided that Vendor may assign its rights and obligations under this Agreement to an affiliate or in connection with a merger, reorganization, consolidation, or sale of all or substantially all of its ownership interests or assets. Subject to the preceding sentence, this Agreement will bind the parties and their permitted successors and assigns. There are no intended third party beneficiaries of this Agreement. This Agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. This Agreement will be governed by the laws of the state where Customer is located, without regard to its conflicts of law principles. If any provision of this Agreement is held invalid or unenforceable, the other provisions of this Agreement will remain in full force and effect and, so far as is reasonable and possible, effect will be given to the intent of the provision held invalid or unenforceable. An electronic copy of this executed Agreement will be as valid as the original Agreement. This Agreement comprises the entire agreement between the parties, and supersedes all prior or contemporaneous oral or written negotiations, understandings, and agreements between the parties, concerning the subject matter of this Agreement.

Accepted and agreed to by:

TPR Education, LLC d/b/a The Princeton Review	**Customer**
By:	By: Richie Romero
Name:	Name: Richie Romero
Title:	Title: Deputy Superintendent
Date:	Date: 04 / 25 / 2025

Princeton Review tutor.com

On-Demand Tutoring Services Addendum

This Tutoring Services Addendum ("Tutoring Addendum") between TPR Education, LLC d/b/a The Princeton Review ("Vendor") and California Connections Academy-California ("Customer") is part of the Master Services Agreement or other governing document executed by the parties ("Agreement").

1. Tutoring Services. Vendor will provide to Customer and its Users the Tutoring Services purchased under Service Orders. As of the Effective Date of the Agreement, the Tutoring Services are offered 361 days of each standard year, and 362 days of each leap year. The Tutoring Services are unavailable on January 1, July 4, Thanksgiving Day, and December 25. On those holidays the Tutoring Services close beginning at 2:00 a.m. and they reopen at 2:00 a.m. on the following day (all times Eastern). Some subjects may have more limited availability than the hours listed in a Service Order. Vendor may change the availability of Tutoring Services and will notify Customer of any changes. The availability of the Tutoring Services is also subject to reasonable downtime for maintenance and related activities and loss or interruption due to causes beyond Vendor's reasonable control.

2. Implementation. Vendor will set up the Tutoring Services for launch on a date mutually agreeable to the parties. Customer will provide Vendor with all information and other cooperation needed to set up and launch the Tutoring Services. Customer acknowledges and agrees that although Vendor offers a variety of authentication methods through which Users may access the Tutoring Services, Customer is responsible for determining the authentication method to be used.

3. Warranty. Vendor represents and warrants that it will perform the Tutoring Services in a professional manner in accordance with industry standards. Customer's sole remedy for a breach of this warranty is re-performance of the particular Tutoring Services that breached the warranty at no additional charge.

4. Intellectual Property. Vendor, on behalf of itself and its affiliates, hereby grants to Customer and its Users a nonexclusive, non-transferable license to use the Vendor Intellectual Property to which Vendor provides access during the term of the Tutoring Services and subject to the terms and conditions of the Agreement solely in connection with the Services. Customer acknowledges and agrees that Vendor and its affiliates retain all right, title and interest in and to the Vendor Intellectual Property, and the Agreement conveys no rights to the Vendor Intellectual Property other than the limited rights set forth in the Agreement (including this Tutoring Services Addendum). "Vendor Intellectual Property" means Vendor's and its affiliates' copyrights, moral rights, patent rights (including patent applications and disclosures), trademarks, rights of priority, publicity rights, and trade secret rights, documentation, specifications, designs, instructional methods, strategies, techniques and methodologies, and software programs and other technology, including but not limited to the Online Classroom, content available through the Tutoring Services, all transcripts and recordings of Tutoring Services sessions, and survey data and usage information for the Tutoring Services. Vendor grants to Customer a perpetual, worldwide, royalty-free, sub-licensable, non-exclusive license to use, reproduce, display, perform, distribute, and prepare derivative works of any recordings and transcripts generated under the Agreement.

5. COPPA. Vendor uses, collects, and discloses personal information of children under the age 13 as disclosed in its notice at www.princetonreview.com/coppanoticeforschools. If children under the age of 13 will use the Tutoring Services, Customer hereby acknowledges receipt of the foregoing disclosure and consents on behalf of parents of Customer's students to such use, collection, and disclosure.

Service Order under Master Services Agreement

This order for the offerings listed below constitutes a Service Order under the Master Services Agreement or other governing agreement ("Agreement") between TPR Education, LLC d/b/a The Princeton Review ("Vendor") and California Connections Academy-California ("Customer"). If any Addendum is attached to this Service Order, the Addendum is hereby incorporated into the Agreement.

Customer Primary Contact Information:	**Vendor Primary Contact Information**
Name: Leslie Dombek	Name: Emily Cain
Customer: California Connections Academy-California	TPR Education, LLC d/b/a The Princeton Review
Address: 580 N. Wilma Ave. Ste. G	Address: 110 E. 42nd St., FL 7
City, State Zip: Ripon, CA 95366	New York, NY 10017
Telephone: (949) 461-1667 ext. 358	Telephone: 387.347.2094
Email: ldombek@californiaops.org	Email: emily.cain@tutor.com

Customer Billing Contact Information	**Vendor Billing Contact Information**
Name: Leslie Dombek	Customer Invoicing
Customer: California Connections Academy-California	Telephone: 800-444-0189
Address: 33272 Valle Road San Juan Capistrano, CA 92675	Email: TPR_AccountsReceivable@review.com
Telephone: (949) 461-1667 ext. 358	Please remit payment to address on invoice.

Princeton Review | Tutor.com

Customer Billing Contact Information	Vendor Billing Contact Information
Email(s): ldombek@calca.connectionsacademy.org	

Ordered Services: Vendor agrees to provide Customer the Services listed below.

Opportunity Number: 192303

Service Order Start Date: 06 / 15 / 2025

Service Order End Date: 06 / 14 / 2026

Product Name	Per Unit Price	Quantity	Subtotal
TutorPlus Student Center Tutor.com Student Center includes academic tutoring for learners from kindergarten through grade 12. Hours of availability* are 24/7, excluding holidays**	$61,281.00	1	$61,281.00
		Total	**$61,281.00**

Term. The initial term for the Services in this Service Order will be from the Start Date to the End Date for the Services listed above.

The Services will automatically renew for additional, successive 1 year renewal terms unless either party notifies the other party in writing no less than 30 days prior to the end of the then-current term that the Services will terminate at the end of the then-current term. Customer may notify Vendor through an email from Customer's Authorized Representative to Vendor's Primary Contact at the contact's email address set forth above, setting forth which of the Services (or whether all of the Services) will terminate. Vendor reserves the right to change the fees for any Services renewal term by giving Customer written notice of such change no later than 45 days prior to the end of the then-current term for Tutoring Services (subject to Customer's right not to renew in accordance with the preceding sentence).

100% of unused hours purchased under the preceding Service Order will carry forward into the term of this Service Order as Roll-Over hours. Any hours rolled over will be deemed to be used first before any hours newly purchased under this Service Order are used.

100% of unused hours purchased under this Service Order will carry forward into the term of the subsequent Service Order as rollover hours if a subsequent Service Order is executed on or before the end of the term of this Service Order. Roll-Over hours will expire 12 months from the end date of the Service Order on which they were purchased or when there is no longer any active Tutor.com Service Order, whichever is earlier. Any hours rolled over will be deemed to be used first before any hours newly purchased.

Invoicing and Payment

Vendor may invoice Customer upon execution of the Agreement or this Service Order, as applicable, and upon the start of any renewal term of the Service Order unless otherwise specified below. Customer will pay invoices within 30 days of the invoice date. Vendor may suspend the Services if any amounts remain unpaid 30 days after the due date. All fees are net of taxes, except for taxes on Vendor's income. Taxes, if applicable, will be included in the invoice sent by Vendor to Customer unless Customer provides a state tax exemption certificate.

Taxes, if applicable, will be included in the invoice sent by Vendor to Customer unless Customer provides a state tax exemption certificate.

Special Invoicing Instructions: n/a

If Customer requires a purchase order to order the Services, Customer will specify here:

PO Required: Yes, P.O. issued before invoice.

California Online
Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Leslie Dombek	Today's Date: 4/24/25	Date Needed By: 5/1/25
Department/ Grade Level: All	School Region: All	
Vendor Name: Tutor.com	Vendor Contact Name: Emily Cain	Vendor Email: Emily.Cain@tutor.com
Vendor Address: Customer Invoicing, 110 E. 42nd St., FL 7, New York, NY 10017		

Intent / Usage/ Notes of Purchase:

An unlimited number of hours of tutoring for all grade levels and in all subjects, including CCI support.

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Unlimited hours of tutoring support	1	61,281	Princeton Review/Tutor.com online tutoring for all subjects and grade levels
Total:			

Requestor Name: _Leslie Dombek__ Requestor Signature: _Leslie Dombek_____ Date: __4/24/25_____

SPuDs Name: R. Romero Die of Finance Lachelle Carter SPuDs Signature: _____ Date: 4.25.25

DocuSigned by: 05/05/2025 53EF3C0EE6DA47E...

FOR FINANCE DEPARTMENT USE ONLY

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

PURCHASE REQUISITION PROCESS

1. The employee will complete a purchase requisition for the required products or services and submit for approval.
2. The requisition will go through an escalating approval flow, typically starting with the employee's grade level principal, director, or superintendent. They will have the option to approve, deny or request additional verification.
3. The purchase request is subject to budget review and policy checks.
4. If approval is granted, a purchase order process is initiated and sent to a vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7885 Fax

Purchase Order Number:	2024 - 25 - 125		
Date:	5/6/2025	Vendor:	Marshall Cavendish Education
Vendor Contact Name:	Customer Service	Address:	800 Westchester Avenue
Vendor Phone Number:	914-332-8888		Suite N-641
Vendor Fax Number:		City:	Rye Brook
Email P.O. to vendor?	[X] Yes [ ] No	State:	NY
Vendor Email:	Customerservice@marshallcavendish.com	Zip:	10573

Requester: Than Short

Department: Elementary

Intent/Purpose: Math Curriculum

Signature: DocuSigned by: Than Short F271845288424492... Date: 05/06/2025

Product/Description	Sales Quote#	Item #	Cost	Qty	Total Cost
PRI MATH ADDT PRAC KDGTN A	41025	9789814911542	$ 12.95	300	$ 3,885.00
PRI MATH ADDT PRAC KDGTN B	41025	9789814911559	$ 12.95	300	$ 3,885.00
PRI MATH ADDT PRAC 1A	41025	9789814911566	$ 12.95	450	$ 5,827.50
PRI MATH ADDT PRAC 1B	41025	9789814911573	$ 12.95	450	$ 5,827.50
PRI MATH ADDT PRAC 2A	41025	9789814911580	$ 12.95	500	$ 6,475.00
PRI MATH ADDT PRAC 2B	41025	9789814911597	$ 12.95	500	$ 6,475.00
PRI MATH ADDT PRAC 3A	41025	9789814911603	$ 12.95	475	$ 6,151.25
PRI MATH ADDT PRAC 3B	41025	9789814911610	$ 12.95	475	$ 6,151.25
PRI MATH ADDT PRAC 4A	41025	9789814911627	$ 12.95	500	$ 6,475.00
PRI MATH ADDT PRAC 4B	41025	9789814911634	$ 12.95	500	$ 6,475.00
PRI MATH ADDT PRAC 5A	41025	9789814911641	$ 12.95	550	$ 7,122.50
PRI MATH ADDT PRAC 5B	41025	9789814911658	$ 12.95	550	$ 7,122.50
PRI MATH HOME INSTRUCTORS GUIDE KDGTN A	41025	9789814913140	$ 25.50	300	$ 7,650.00
PRI MATH HOME INSTRUCTORS GUIDE KDGTN B	41025	9789814913157	$ 25.50	300	$ 7,650.00
PRI MATH HOME INSTRUCTORS GUIDE 1A	41025	9789814913164	$ 25.50	450	$ 11,475.00
PRI MATH HOME INSTRUCTORS GUIDE 1B	41025	9789814913171	$ 25.50	450	$ 11,475.00
PRI MATH HOME INSTRUCTORS GUIDE 2A	41025	9789814913188	$ 25.50	500	$ 12,750.00
PRI MATH HOME INSTRUCTORS GUIDE 2B	41025	9789814913195	$ 25.50	500	$ 12,750.00
PRI MATH HOME INSTRUCTORS GUIDE 3A	41025	9789814913201	$ 25.50	475	$ 12,112.50
PRI MATH HOME INSTRUCTORS GUIDE 3B	41025	9789814913218	$ 25.50	475	$ 12,112.50
PRI MATH HOME INSTRUCTORS GUIDE 4A	41025	9789814913225	$ 25.50	500	$ 12,750.00
PRI MATH HOME INSTRUCTORS GUIDE 4B	41025	9789814913232	$ 25.50	500	$ 12,750.00
PRI MATH HOME INSTRUCTORS GUIDE 5A	41025	9789814913249	$ 25.50	550	$ 14,025.00
PRI MATH HOME INSTRUCTORS GUIDE 5B	41025	9789814913256	$ 25.50	550	$ 14,025.00
PRI MATH STU BK KDGTN A	41025	9789814911344	$ 12.95	300	$ 3,885.00
PRI MATH STU BK KDGTN B	41025	9789814911351	$ 12.95	300	$ 3,885.00
PRI MATH STU BK 1A REV	41025	9789814911368	$ 12.95	450	$ 5,827.50
PRI MATH STU BK 1B REV	41025	9789814911375	$ 12.96	450	$ 5,832.00
PRI MATH STU BK 2A REV	41025	9789814911382	$ 12.95	500	$ 6,475.00
PRI MATH STU BK 2B REV	41025	9789814911399	$ 12.95	500	$ 6,475.00
PRI MATH STU BK 3A REV	41025	9789814911405	$ 12.95	475	$ 6,151.25
PRI MATH STU BK 3B REV	41025	9789814911412	$ 12.95	475	$ 6,151.25
PRI MATH STU BK 4A REV	41025	9789814911429	$ 12.95	500	$ 6,475.00
PRI MATH STU BK 4B REV	41025	9789814911436	$ 12.95	500	$ 6,475.00
PRI MATH STU BK 5A REV	41025	9789814911443	$ 12.95	550	$ 7,122.50
PRI MATH STU BK 5B REV	41025	9789814911450	$ 12.95	550	$ 7,122.50
EARLYBIRD KDGTN MATH TB A CC	41025	9789810189761	$ 26.00	100	$ 2,600.00
EARLYBIRD KDGTN MATH TB B CC	41025	9789810189778	$ 26.00	100	$ 2,600.00
EARLYBIRD KDGTN MATH AB A CC	41025	9789810198398	$ 19.70	100	$ 1,970.00
EARLYBIRD KDGTN MATH AB B CC	41025	9789810198404	$ 19.70	100	$ 1,970.00
Sales Tax	41025	-	$ 25,761.14	1	$ 25,761.14
		-			$ -
				Order Total	$320,171.14

Signature: DocuSigned by: Brian Anderson 05/06/2025

Purchase Requested by: DocuSigned by: 05/06/2025

Administrative Approval: DocuSigned by: Bernardo Jamero Date 05/06/2025

Finance Approval: DocuSigned by: Date

[ ] via email approval (see attached)

Marshall Cavendish Education

Quote

800 Westchester Avenue
Suite N-641
Rye Brook, NY 10573

Date	Quote #
4/10/2025	041025

Bill To

California Online Public Schools
dba CA Connections Academy Southern Cali
Attn: Business Office
33272 Valle Road
San Juan Capistrano, CA 92675

Ship To

Total Transportation Logistics
Attn: Michelle Li
10 Latitude Way
Building 11
Corona, CA 92881

Rep	
JK	

Item	Description	Qty	Rate	Total
9789814911542	PRI MATH ADDT PRAC KDGTN A	300	12.95	3,885.00
9789814911559	PRI MATH ADDT PRAC KDGTN B	300	12.95	3,885.00
9789814911566	PRI MATH ADDT PRAC 1A	450	12.95	5,827.50
9789814911573	PRI MATH ADDT PRAC 1B	450	12.95	5,827.50
9789814911580	PRI MATH ADDT PRAC 2A	500	12.95	6,475.00
9789814911597	PRI MATH ADDT PRAC 2B	500	12.95	6,475.00
9789814911603	PRI MATH ADDT PRAC 3A	475	12.95	6,151.25
9789814911610	PRI MATH ADDT PRAC 3B	475	12.95	6,151.25
9789814911627	PRI MATH ADDT PRAC 4A	500	12.95	6,475.00
9789814911634	PRI MATH ADDT PRAC 4B	500	12.95	6,475.00
9789814911641	PRI MATH ADDT PRAC 5A	550	12.95	7,122.50
9789814911658	PRI MATH ADDT PRAC 5B	550	12.95	7,122.50
9789814913140	PRI MATH HOME INSTRUCTORS GUIDE KDGTN A	300	25.50	7,650.00
9789814913157	PRI MATH HOME INSTRUCTORS GUIDE KDGTN B	300	25.50	7,650.00
9789814913164	PRI MATH HOME INSTRUCTORS GUIDE 1A	450	25.50	11,475.00
9789814913171	PRI MATH HOME INSTRUCTORS GUIDE 1B	450	25.50	11,475.00
9789814913188	PRI MATH HOME INSTRUCTORS GUIDE 2A	500	25.50	12,750.00
9789814913195	PRI MATH HOME INSTRUCTORS GUIDE 2B	500	25.50	12,750.00
9789814913201	PRI MATH HOME INSTRUCTORS GUIDE 3A	475	25.50	12,112.50
9789814913218	PRI MATH HOME INSTRUCTORS GUIDE 3B	475	25.50	12,112.50
9789814913225	PRI MATH HOME INSTRUCTORS GUIDE 4A	500	25.50	12,750.00
9789814913232	PRI MATH HOME INSTRUCTORS GUIDE 4B	500	25.50	12,750.00
9789814913249	PRI MATH HOME INSTRUCTORS GUIDE 5A	550	25.50	14,025.00
9789814913256	PRI MATH HOME INSTRUCTORS GUIDE 5B	550	25.50	14,025.00
9789814911344	PRI MATH STU BK KDGTN A	300	12.95	3,885.00
9789814911351	PRI MATH STU BK KDGTN B	300	12.95	3,885.00
9789814911368	PRI MATH STU BK 1A REV	450	12.95	5,827.50
9789814911375	PRI MATH STU BK 1B REV	450	12.95	5,827.50
9789814911382	PRI MATH STU BK 2A REV	500	12.95	6,475.00
9789814911399	PRI MATH STU BK 2B REV	500	12.95	6,475.00
9789814911405	PRI MATH STU BK 3A REV	475	12.95	6,151.25
9789814911412	PRI MATH STU BK 3B REV	475	12.95	6,151.25
9789814911429	PRI MATH STU BK 4A REV	500	12.95	6,475.00

Total

Phone #
914-332-8888

Marshall Cavendish Education

Quote

800 Westchester Avenue
Suite N-641
Rye Brook, NY 10573

Date	Quote #
4/10/2025	041025

Bill To	Ship To
California Online Public Schools dba CA Connections Academy Southern Cali Attn: Business Office 33272 Valle Road San Juan Capistrano, CA 92675	Total Transportation Logistics Attn: Michelle Li 10 Latitude Way Building 11 Corona, CA 92881

Rep	
JK	

Item	Description	Qty	Rate	Total
9789814911436	PRI MATH STU BK 4B REV	500	12.95	6,475.00
9789814911443	PRI MATH STU BK 5A REV	550	12.95	7,122.50
9789814911450	PRI MATH STU BK 5B REV	550	12.95	7,122.50
9789810189761	EARLYBIRD KDGTN MATH TB A CC	100	26.00	2,600.00
9789810189778	EARLYBIRD KDGTN MATH TB B CC	100	26.00	2,600.00
9789810198398	EARLYBIRD KDGTN MATH AB A CC	100	19.70	1,970.00
9789810198404	EARLYBIRD KDGTN MATH AB B CC	100	19.70	1,970.00
Shipping & Handl...	Shipping & Handling		29,441.00	29,441.00
Shipping & Handl...	Discount on Shipping & Handling		-29,441.00	-29,441.00
	Sales Tax		25,761.14	25,761.14
	Select this as a transaction's tax to use AvaTax		0.00%	0.00

Total $320,171.14

Phone #
914-332-8888

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 3/6/25	Date Needed By: ASAP
Department/ Grade Level: Elementary	School Region: All	
Vendor Name: Marshall Cavendish Corporation	Vendor Contact Name: Imelda Guarin	Vendor Email: iguarin@marshallcavendish.com
Vendor Address:800 Westchester Ave., Ste. N-641 Rye Brook, NY 10573		

Intent / Usage/ Notes of Purchase:
Math Books
TK - 5th Grade

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
PRI MATH ADDT PRAC KDGTN A	300	$12.95	$3885.00	
PRI MATH ADDT PRAC KDGTN B	300	$12.95	$3885.00	
PRI MATH ADDT PRAC 1A	450	$12.95	$5827.50	
PRI MATH ADDT PRAC 1B	450	$12.95	$5827.50	
PRI MATH ADDT PRAC 2A	500	$12.95	$6475.00	
PRI MATH ADDT PRAC 2B	500	$12.95	$6475.00	
PRI MATH ADDT PRAC 3A	475	$12.95	$6151.25	
PRI MATH ADDT PRAC 3B	475	$12.95	$6151.25	
PRI MATH ADDT PRAC 4A	500	$12.95	$6475.00	
PRI MATH ADDT PRAC 4B	500	$12.95	$6475.00	
PRI MATH ADDT PRAC 5A	550	$12.95	$7122.50	
PRI MATH ADDT PRAC 5B	550	$12.95	$7122.50	
PRI MATH HOME INSTRUCTORS GUIDE KDGTN A	300	$25.50	$7650.00	
PRI MATH HOME INSTRUCTORS GUIDE KDGTN B	300	$25.50	$7650.00	
PRI MATH HOME INSTRUCTORS GUIDE 1A	450	$25.50	$11,475.00	
PRI MATH HOME INSTRUCTORS GUIDE 1B	450	$25.50	$11,475.00	
PRI MATH HOME INSTRUCTORS GUIDE 2A	500	$25.50	$12,750.00	

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
PRI MATH HOME INSTRUCTORS GUIDE 2B	500	$25.50	$12,750.00	
PRI MATH HOME INSTRUCTORS GUIDE 3A	475	$25.50	$12,112.50	
PRI MATH HOME INSTRUCTORS GUIDE 3B	475	$25.50	$12,112.50	
PRI MATH HOME INSTRUCTORS GUIDE 4A	500	$25.50	$12,750.00	
PRI MATH HOME INSTRUCTORS GUIDE 4B	500	$25.50	$12,750.00	
PRI MATH HOME INSTRUCTORS GUIDE 5A	550	$25.50	$14,025.00	
PRI MATH HOME INSTRUCTORS GUIDE 5B	550	$25.50	$14,025.00	
PRI MATH STU BK KDGTN A	300	$12.95	$3885.00	
PRI MATH STU BK KDGTN B	300	$12.95	$3885.00	
PRI MATH STU BK 1A REV	450	$12.95	$5827.50	
PRI MATH STU BK 1B REV	450	$12.95	$5827.50	
PRI MATH STU BK 2A REV	500	$12.95	$6475.00	
PRI MATH STU BK 2B REV	500	$12.95	$6475.00	
PRI MATH STU BK 3A REV	475	$12.95	$6151.25	
PRI MATH STU BK 3B REV	475	$12.95	$6151.25	
PRI MATH STU BK 4A REV	500	$12.95	$6475.00	
PRI MATH STU BK 4B REV	500	$12.95	$6475.00	
PRI MATH STU BK 5A REV	550	$12.95	$7122.50	
PRI MATH STU BK 5B REV	550	$12.95	$7122.50	
EARLYBIRD KDGTN MATH TB A CC	100	$26.00	$2600.00	
EARLYBIRD KDGTN MATH TB B CC	100	$26.00	$2600.00	
EARLYBIRD KDGTN MATH AB A CC	100	$19.70	$1970.00	
EARLYBIRD KDGTN MATH AB B CC	100	$19.70	$1970.00	
Sales Tax	1		$25,761.14	
Total:			$320,171.14	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short F27184528642492... **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek D39ED653025C4F3... **Date:** 04/28/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 53EF3C0EE6DA47E... **Date:** 05/06/2025

Method of Payment: **Credit Card**____ **Check**____ **ACH**____ **Purchase Order**____ **Other:** _____

PO#: _____ PO# Date Issued: _____ Requisition #: _____

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 126		
Date:	5/6/2025	Vendor:	Everway-N2Y LLC
Vendor Contact Name:	Jennifer Mercier	Address:	2401 Sawmill Pkwy Suite 10-11,
Vendor Phone Number:	800-697-6575		
Vendor Fax Number:		City:	Huron
Email P.O. to vendor?	[x] Yes [ ] No	State	OH
Vendor Email:	nafinance@everway.com	Zip	44839

Requester: Than Short

Department: St Services

Intent/Purpose: St Services Curriculum

Signature: DocuSigned by: Than Short 12F1B45280C4492... **Date:** 05/06/2025

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
News2youTM	#Q-230690	NWS	$ 259.99	9	$ 2,339.91
SymbolStix PRIME® / SYMBOLSTIX®	#Q-230690	SSX	$ 184.99	9	$ 1,664.91
Unique Learning System®	#Q-230690	ULS	$ 830.99	20	$ 16,619.80
					$ -
					$ -
					$ -
					$ -
					$ -
				Order Total	$20,624.62

Signatures (for email approval):

DocuSigned by: Brittney Anderson 05/06/2025
Purchaser/Requester — Date

DocuSigned by: 05/06/2025
Administrator Approval (required) — Date

DocuSigned by: Bernie Jamero 05/06/2025
Finance Approval (required) — Date

[ ] via email approval (see attached)

Quote
#Q-230890

Quote must be attached to Purchase Order

Everway

April 16, 2025

Valid Until July 15, 2025

COMMENCEMENT DATE:8/1/2025

N2Y LLC
2401 Sawmill Pkwy Suite 10-11,
Huron, OH 44839,
United States

Bill To
California Online Public Schools
Accounts Payable
33272 Valle Road,
San Juan Capistrano, California 92675

ATTN: NA

Ship To
California Online Public Schools
Accounts Payable
33272 Valle Road,
San Juan Capistrano, California 92675

ATTN: Than Short

PO's or Payment Questions
nafinance@everway.com
Fed Tax ID: 26-2606260

Everway Contact:
Jennifer Mercier
j.mercier@texthelp.com

QTY	Item	Type	License Description	Sub Start Date	Sub End Date	Unit Price	Extended Price
9	NWS	Retail	News2you™	8/1/2025	7/31/2026	USD 259.99	USD 2,339.91
9	SSX	Retail	SymbolStix PRIME® / SYMBOLSTIX®	8/1/2025	7/31/2026	USD 184.99	USD 1,664.91
20	ULS	Retail	Unique Learning System®	8/1/2025	7/31/2026	USD 830.99	USD 16,619.80
						Total Unit:	USD 20,624.62
						VAT:	USD 0.00
						Total:	USD 20,624.62

NOTE: Credits, discount, adjustments, notes

Texthelp Inc and n2y LLC have merged to become n2y LLC doing business as Everway

RESOURCES INCLUDED WITH SUBSCRIPTION :

- Please see here for appropriate support contact information and note that support varies by product:
  - Co:Writer, Equatio, OrbitNote, Read&Write, Snap&Read, uPAR support@texthelp.com and 1-888-248-2479 with coverage from 9AM - 5PM Eastern Standard Time
  - Classics, Inspire, L3skills, news2you, Polaris, Positivity, Unique Learning System support@n2y.com and 800-697-6575 with coverage from 8AM - 4:30PM Eastern Standard Time
    Note that chat support is available 9AM - 7:15PM Eastern Standard Time
- Online Support Forum/Knowledgebase
- Training and Implementation resources including Feature & How to Videos, Getting Started Guides, Toolmatcher, Training Portal, Product Certification, Live & Recorded webinars, Just-In-Time Email Communications, Smart Start Sessions and In-App Walkthroughs
- Product Updates and Enhancements
- Additional Professional Development Offerings available for purchase

FINANCIAL NOTES:

- Credit card payments will only be accepted for purchases of $5000 or less, a convenience fee will be applied to all credit card transactions
- A copy of the Tax-Exempt ID Certificate must accompany order if applicable, otherwise sales tax may be charged. All quoted sales tax is estimated and subject to change on final invoicing.
- Our prices are subject to periodic increases
- Additional licenses, optional features, upgrades and enhanced functionalities may incur additional fee(s), and will be priced pursuant to [EVERWAY'S] then current price list and quoted by [EVERWAY'S] upon receipt of a written request from Customer.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Than Short	Today's Date: 4/17/25	Date Needed By: 7/15/25
Department/ Grade Level: St Services	School Region: All	
Vendor Name: Everway	Vendor Contact Name Jennifer Mercier	Vendor Email: j.mercier@texthelp.com
Vendor Address:N2Y LLC 2401 Sawmill Pkwy Suite 10-11, Huron, OH 44839, United States		PO's or Payment Questions nafinance@everway.com Fed Tax ID: 26-2606260

Intent / Usage/ Notes of Purchase:
St. Services Curriculum

Item of Purchase: *(add item link, if necessary)*	Quantity:	Rate:	Price:	Notes/ Description:
News2you™	9	$259.99	$2,339.91	
SymbolStix PRIME® / SYMBOLSTIX®	9	$184.99	$1,664.91	
Unique Learning System®	20	$830.99	$16,619.80	
Total:			$20,624.62	

Requestor Name: Than Short **Requestor Signature:** DocuSigned by: Than Short F2F184528BC2492... **Date:** 04/25/2025

SPuDs Name: Leslie Dombek **SPuDs Signature:** DocuSigned by: Leslie Dombek 008ED85C25B4F5... **Date:** 04/28/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 53EF3C0EE6DA47E... **Date:** 05/06/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order; or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

2024-2025 PURCHASE ORDER

California Online Public Schools
33272 Valle Road, San Juan Capistrano, CA 92675
(949) 461-1667 Phone (949) 240-7895 Fax

Purchase Order Number:	2024 - 25 - 127		
Date:	5/6/2025	Vendor:	Parent Square
Vendor Contact Name:	Valerie Conti	Address:	6144 Calle Real, Suite 200A
Vendor Phone Number:			
Vendor Fax Number:		City:	Goleta
Email P.O. to vendor?	[x] Yes [ ] No	State	CA
Vendor Email:	Valerie.conti@parentsquare.com	Zip	93117

Requester: Leslie Dombek

Department: Ed Services

Intent/Purpose: Parent/Family Communication tool- all school

Signature: DocuSigned by: Leslie Dombek 05/06/2025 Date:

Product/Description	Sales Quote#	Item#	Cost	Qty	Total Cost
Annual Parent Square Contract (12 Months) Start date: July 1, 2025	20250428-094500229	-	$ 5.00	9249	$ 46,245.00
Discount	20250428-094500229	-	$ (2,589.72)	1	$ (2,589.72)
					$ -
					$ -
					$ -
					$ -
					$ -
					$ -
			Order Total		$43,655.28

Signature(s) (or email approval):

Purchaser/Requestor: DocuSigned by: Brian Anderson Date 05/06/2025

Administrator Approval (required): DocuSigned by: Bernie Jamero Date 05/06/2025

Finance Approval (required): Date

[ ] via email approval (see attached)

ParentSquare™

California Online Public Schools - July 2025 Renewal

Pricing Term Start Date: July 1, 2025 | **Pricing Term End Date:** June 30, 2026 | **Quote Create Date:** April 28, 2025 | **Reference:** 20250428-094500229

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
United States

Richie Romero
Deputy Superintendent
rromero@californiaops.org
877-384-0366

Comments

Valerie Conti - ParentSquare, Inc.

Products & Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Engage 2023 Universal Reach · One-way notifications and urgent alerts · Automated notices and attendance notifications · Social and website sharing · Student communication app (StudentSquare) True Two-Way · Two-way SMS texting · Two-way app and web messaging · Two-way email replies · Automatic language translation Enhanced Engagement · Newsletter designer (Studio Editor) · Appointment invitations and RSVPs · Volunteering and signups · Searchable directory Admin Intelligence · Data analytics and report... **Payment starts: July 1, 2025**	July 1, 2025	12	9,249	$5.00 / year	$43,655.28 / year after $2,589.72 discount for 1 year

Due now $0.00

Future Payments Summary

Item	Payment
Engage 2023	$43,655.28 / year starting on July 1, 2025 for 1 payment

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.

Richie Romero
rromero@californiaops.org

This quote expires on July 27, 2025

Purchase terms

District/School Agreement -- The Services are subject to the terms contained in this Order Form and School Agreement which are located at www.parentsquare.com/agreement, and incorporated by reference into this Order Form ("ParentSquare School Agreement").

By executing this Order Form, the undersigned certifies that (i) the undersigned is a duly authorized agent of District/School, and (ii) the undersigned has read the ParentSquare School Agreement and will take all reasonable measures to enforce them within the District/School.

NOTE: Pricing above does not reflect ParentSquare's right to increase pricing up to 5% each annual period. Pricing above also does not include applicable tax, which will be applied upon invoicing.

Privacy Policy -- The ParentSquare Privacy Policy may be reviewed here - https://www.parentsquare.com/privacy

Terms of Use -- The ParentSquare Terms of Use may be reviewed here - https://www.parentsquare.com/terms

StudentSquare Consent -- Pursuant to Children's Online Privacy and Protection Act ("COPPA"), ParentSquare relies on the School's consent on behalf of students in order to allow those under 13 years of age to use our services.

Questions? Contact me

Valerie Conti
valerie.conti@parentsquare.com

ParentSquare, Inc.
6144 Calle Real, Suite 200A
Goleta, CA 93117
United States

California Online
Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Leslie Dombek	Today's Date: 4/30/25	Date Needed By: 7/27/25
Department/ Grade Level: Ed Services	School Region: All	
Vendor Name: Parent Square	Vendor Contact Name: Valerie Conti	Vendor Email: valerie.conti@parentsquare.com
Vendor Address: 6144 Calle Real, Suite 200A Goleta, CA 93117 United States		

Intent / Usage/ Notes of Purchase:

Parent Square- a school-wide communication tool for Parents/students and staff.

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Annual Parent Square contract	1	$43,655.28	
Total:			

Requestor Name: _Leslie Dombek__ Requestor Signature: _Leslie Dombek_____ Date: _____

SPuDs Name: L. Lomeno Lachelle Carter DocuSigned by: SPuDs Signature: _____ Date: 5-1-25 05/06/2025 53EF3C0EE6DA47E...

FOR FINANCE DEPARTMENT USE ONLY

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ PO# Date Issued: _____ Requisition #: _____

ParentSquare™

California Online Public Schools - July 2025 Renewal

Pricing Term Start Date: July 1, 2025 | **Pricing Term End Date:** June 30, 2026 | **Quote Create Date:** April 28, 2025 | **Reference:** 20250428-094500229

California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675
United States

Richie Romero
Deputy Superintendent
rromero@californiaops.org
877-384-0366

Comments

Valerie Conti - ParentSquare, Inc.

Products & Services

Item & Description	Billing Start Date	Term (Months)	Quantity	Unit Price	Total
Engage 2023 Universal Reach • One-way notifications and urgent alerts • Automated notices and attendance notifications • Social and website sharing • Student communication app (StudentSquare) True Two-Way • Two-way SMS texting • Two-way app and web messaging • Two-way email replies • Automatic language translation Enhanced Engagement • Newsletter designer (Studio Editor) • Appointment invitations and RSVPs • Volunteering and signups • Searchable directory Admin Intelligence • Data analytics and report... **Payment starts: July 1, 2025**	July 1, 2025	12	9,249	$5.00 / year	$43,655.28 / year after $2,589.72 discount for 1 year

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rromero@californiaops.org

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Terms of Use -- The ParentSquare Terms of Use may be reviewed here - https://www.parentsquare.com/terms

StudentSquare Consent -- Pursuant to Children's Online Privacy and Protection Act ("COPPA"), ParentSquare relies on the School's consent on behalf of students in order to allow those under 13 years of age to use our services.

Questions? Contact me

Valerie Conti
valerie.conti@parentsquare.com

ParentSquare, Inc.
6144 Calle Real, Suite 200A
Goleta, CA 93117
United States

KAISER PERMANENTE®

P.O. Box 629028
EL Dorado Hills, CA 95762-9028

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 2510099819
Statement ID. 251009950189
April 2025

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 03/15/2025 will appear on your next bill.

Summary of Amount Due

Previous Balance	$87,053.87
Payments	$-87,053.87
Balance	**$0.00**
Current Activity	$91,032.78
Retro Activity	$0.00
Total Current Charges	**$91,032.78**

Total Amount Due $91,032.78
(Includes past due and current charges)

Due Before **04/01/2025**

You're signed up for autopay. Your account ending in 7900 will be charged $91,032.78, on 03/28/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

Accounts included in this bill

Purchaser ID	Region	Billing Unit ID	Billing Unit Name	Total Active Member Count	Total Charges
236567	SCR	0000	CALIFORNIA ONLINE/HCHMO ACTIVE	100	$59,359.86
236567	SCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	74	$31,672.92

KAISER PERMANENTE®

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 2510099819
Statement ID. 251009950189
April 2025

Any activity processed after 03/15/2025 will appear on your next bill.

Payment Summary for Customer ID 2510099819

Purchaser ID	Date posted	Payment type	Reference number	Payment amount	Billing Unit ID applied	Amount applied
236567	02/25/2025	ACH	4792626	$87,053.87	0000	$-55,380.95
236567	02/25/2025	ACH	4792626	$87,053.87	0001	$-31,672.92
	Total amount paid					**$-87,053.87**

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.

KAISER PERMANENTE®

P.O. Box 629028
EL Dorado Hills, CA 95762-9028

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 7928198292
Statement ID. 792819850158
April 2025

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 03/15/2025 will appear on your next bill.

Summary of Amount Due

Previous Balance	$27,957.35
Payments	$-27,957.35
Balance	**$0.00**
Current Activity	$27,957.35
Retro Activity	$0.00
Total Current Charges	**$27,957.35**

Total Amount Due $27,957.35
(Includes past due and current charges)

Due Before 04/01/2025

You're signed up for autopay. Your account ending in 7900 will be charged $27,957.35, on 03/28/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

Accounts included in this bill

Purchaser ID	Region	Billing Unit ID	Billing Unit Name	Total Active Member Count	Total Charges
608019	NCR	0000	CALIFORNIA ONLINE/HCHMO ACTIVE	34	$17,670.51
608019	NCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	23	$10,286.84

KAISER PERMANENTE®

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 7928198292
Statement ID. 792819850158
April 2025

Any activity processed after 03/15/2025 will appear on your next bill.

Payment Summary for Customer ID 7928198292

Purchaser ID	Date posted	Payment type	Reference number	Payment amount	Billing Unit ID applied	Amount applied
608019	02/25/2025	ACH	4792223	$27,957.35	0000	$-17,670.51
608019	02/25/2025	ACH	4792223	$27,957.35	0001	$-10,286.84
	Total amount paid					**$-27,957.35**

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.

Effectual Educational Consulting Services

22756 Sweet Meadow
Mission Viejo, CA 92692
rhawnda.bochum@eecsspedservices.com

Effectual Educational Consulting Services

INVOICE

BILL TO
Connections Education dba Pearson OBL
SoCal
10960 Grantchester Way - 3rd floor
Columbia, MD 21044

INVOICE	12920
DATE	01/31/2025
TERMS	Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Ciara Castille - Parent Counseling: Socal 1/9/25 1.00 1/10/25 1.0 [redacted]	2	110.00	220.00
Ciara Castille - Behavior Intervention Services: Socal 1/8/25 1.00 1/15/25 1.00 1/9/25 1.00 1/9/25 1.00 [redacted]	4	110.00	440.00
Jill Morrison - Individual Counseling: SoCal 01/07/25 1.00 01/14/25 1.00 01/21/25 1.00 01/28/25 1.00 [redacted]	4	110.00	440.00
Jill Morrison - Behavior Intervention Services: SoCal 01/07/25 1.00 01/14/25 1.00 01/21/25 1.00 01/28/25 1.00 [redacted]	4	110.00	440.00
Brandi Bazemore - Adaptive PE services: SoCal 01/17/25 0.50 01/24/25 0.50 01/23/25 0.50 01/30/25 0.50 [redacted]	2	112.00	224.00
Dale Stone - Speech and Language Pathologist: SoCal 01/28/25 0.25 01/06/25 0.50 01/08/25 0.50 01/13/25 0.50 01/13/25 0.50 01/15/25 0.50 01/22/25 0.50 01/27/25 0.50 01/07/25 0.34 01/09/25 0.34 01/13/25 0.50 01/14/25 0.34 01/16/25 0.34 01/21/25 0.34 [redacted]	7.38	130.00	959.40

01/23/25 0.34
01/28/25 0.34
01/28/25 0.25
01/29/25 0.50
[redacted]

Henry Hernandez - Individual Counseling:	34	110.00	3,740.00

Socal
01/06/25 1.00
01/15/25 1.00
01/20/25 1.00
01/28/25 1.00
01/06/25 1.00
01/13/25 1.00
01/27/25 1.00
01/08/25 1.00
01/17/25 1.00
01/22/25 1.00
01/29/25 1.00
01/08/25 1.00
01/15/25 1.00
01/22/25 1.00
01/29/25 1.00
01/14/25 1.00
01/21/25 1.00
01/22/25 1.00
01/24/25 1.00
01/24/25 1.00
01/17/25 1.00
01/24/25 1.00
01/10/25 1.00
01/17/25 1.00
01/24/25 1.00
01/15/25 1.00
01/16/25 1.00
01/10/25 1.00
01/23/25 1.00
01/07/25 1.00
01/14/25 1.00
01/16/25 1.00
01/21/25 1.00
01/28/25 1.00
[redacted]

Bevy Escobar - School Nurse:	20	112.00	2,240.00

Socal
01/27/25 4.00
01/27/25 4.00
01/10/25 4.00
01/08/25 4.00
01/28/25 4.00
[redacted]

Henry Hernandez - Counseling & Guidance:	13	110.00	1,430.00

SoCal
01/09/25 1.00
01/17/25 1.00
01/10/25 1.00
01/17/25 1.00
01/24/25 1.00
01/06/25 1.00
01/13/25 1.00
01/27/25 1.00
01/09/25 1.00
01/06/25 1.00
01/13/25 1.00
01/22/25 1.00
01/27/25 1.00
[redacted]

Henry Hernandez - Behavior Intervention Services:	5	110.00	550.00

SoCal

01/14/25 1.00 [redacted]			
01/21/25 1.00			
01/06/25 1.00			
01/28/25 1.00			
01/13/25 1.00			
BAE Therapy - Behavior Intervention Services:	10	110.00	1,100.00
SoCal [redacted]			
12/06/24 2.00			
12/12/24 2.00			
12/19/24 2.00			
12/23/24 2.00			
12/30/24 2.00			
Clarissa English - School Psychologist:	1	0.00	0.00
01/06/25 1.00 N/A			
Kathryn Pierson - School Psychologist:	17.25	112.00	1,932.00
SoCal [redacted]			
01/13/25 17.25			
MacKenzie Feeken - Individual Counseling:	9	110.00	990.00
Socal [redacted]			
01/13/2025 1			
01/27/2025 1			
01/21/2025 1			
01/13/2025 1			
01/23/2025 1			
01/30/2025 1			
01/13/2025 1			
01/21/2025 1			
01/27/2025 1			
MacKenzie Feeken - Parent Counseling:	1	110.00	110.00
SoCal [redacted]			
01/28/25 1			
Hether Henderson - School Psychologist:	5	112.00	560.00
SoCal [redacted]			
01/30/25 0.50			
01/31/25 4.00			
01/30/25 0.50			
Julie Vilcek - Adaptive PE services:	1.50	112.00	168.00
SOCAL [redacted]			
01/27/25 0.50			
01/27/25 1.00			
Kim Smith - School Psychologist:	13.50	112.00	1,512.00
SoCal [redacted]			
01/13/25 2.25			
01/16/25 3.00			
01/22/25 2.75			
01/28/25 2.50			
01/29/25 3.00			
Linda Nguyen - School Psychologist:	28	112.00	3,136.00
SoCal [redacted]			
01/24/25 28.00			
Bryn Molinari - Adaptive PE services:	3.32	112.00	371.84
SoCal [redacted]			
01/24/25 0.66			
01/27/25 0.66			
01/24/25 0.50			
01/28/25 0.50			
01/24/25 0.50			
01/31/25 0.50			

Monique Charbonnet - Physical Therapist:	3	160.00	480.00
Socal			
01/10/25 0.50 [redacted]			
01/10/25 0.50			
01/24/25 0.50			
01/24/25 0.50			
01/31/25 0.50			
01/31/25 0.50			
Matthew Lowenstein - Adaptive PE services:	15	112.00	1,680.00
SoCal			
01/06/25 0.50 [redacted]			
01/07/25 0.50			
01/08/25 0.50			
01/09/25 0.50			
01/09/25 0.50			
01/09/25 0.50			
01/10/25 0.50			
01/13/25 0.50			
01/13/25 0.75			
01/14/25 0.50			
01/15/25 0.50			
01/16/25 0.50			
01/16/25 0.50			
01/16/25 0.75			
01/17/25 0.50			
01/21/25 0.50			
01/22/25 0.50			
01/23/25 0.50			
01/23/25 0.50			
01/23/25 0.75			
01/24/25 0.50			
01/27/25 0.50			
01/28/25 0.50			
01/29/25 0.50			
01/30/25 0.50			
01/30/25 0.50			
01/30/25 0.75			
01/31/25 0.50			
Shannon Lopynski - Counseling & Guidance:	9	110.00	990.00
SoCal			
1/8/25 1 [redacted]			
01/15/25			
01/22/25			
1/29/25			
1/6/25 1			
1/14/25			
1/21/25			
1/28/25			
1/28/25			
Shannon Lopynski - Individual Counseling:	19	110.00	2,090.00
SoCal			
01/13/ [redacted]			
1/17/2			
1/30/2			
1/8/25			
1/22/2			
1/27/2			
01/14/			
1/28/2			
1/8/25			
1/22/2			
1/29 1			
1/15/2			
1/15/2			

1/29/25 1
01/06/25
1/27/25 1
01/10/25
1/23/25 1

Sarah Johnson - Adaptive PE services:	16.50	112.00	1,848.00

SoCal
01/07/25 0.50
01/14/25 0.50
01/21/25 0.50
01/21/25 0.50
01/23/25 0.25
01/28/25 0.50
01/06/25 0.50
01/14/25 0.50
01/23/25 0.25
01/28/25 0.50
01/21/25 0.50
01/23/25 0.25
01/09/25 0.50
01/23/25 0.25
01/23/25 0.50
01/29/25 0.50
01/09/25 0.50
01/23/25 0.50
01/23/25 0.25
01/24/25 0.50
01/29/25 0.50
01/09/25 0.50
01/23/25 0.50
01/23/25 0.25
01/27/25 0.50
01/29/25 0.50
01/09/25 0.50
01/23/25 0.25
01/23/25 0.50
01/28/25 0.50
01/29/25 0.50
01/21/25 0.50
01/06/25 1.00
01/23/25 1.00
01/27/25 0.25

Michelle Ballard - School Psychologist:	16.25	112.00	1,820.00

SoCal
01/06/25 0.25
01/07/25 1.00
01/08/25 0.75
01/09/25 3.50
01/10/25 2.00
01/14/25 0.25
01/15/25 1.00
01/19/25 2.25
01/21/25 1.00
01/27/25 0.50
01/27/25 0.75
01/28/25 0.25
01/29/25 0.25
01/27/25 0.25
01/28/25 0.25
01/30/25 2.00

Artesja Cobb - Occupational Therapist:	10.65	130.00	1,384.50

SoCal
1/29/25 0.50
1/9/25 1.50

1/27/25 1.00 1/24/25 0.50 1/31/25 0.50 1/8/25 0.50 1/22/25 0.50 1/9/25 0.33 1/16/25 0.33 1/23/25 0.33 1/30/25 0.33 1/8/25 0.50 1/15/25 0.50 1/22/25 0.50 1/29/25 0.50 1/8/25 0.50 1/15/25 0.50 1/22/25 0.50 1/29/25 0.50 1/29/25 0.33			
Stephanie Strauss - Adaptive PE services: SOCAL 01/10/25 0.50 01/24/25 0.50 01/06/25 0.75 01/10/25 0.75 01/15/25 0.75 01/24/25 0.75 01/28/25 0.75	4.75	112.00	532.00
Romayn Jones - Speech and Language Pathologist: SOCAL 01/08/25 2.00 01/10/25 1.50	3.50	130.00	455.00
Erin Titone - OI & AT Specialist: SOCAL 01/28/25 0.17 01/27/25 0.25 01/27/25 0.17	0.59	130.00	76.70
BAE Therapy - Behavior Intervention Services: SOCAL 01/09/25 2.00 01/15/25 2.00 01/22/25 2.00 01/29/25 2.00	8	110.00	880.00
Ciara Castille - Individual Counseling: Socal 1/7/25 1.00 1/14/25 1.0 1/21/25 1.0 1/28/25 1.0 1/16/25 1.0 1/15/25 1.0	6	110.00	660.00
Ciara Castille - Counseling & Guidance: SoCal 1/10/25 1.00 1/21/25 1.00 1/23/25 2.00	4	110.00	440.00

BALANCE DUE **$33,899.44**

Pay invoice

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
www.oxfordconsulting.com

oxford OCS CONSULTING SERVICES, INC.

"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
2/28/2025	167315

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 2025		
		Paraprofessional Services Grade Band Para Support		
	2,605	CalOPS Grade Band Para Support	48.00	125,040.00
		Verification forms attached		
			Total	$125,040.00

GRADE BAND

Service Date (Actual Service Date)	Service Provider/ Therapist Name	Service Provided (Please use SEIS Service Code Number and Name)	Service Duration - Hourly (Actual Length of Service)	Hourly Fee (Rate from Signed Master Contract)	Amount Due (Service Duration x Hourly Fee)	Notes
2/3/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Madeleine Bliss	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Christina Brasil	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	

2/24/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Kourtney Clark	Paraprofessional	0.00	$48.00	$0.00	Sick
2/5/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Kourtney Clark	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
			112.00		**$5,376.00**	
2/3/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	

2/21/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	Sick
2/26/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
			112.00		**$5,376.00**	
2/3/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Leticia Filer	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Laurelle Flax	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	

2/19/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Lauren Fleischmann	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Lauren Fleischmann	Paraprofessional	0.00	$48.00	$0.00	Sick
2/24/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
			112.00		**$5,376.00**	
2/3/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	

2/17/2025	Flores Cindy	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Flores Cindy	Paraprofessional	0.00	$48.00	$0.00	Sick
2/19/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
			112.00		**$5,376.00**	
2/3/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/6/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
2/7/2025	Edna Guerrera	Paraprofessional	0.00	$48.00	$0.00	Sick
2/10/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/13/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
2/14/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Edna Guerrera	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/20/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
2/24/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/27/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
			112.00		**$5,376.00**	
2/3/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/6/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
2/7/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
2/10/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/13/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Heather Hilaman	Paraprofessional	7.00	$48.00	$336.00	

2/17/2025	Heather Hilaman	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
2/19/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/20/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
2/25/2025	Heather Hilaman	Paraprofessional	6.25	$48.00	$300.00	
2/26/2025	Heather Hilaman	Paraprofessional	6.25	$48.00	$300.00	
2/27/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
			117.50		**$5,640.00**	
2/3/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Natalie Hoss	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Natalie Hoss	Paraprofessional	3.00	$48.00	$144.00	
2/24/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
			115.00		**$5,520.00**	
2/3/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	

2/13/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Jessica Johnson	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Harpreet Kaur	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	

2/11/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Nichole King	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Meghna Lau	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/4/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/5/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/6/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/7/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	

2/10/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/11/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/12/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/13/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/14/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/17/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
2/19/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	Sick
2/20/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
2/24/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
2/27/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
			50.00		**$2,400.00**	
2/3/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Gabriella Martinez	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	

2/7/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Lorie Nieva	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Faith Parra	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	

2/5/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Pineda Crystal	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
			118.00		**$5,664.00**	
2/3/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/6/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/13/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Raquel Salazar	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/20/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/27/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Raquel Salazar	Paraprofessional	6.00	$48.00	$288.00	
			114.00		**$5,472.00**	

2/3/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Patricia Cruz	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Patricia Cruz	Paraprofessional	3.50	$48.00	$168.00	Sick
2/20/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
			114.50		**$5,496.00**	
2/3/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/4/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/5/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
2/6/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/7/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/10/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/11/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/12/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
2/13/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/14/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/17/2025	Evelyn Wimby	Paraprofessional	0.00	$48.00	$0.00	
2/18/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/19/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
2/20/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/21/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/24/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/25/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/26/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
2/27/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
2/28/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	

			118.00		$5,664.00	
	TOTALS		2,605.00		$125,040.00	

Effectual Educational Consulting Services
22756 Sweet Meadow
Mission Viejo, CA 92692
rhawnda.bochum@eecsspedservices.com

Effectual Educational Consulting Services

INVOICE

BILL TO
Connections Education dba Pearson OBL
SoCal
10960 Grantchester Way - 3rd floor
Columbia, MD 21044

INVOICE	12980
DATE	02/28/2025
TERMS	Net 30

DESCRIPTION	QTY	RATE	AMOUNT
Brandi Bazemore - Adaptive PE services: SoCal 02/20/24 0.50 02/27/24 0.50 [redacted]	1	112.00	112.00
Christina Gabrielsen - School Psychologist: SOCAL 02/26/25 12.00 [redacted]	12	112.00	1,344.00
Ciara Castille - Parent Counseling: Socal 2/6/25 1.00 2/13/25 1.0 [redacted]	2	110.00	220.00
Ciara Castille - Behavior Intervention Services: Socal 2/12/25 1.00 2/19/25 1.00 2/13/25 1.00 2/13/25 1.00 [redacted]	4	110.00	440.00
Bevy Escobar - School Nurse: Socal 02/06/25 4.00 02/27/25 4.00 02/04/25 4.00 02/14/25 4.00 02/05/25 4.00 02/04/25 4.00 02/03/25 4.00 02/17/25 4.00 02/12/25 4.00 02/12/25 4.00 02/05/25 4.00 [redacted]	44	112.00	4,928.00
Dale Stone - Speech and Language Pathologist: SoCal 02/03/25 0.50 02/04/25 1.00 02/06/25 0.50 02/10/25 0.50 02/13/25 0.50 02/20/25 0.50 02/24/25 0.50 02/04/25 0.34 02/06/25 0.34 02/11/25 0.34 02/13/25 0.34 02/18/25 0.34 [redacted]	9.72	130.00	1,263.60

02/20/25 0.34
02/24/25 1.00
02/25/24 0.34
02/27/25 0.34
02/05/25 0.50
02/12/25 0.50
02/19/25 0.50
02/26/25 0.50

Artesja Cobb - Occupational Therapist:	47.82	130.00	6,216.60

SoCal
2/21/25 0.50
2/7/25 0.50
2/14/25 0.50
2/21/25 0.50
2/28/25 0.50
2/7/25 1.50
2/27/25 1.50
2/27/25 8.00
2/6/25 0.33
2/13/25 0.33
2/20/25 0.33
2/24/25 1.00
2/27/25 0.33
2/4/25 1.50
2/5/25 1.00
2/10/25 0.50
2/19/25 1.00
2/26/25 1.00
2/28/25 1.00
2/5/25 0.50
2/12/25 0.50
2/19/25 0.50
2/26/25 0.50
2/10/25 0.50
2/13/25 2.00
2/10/25 10.0
2/5/25 0.50
2/12/25 0.50
2/12/25 1.50
2/19/25 0.50
2/26/25 0.50
2/10/25 7.50
2/26/25 0.50

Hether Henderson - School Psychologist:	20	112.00	2,240.00

SoCal
02/01/25 4.00
02/11/25 0.50
02/25/25 1.00
02/28/25 3.00
02/22/25 3.00
02/24/25 2.00
02/28/25 1.50
02/24/25 5.00

Jill Morrison - Individual Counseling:	4	110.00	440.00

SoCal
02/04/25 1.00
02/11/25 1.00
02/18/25 1.00
02/25/25 1.00

Jill Morrison - Behavior Intervention Services:	4	110.00	440.00

SoCal
02/04/25 1.00
02/11/25 1.00

02/18/25 1.00 02/25/25 1.00 [redacted]			
Julie Vilcek - Adaptive PE services: SOCAL 02/03/25 0.50 02/03/25 1.00 02/10/25 0.50 02/10/25 1.00 02/18/25 0.50 02/24/25 0.50 02/24/25 0.50 02/19/25 5.00 [redacted]	9.50	112.00	1,064.00
Kathryn Pierson - School Psychologist: SoCal 02/07/25 20.00 02/26/25 20.00 [redacted]	40	112.00	4,480.00
MacKenzie Feeken - Individual Counseling: Socal 02/03/2025 2/10/2025 1 02/17/2025 02/24/2025 02/06/2025 02/13/2025 02/20/25 1 M 02/27/2025 02/03/2025 02/10/2025 02/17/2025 02/24/2025 [redacted]	12	110.00	1,320.00
MacKenzie Feeken - Parent Counseling: SoCal 02/24/2025 1 [redacted]	1	110.00	110.00
Linda Nguyen - School Psychologist: SoCal 02/03/25 23.00 02/14/25 27.00 [redacted]	50	112.00	5,600.00
Lucky Bradshaw - Adaptive PE services: SOCaL 02/10/25 0.50 02/24/25 0.50 [redacted]	1	112.00	112.00
Lidia Perez - School Psychologist: SOCAL 02/16/25 22.00 [redacted]	22	112.00	2,464.00
Matthew Lowenstein - Adaptive PE services: SoCal 02/03/25 0.50 02/10/25 0.50 02/24/25 0.50 02/05/25 0.50 02/12/25 0.50 02/19/25 0.50 02/26/25 0.50 02/04/25 0.50 02/11/25 0.50 02/18/25 0.50 02/25/25 0.50 02/19/25 0.75 02/26/25 0.75 02/06/25 0.50 02/13/25 0.50 [redacted]	21	112.00	2,352.00

02/20/25 0.50
02/27/25 0.50
02/14/25 0.50
02/28/25 0.50
02/07/25 0.50
02/21/25 0.50
02/24/25 0.50
02/28/25 1.00
02/28/25 0.50
02/06/25 0.50
02/07/25 0.50
02/13/25 0.50
02/14/25 0.50
02/20/25 0.50
02/21/25 0.50
02/27/25 0.50
02/28/25 0.50
02/06/25 0.75
02/12/25 1.00
02/13/25 0.75
02/20/25 0.75
02/26/25 0.75

Henry Hernandez - Individual Counseling:	34	110.00	3,740.00

Socal
02/03/25 1.00
02/12/25 1.00
02/19/25 1.00
02/24/25 1.00
02/12/25 1.00
02/26/25 1.00
02/12/25 1.00
02/26/25 1.00
02/05/25 1.00
02/10/25 1.00
02/24/25 1.00
02/05/25 1.00
02/12/25 1.00
02/19/25 1.00
02/26/25 1.00
02/04/25 1.00
02/11/25 1.00
02/18/25 1.00
02/25/25 1.00
02/14/25 1.00
02/28/25 1.00
02/14/25 1.00
02/28/25 1.00
02/05/25 1.00
02/14/25 1.00
02/21/25 1.00
02/28/25 1.00
02/13/25 1.00
02/27/25 1.00
02/28/25 1.00
02/04/25 1.00
02/11/25 1.00
02/18/25 1.00
02/25/25 1.00

Henry Hernandez - Counseling & Guidance:	13	110.00	1,430.00

SoCal
02/21/25 1.00
02/28/25 1.00
02/05/25 1.00
02/14/25 1.00
02/21/25 1.00

02/28/25 1.00 02/03/25 1.00 02/10/25 1.00 02/24/25 1.00 02/03/25 1.00 02/17/25 1.00 02/10/25 1.00 02/24/25 1.00 [redacted]			
Henry Hernandez - Behavior Intervention Services: SoCal 02/04/25 1.00 02/11/25 1.00 02/18/25 1.00 02/25/25 1.00 02/24/25 1.00 [redacted]	5	110.00	550.00
Monique Charbonnet - Physical Therapist: Socal 02/04/25 0.50 02/04/25 0.50 02/13/25 2.00 02/13/25 0.50 02/21/25 0.50 [redacted]	4	160.00	640.00
Stephanie Strauss - Adaptive PE services: SOCAL 02/06/25 0.50 02/07/25 0.75 02/21/25 0.75 02/21/25 0.50 02/24/25 0.75 02/28/25 0.50 [redacted]	3.75	112.00	420.00
Shannon Ricci - Audiologist: SOCAL 02/13/24 1.00 02/25/25 1.00 [redacted]	2	130.00	260.00
Sarah Johnson - Adaptive PE services: SoCal 02/04/25 0.50 02/11/25 0.50 02/17/25 4.75 02/18/25 0.50 02/18/25 1.00 02/25/25 0.50 02/06/25 0.50 02/07/25 0.50 02/21/25 0.50 02/03/25 0.50 02/06/25 0.50 02/20/25 0.50 02/27/25 0.50 02/24/25 1.00 02/06/25 0.50 02/13/25 0.50 02/06/25 0.50 02/13/25 0.50 02/20/25 0.50 02/27/25 0.50 02/06/25 0.50 02/11/25 4.50 02/12/25 1.50 02/13/25 0.50 02/20/25 0.50 02/27/25 0.50 02/13/25 0.50 [redacted]	26.75	112.00	2,996.00

02/03/25 1.00 02/10/25 1.00 02/27/25 1.00 [redacted]			
Romayn Jones - Speech and Language Pathologist: SOCAL 02/20/25 4.00 02/10/25 1.50 02/14/25 1.50 02/27/25 2.00 [redacted]	9	130.00	1,170.00
BAE Therapy - Behavior Intervention Services: SoCal 02/06/25 2.00 02/12/25 2.00 02/19/25 2.00 02/26/25 2.00 [redacted]	8	110.00	880.00
Michelle Ballard - School Psychologist: SoCal 02/03/25 0.50 02/07/25 0.75 02/10/25 0.25 02/12/25 2.75 02/13/25 0.25 02/16/25 0.25 02/17/25 3.00 02/19/25 0.25 02/19/25 0.25 02/20/25 0.50 02/03/25 0.75 02/06/25 3.00 02/10/25 2.00 02/13/25 2.00 02/14/25 1.00 02/17/25 0.50 02/18/25 2.00 02/22/25 2.00 [redacted]	22	112.00	2,464.00
Erin Titone - OI & AT Specialist: SOCAL 02/14/25 0.17 02/25/25 0.50 02/28/25 0.50 02/28/25 0.17 02/27/25 0.17 02/14/25 0.17 02/14/25 0.25 [redacted]	1.93	130.00	250.90
Bryn Molinari - Adaptive PE services: SoCal 02/04/25 0.66 02/06/25 0.50 02/04/25 1.00 02/06/25 0.50 [redacted]	2.66	112.00	297.92
Ciara Castille - Counseling & Guidance: SoCal 2/18/25 1.00 2/25/25 1.00 [redacted]	2	110.00	220.00
Shannon Lopynski - Counseling & Guidance: SoCal 2/26 1 2/26/2 2/5/25 02/12/ 2/19/2 [redacted]	8	110.00	880.00

2/6/25 1 [redacted]			
2/11/25 1			
2/19/25			
Shannon Lopynski - Individual Counseling:	18.50	110.00	2,035.00
SoCal [redacted]			
2/3/25 1			
2/20/25			
2/5/25 1			
2/19/25			
02/18/25			
2/27/25			
2/11/25			
02/05/25			
2/12/25			
2/18/25			
2/12/25			
2/26/25			
2/5/25 1			
2/12/25			
2/19/25			
2/26/25			
02/06/25			
02/18/25			
2/25/25			
Ciara Castille - Individual Counseling:	8	110.00	880.00
Socal [redacted]			
2/4/25 1.00			
2/11/25 1.0			
2/18/25 1.0			
2/25/25 1.0			
2/6/25 1.00			
2/20/25 1.0			
2/13/25 1.0			
2/19/25 1.0			

BALANCE DUE **$54,260.02**

Corporate Headquarters
300 Corporate Center Drive
Manalapan, NJ 07726
Tel (732) 761-1955
Fax (732) 761-8404
(800) 718-8855
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"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
2/28/2025	167322

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 2025		
	6.75	Speech services provided by Kylie Bustsi	108.00	729.00
	1	Speech Evaluation provided by Kylie Bustsi for IL	600.00	600.00
	7.75	Speech services provided by Danielle Schultz	108.00	837.00
	16.17	Speech services provided by Catherine Bouges	108.00	1,746.36
	44.13	Speech services provided by Nichole Dziama	108.00	4,766.04
	3.25	Speech services provided by Laura Kovalenko	108.00	351.00
	5.5	Speech services provided by Margaret Schmidt	108.00	594.00
	6	OT services provided by Jocelyn Del Rosario	108.00	648.00
	23.51	OT services provided by Alexis Wilson	108.00	2,539.08
	5	OT evals provided by Alexis Wilson for MW, MH, OE, SC, TM	600.00	3,000.00
	0.5	OT services provided by Adriana Davis	108.00	54.00
			Total	

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Invoice

Date	Invoice #
2/28/2025	167322

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
	13.16	OT services provided by Eunice Pioche	108.00	1,421.28
	19	OT services provided by Adriana Davis	108.00	2,052.00
	3	PT services provided by Michele Rooney	110.00	330.00
	8.67	PT services provided by Michelle Perry	110.00	953.70
	27.5	BCBA services provided by Sheri Kennedy	125.00	3,437.50
	13	Counseling services provided by Eddie Arellano	110.00	1,430.00
	0.5	Counseling services provided by Megan Chimenti	110.00	55.00
	20.5	Counseling services provided by Kimberley Springer	110.00	2,255.00
			Total	$27,798.96

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/24/2025	Kylie Buatsi	Cal OPS- SoCal	[redacted]	IEP Prep	07:00 AM	07:30 AM	0.50	IEP Prep	[redacted]
02/25/2025	Kylie Buatsi	Cal OPS- SoCal		IEP Attendance	02:15 PM	03:15 PM	1.00	IEP Attendance	
								1.50	
02/27/2025	Kylie Buatsi	Cal OPS- SoCal		SLP Evaluation				Regular	
02/14/2025	Kylie Buatsi	Cal OPS- SoCal		IEP Prep	08:00 AM	08:45 AM	0.75	IEP Prep	
02/18/2025	Kylie Buatsi	Cal OPS- SoCal		IEP Attendance	09:30 AM	10:30 AM	1.00	IEP Attendance	
								1.75	
02/04/2025	Kylie Buatsi	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	No Show	
02/11/2025	Kylie Buatsi	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Late Cancel	
02/18/2025	Kylie Buatsi	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	No Show	
02/25/2025	Kylie Buatsi	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	No Show	
								2.00	
02/14/2025	Kylie Buatsi	Cal OPS- SoCal		IEP Attendance	11:00 AM	12:30 PM	1.50	IEP Attendance	
								1.50	
							6.75		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/03/2025	Danielle Shults	Cal OPS- SoCal	[redacted]	IEP Attendance	03:00 PM	03:30 PM	0.50	IEP Attendance	[redacted]
02/06/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	03:30 PM	03:50 PM	0.33	No Show	
02/10/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	03:00 PM	03:20 PM	0.33	No Show	
02/24/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	03:30 PM	03:50 PM	0.33	Regular	
								1.50	
02/04/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/11/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/18/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/25/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
								2.00	
02/04/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	09:00 AM	09:45 AM	0.75	Late Cancel	
02/11/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	09:00 AM	09:45 AM	0.75	Regular	
02/18/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	09:00 AM	09:45 AM	0.75	Late Cancel	
02/25/2025	Danielle Shults	Cal OPS- SoCal		415 Speech and Language	09:00 AM	09:45 AM	0.75	Regular	
								3.00	
02/19/2025	Danielle Shults	Cal OPS- SoCal		IEP Prep	09:00 AM	09:30 AM	0.50	IEP Prep	
02/19/2025	Danielle Shults	Cal OPS- SoCal		IEP Attendance	02:00 PM	02:45 PM	0.75	IEP Attendance	
								1.25	
							7.75		

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May 13, 2025 at 4:00 PM

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable H	Session Type	Note
02/04/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	[redacted]
02/11/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/18/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/25/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
								2.00	
02/05/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:30 PM	03:00 PM	0.50	No Show	
02/12/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:30 PM	03:00 PM	0.50	Late Cancel	
02/19/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:30 PM	03:00 PM	0.50	Regular	
02/26/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:30 PM	03:00 PM	0.50	No Show	
								2.00	
02/05/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/12/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/19/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Late Cancel	
02/26/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/27/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		IEP Prep	12:00 PM	12:55 PM	0.92	IEP Prep	
02/28/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		IEP Attendance	10:00 AM	10:45 AM	0.75	IEP Attendance	
								3.67	
02/05/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	11:30 AM	11:45 AM	0.25	Regular	
02/12/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	11:30 AM	11:45 AM	0.25	Regular	
02/12/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		IEP Prep	08:00 AM	08:10 AM	0.17	IEP Prep	
02/14/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		IEP Attendance	12:00 PM	01:20 PM	1.33	IEP Attendance	
02/19/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	11:30 AM	12:00 PM	0.50	Regular	
02/26/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	11:30 AM	12:00 PM	0.50	Late Cancel	
								3.00	
02/04/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	
02/05/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	
02/06/2025	Catherine (Bogues) Walker	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Make-Up	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/11/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/12/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/14/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	11:30 AM	12:00 PM	0.50	Make-Up	[redacted]
02/18/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/20/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	01:00 PM	01:30 PM	0.50	Make-Up	[redacted]
02/25/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/26/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/27/2025	Catherine (Bogues) Walker	Cal OPS- SoCal	[redacted]	415 Speech and Language	01:00 PM	01:30 PM	0.50	Make-Up	[redacted]
								5.50	
							16.17		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable U	Session Type	Note
02/03/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	[redacted]
02/05/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	
02/10/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	
02/12/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	
02/19/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	
02/24/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	Regular	
02/26/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:30 AM	11:00 AM	0.50	No Show	
								3.50	
02/03/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	No Show	
02/04/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/10/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/11/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/18/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
02/24/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	12:00 PM	12:30 PM	0.50	Late Cancel	
02/25/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	Regular	
								3.50	
02/03/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Regular	
02/05/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Late Cancel	
02/10/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Regular	
02/12/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	No Show	
02/19/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Regular	
02/24/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Regular	
02/26/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	08:00 AM	08:30 AM	0.50	Regular	
								3.50	
02/04/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:00 AM	10:30 AM	0.50	No Show	
02/11/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	
02/18/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	
02/25/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	11:30 AM	12:00 PM	0.50	Late Cancel	
								2.00	
02/04/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/06/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/11/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/13/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/18/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/20/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/25/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
02/27/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	02:00 PM	02:30 PM	0.50	Regular	
								4.00	
02/03/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/05/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/10/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/12/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/19/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/24/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
02/26/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	01:00 PM	01:30 PM	0.50	Regular	
								3.50	
02/03/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	11:00 AM	11:30 AM	0.50	Late Cancel	
02/04/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	11:00 AM	11:30 AM	0.50	Late Cancel	
02/10/2025	Nichole Dziama	Cal OPS- SoCal		415 Speech and Language	11:00 AM	11:30 AM	0.50	Late Cancel	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/11/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	11:00 AM	11:30 AM	0.50	Late Cancel	[redacted]
02/18/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	11:00 AM	11:30 AM	0.50	Regular	[redacted]
02/18/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	IEP Prep	02:30 PM	03:30 PM	1.00	IEP Prep	[redacted]
02/24/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	11:00 AM	11:30 AM	0.50	Regular	[redacted]
02/24/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	IEP Attendance	01:30 PM	02:30 PM	1.00	IEP Attendance	[redacted]
02/25/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	11:00 AM	11:30 AM	0.50	Regular	[redacted]
			[redacted]					5.50	[redacted]
02/03/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/10/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/24/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	02:30 PM	03:00 PM	0.50	Regular	[redacted]
			[redacted]					1.50	[redacted]
02/03/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/05/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/10/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/12/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/19/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/24/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
02/26/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	10:00 AM	10:30 AM	0.50	Regular	[redacted]
			[redacted]					3.50	[redacted]
02/04/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/06/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/11/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/13/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/18/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/20/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/25/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Late Cancel	[redacted]
02/27/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	09:00 AM	09:30 AM	0.50	Regular	[redacted]
			[redacted]					4.00	[redacted]
02/03/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/04/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/05/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/10/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/11/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/12/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/13/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	IEP Attendance	12:30 PM	01:00 PM	0.50	IEP Attendance	[redacted]
02/18/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/19/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/24/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/25/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
02/26/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:30 PM	12:50 PM	0.33	Regular	[redacted]
			[redacted]					4.13	[redacted]
02/05/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/12/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Late Cancel	[redacted]
02/19/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
02/26/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	12:00 PM	12:30 PM	0.50	Regular	[redacted]
			[redacted]					2.00	[redacted]
02/03/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	[redacted]
02/05/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	[redacted]
02/10/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	415 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	[redacted]

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/12/2025	Nichole Dziama	Cal OPS- SoCal	[redacted]	15 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	[redacted]
02/19/2025	Nichole Dziama	Cal OPS- SoCal		15 Speech and Language	08:30 AM	09:00 AM	0.50	No Show	
02/24/2025	Nichole Dziama	Cal OPS- SoCal		15 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	
02/26/2025	Nichole Dziama	Cal OPS- SoCal		15 Speech and Language	08:30 AM	09:00 AM	0.50	Regular	
								3.50	
							44.13		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/04/2025	Laura Kovalenko	Cal OPS- SoCal	[redacted]	415 Speech and Language	02:30 PM	02:55 PM	0.42	Regular	[redacted]
02/11/2025	Laura Kovalenko	Cal OPS- SoCal		415 Speech and Language	02:30 PM	02:55 PM	0.42	Regular	
02/19/2025	Laura Kovalenko	Cal OPS- SoCal		IEP Prep	10:30 AM	11:00 AM	0.50	Regular	
02/19/2025	Laura Kovalenko	Cal OPS- SoCal		IEP Attendance	12:00 PM	01:30 PM	1.50	Regular	
02/25/2025	Laura Kovalenko	Cal OPS- SoCal		415 Speech and Language	02:30 PM	02:55 PM	0.42	Regular	
								3.2	
							3.25		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/20/2025	Margaret Schmidt	Cal OPS- SoCal	[redacted]	Student Onboarding	03:00 PM	04:00 PM	1.00	Regular	[redacted]
02/28/2025	Margaret Schmidt	Cal OPS- SoCal		415 Speech and Language	01:30 PM	02:00 PM	0.50	No Show	
								1.50	
02/19/2025	Margaret Schmidt	Cal OPS- SoCal		Student Onboarding	03:00 PM	04:00 PM	1.00	Regular	
02/25/2025	Margaret Schmidt	Cal OPS- SoCal		415 Speech and Language	04:30 PM	05:30 PM	1.00	First Scheduled Sess	
								2.00	
02/07/2025	Margaret Schmidt	Cal OPS- SoCal		415 Speech and Language	03:00 PM	03:30 PM	0.50	Regular	
02/14/2025	Margaret Schmidt	Cal OPS- SoCal		415 Speech and Language	03:00 PM	03:30 PM	0.50	Late Cancel	
02/21/2025	Margaret Schmidt	Cal OPS- SoCal		415 Speech and Language	03:00 PM	03:30 PM	0.50	No Show	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/28/2025	Margaret Schmidt	Cal OPS- SoCal	[redacted]	415 Speech and Language	03:00 PM	03:30 PM	0.50	Regular	[redacted]
								2.00	
							5.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/04/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	[redacted]
02/11/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Late Cancel	[redacted]
02/14/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	IEP Prep	04:45 PM	05:45 PM	1.00	IEP Prep	[redacted]
02/18/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	[redacted]
02/19/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	[redacted]
02/25/2025	Jocelyn Del Rosario	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	[redacted]
			[redacted]					6.00	[redacted]
			[redacted]				6.00		[redacted]

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Date	Provider	School	[redacted]	Service	Start Time	End Time	Billable D	Session Type
02/10/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular
02/25/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular
								1.00
02/07/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular
02/14/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular
02/21/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular
02/28/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular
								2.00
02/05/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular
02/12/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular
02/19/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	12:30 PM	01:00 PM	0.50	No Show
02/26/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular
								2.00
02/07/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular
02/13/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular
02/21/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	11:00 AM	11:30 AM	0.50	Regular
02/28/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	11:00 AM	11:30 AM	0.50	No Show
								2.00
02/06/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:15 PM	01:30 PM	0.25	No Show
02/13/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:15 PM	02:30 PM	0.25	Regular
02/20/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:15 PM	01:30 PM	0.25	Regular
02/27/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:15 PM	01:30 PM	0.25	No Show
								1.00
02/20/2025	Alexis Wilson	Cal OPS- SoCal		OT Evaluation ✓				Regular
02/25/2025	Alexis Wilson	Cal OPS- SoCal		OT Evaluation ✓				Regular
02/05/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	03:00 PM	1.00	No Show
02/12/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/19/2025	Alexis Wilson	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	03:00 PM	1.00	No Show	[redacted]
02/26/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	03:00 PM	1.00	Regular	
								4.00	
02/04/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
02/11/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
02/13/2025	Alexis Wilson	Cal OPS- SoCal		IEP Attendance	12:30 PM	01:00 PM	0.50	IEP Attendance	
02/18/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
02/25/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	02:55 PM	0.42	Regular	
								2.18	
02/04/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/18/2025	Alexis Wilson	Cal OPS- SoCal		OT Evaluation ✓				Regular	
02/18/2025	Alexis Wilson	Cal OPS- SoCal		IEP Attendance	11:30 AM	01:00 PM	1.50	IEP Attendance	
								2.00	
02/03/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/10/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/13/2025	Alexis Wilson	Cal OPS- SoCal		OT Evaluation				Regular	
02/25/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
								1.50	
02/03/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/10/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/19/2025	Alexis Wilson	Cal OPS- SoCal		IEP Attendance	01:30 PM	02:00 PM	0.50	IEP Attendance	
02/25/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
								2.00	
02/05/2025	Alexis Wilson	Cal OPS- SoCal		OT Evaluation ✓				Regular	
02/14/2025	Alexis Wilson	Cal OPS- SoCal		IEP Attendance	11:00 AM	12:20 PM	1.33	IEP Attendance	
								1.33	
02/05/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Make-Up	
02/12/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type
02/25/2025	Alexis Wilson	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	01:15 PM	01:45 PM	0.50	Regular
02/26/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular
02/27/2025	Alexis Wilson	Cal OPS- SoCal		450 Occupational Therapy	12:45 PM	01:15 PM	0.50	Regular
								2.50
							23.51	

[redacted]

5- Evals-

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/07/2025	Kristin Allen	Cal OPS- SoCal	[redacted]	150 Occupational Therapy	11:30 AM	12:00 PM	0.50	No Show	[redacted]
								0.50	
							0.50		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
02/04/2025	Eunice Pioche	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	03:00 PM	03:20 PM	0.33	No Show	[redacted]
02/11/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	03:00 PM	03:20 PM	0.33	No Show	
02/18/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	03:00 PM	03:20 PM	0.33	No Show	
02/25/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	03:00 PM	03:20 PM	0.33	No Show	
								1.33	
02/04/2025	Eunice Pioche	Cal OPS- SoCal		IEP Attendance	11:00 AM	12:00 PM	1.00	Late Cancel	
02/14/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	12:30 PM	01:00 PM	0.50	No Show	
02/14/2025	Eunice Pioche	Cal OPS- SoCal		IEP Attendance	02:00 PM	03:00 PM	1.00	IEP Attendance	
02/14/2025	Eunice Pioche	Cal OPS- SoCal		IEP Prep	01:40 PM	02:00 PM	0.33	IEP Prep	
								2.83	
02/04/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/11/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	10:30 AM	11:00 AM	0.50	Regular	
02/19/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	03:00 PM	03:30 PM	0.50	Regular	
02/25/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
								2.00	
02/04/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/18/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	No Show	
								1.00	
02/04/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/06/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/12/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/13/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	
02/13/2025	Eunice Pioche	Cal OPS- SoCal		IEP Prep	03:00 PM	03:30 PM	0.50	IEP Prep	
02/14/2025	Eunice Pioche	Cal OPS- SoCal		IEP Attendance	11:00 AM	12:30 PM	1.50	IEP Attendance	
02/19/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	12:00 PM	12:30 PM	0.50	Regular	
02/20/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
02/25/2025	Eunice Pioche	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/27/2025	Eunice Pioche	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	No Show	
								6.00	
							13.16		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/06/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Regular	[redacted]
02/13/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/20/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/27/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	No Show	
								2.00	
02/13/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	No Show	
02/27/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	02:30 PM	03:00 PM	0.50	No Show	
								1.00	
02/04/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	
02/18/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
								1.00	
02/04/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/11/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/18/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/25/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:00 PM	01:30 PM	0.50	Regular	
								2.00	
02/04/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	11:00 AM	11:30 AM	0.50	No Show	
02/11/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	11:00 AM	11:30 AM	0.50	Regular	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/18/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	11:00 AM	11:30 AM	0.50	Late Cancel	[redacted]
02/25/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	11:00 AM	11:30 AM	0.50	No Show	
									2.00
02/06/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Late Cancel	
02/13/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
02/20/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	No Show	
02/27/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
									2.0
02/04/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	No Show	
02/11/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Regular	
02/18/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Late Cancel	
02/25/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	08:00 AM	08:30 AM	0.50	Regular	
									2.0
02/04/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	03:00 PM	03:30 PM	0.50	Late Cancel	
									0.5
02/06/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/13/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/20/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/27/2025	Adriana Davis	Cal OPS- SoCal		450 Occupational Therapy	09:30 AM	10:00 AM	0.50	Regular	
									2.00

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
			[redacted]						[redacted]
02/06/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/13/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:00 PM	02:30 PM	0.50	No Show	
02/18/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	02:30 PM	03:00 PM	0.50	Late Cancel	
								1.50	
02/11/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	01:30 PM	02:00 PM	0.50	No Show	
02/25/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	01:30 PM	02:00 PM	0.50	Regular	
								1.00	
02/06/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/13/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	12:30 PM	01:00 PM	0.50	No Show	
02/20/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/27/2025	Adriana Davis	Cal OPS- SoCal	[redacted]	450 Occupational Therapy	12:30 PM	01:00 PM	0.50	Regular	
								2.00	
							19.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/07/2025	Michele Rooney	Cal OPS- SoCal	[redacted]	460 Physical Therapy	09:00 AM	09:30 AM	0.50	Regular	[redacted]
02/12/2025	Michele Rooney	Cal OPS- SoCal	[redacted]	460 Physical Therapy	01:45 PM	02:15 PM	0.50	Regular	
02/19/2025	Michele Rooney	Cal OPS- SoCal	[redacted]	460 Physical Therapy	12:45 PM	01:15 PM	0.50	Late Cancel	
02/28/2025	Michele Rooney	Cal OPS- SoCal	[redacted]	460 Physical Therapy	10:00 AM	10:30 AM	0.50	Regular	
								2.00	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
			[redacted]						[redacted]
02/12/2025	Michele Rooney	Cal OPS- SoCal		460 Physical Therapy	12:45 PM	01:15 PM	0.50	Regular	
02/26/2025	Michele Rooney	Cal OPS- SoCal		460 Physical Therapy	12:45 PM	01:15 PM	0.50	No Show	
								1.00	
							3.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/05/2025	Michelle Perry	Cal OPS- SoCal	[redacted]	460 Physical Therapy	12:30 PM	01:00 PM	0.50	No Show	[redacted]
02/10/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
02/24/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	12:30 PM	01:00 PM	0.50	Regular	
								1.50	
02/06/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	12:30 PM	12:40 PM	0.17	Regular	
								0.17	
02/06/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/12/2025	Michelle Perry	Cal OPS- SoCal		IEP Attendance	01:00 PM	02:00 PM	1.00	IEP Attendance	
02/13/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
02/20/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	09:30 AM	10:00 AM	0.50	Regular	
02/27/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	09:30 AM	10:00 AM	0.50	Late Cancel	
								3.00	
02/14/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/28/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	01:00 PM	01:30 PM	0.50	Regular	
								1.00	
02/25/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	01:00 PM	01:30 PM	0.50	Regular	
02/27/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	02:00 PM	02:30 PM	0.50	Regular	
								1.00	
02/07/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/14/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	02:00 PM	02:30 PM	0.50	Regular	
02/28/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	02:00 PM	02:30 PM	0.50	Regular	
								1.50	
02/06/2025	Michelle Perry	Cal OPS- SoCal		460 Physical Therapy	01:00 PM	01:30 PM	0.50	Regular	
								0.50	
							8.67		

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/03/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/10/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	02:30 PM	03:00 PM	0.50	Regular	[redacted]
02/25/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	12:30 PM	01:00 PM	0.50	Regular	[redacted]
								1.50	[redacted]
02/04/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	11:00 AM	12:00 PM	1.00	Regular	[redacted]
02/11/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	11:00 AM	12:00 PM	1.00	No Show	[redacted]
02/18/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	11:00 AM	12:00 PM	1.00	No Show	[redacted]

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
02/25/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	11:00 AM	12:00 PM	1.00	Regular	[redacted]
								4.0	
02/03/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	12:00 PM	01:00 PM	1.00	Late Cancel	
02/07/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	09:00 AM	10:00 AM	1.00	Regular	
02/10/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	12:00 PM	01:00 PM	1.00	Regular	
02/14/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	09:00 AM	10:00 AM	1.00	Regular	
02/21/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	09:00 AM	10:00 AM	1.00	Late Cancel	
02/24/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	12:00 PM	01:00 PM	1.00	Regular	
02/28/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	09:00 AM	10:00 AM	1.00	Late Cancel	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
								7.00	[redacted]
02/04/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	
02/05/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	
02/11/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	04:00 PM	05:00 PM	1.00	Regular	
02/12/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	
02/18/2025	Sheri Kennedy	Cal OPS- SoCa		535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	
02/19/2025	Sheri Kennedy	Cal OPS- SoCa		535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
02/25/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Regular	[redacted]
02/26/2025	Sheri Kennedy	Cal OPS- SoCal		IEP Prep	07:30 AM	08:30 AM	1.00	IEP Prep	
02/26/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	03:00 PM	04:00 PM	1.00	Late Cancel	
								9,0	
02/04/2025	Sheri Kennedy	Cal OPS- SoCal		IEP Prep	07:30 AM	08:30 AM	1.00	IEP Prep	
02/04/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	01:30 PM	02:00 PM	0.50	Regular	
02/11/2025	Sheri Kennedy	Cal OPS- SoCal		535 Behavioral Intervention Services	01:30 PM	02:00 PM	0.50	Regular	
02/14/2025	Sheri Kennedy	Cal OPS- SoCal		IEP Attendance	11:00 AM	12:30 PM	1.50	IEP Attendance	

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable U	Session Type	Note
02/18/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	01:30 PM	02:00 PM	0.50	Regular	[redacted]
02/25/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	01:30 PM	02:00 PM	0.50	Regular	[redacted]
								4.50	[redacted]
02/03/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	10:30 AM	11:00 AM	0.50	Late Cancel	[redacted]
02/10/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	10:30 AM	11:00 AM	0.50	Regular	[redacted]
02/24/2025	Sheri Kennedy	Cal OPS- SoCal	[redacted]	535 Behavioral Intervention Services	10:30 AM	11:00 AM	0.50	Regular	[redacted]
								1.50	[redacted]
							27.50		[redacted]

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Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/05/2025	Eddie Arellano	Cal OPS- SoCal	[redacted]	510 Individual Counseling and Guidance	12:45 PM	01:30 PM	0.75	Regular	[redacted]
02/06/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	01:00 PM	01:45 PM	0.75	No Show	
02/12/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	12:45 PM	01:30 PM	0.75	Regular	
02/20/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	01:00 PM	01:45 PM	0.75	Regular	
02/26/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	12:45 PM	01:30 PM	0.75	Regular	
02/27/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	01:00 PM	01:45 PM	0.75	No Show	
								4.50	
02/04/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	03:00 PM	03:30 PM	0.50	No Show	
02/07/2025	Eddie Arellano	Cal OPS- SoCal		IEP Prep	11:30 AM	12:00 PM	0.50	IEP Prep	
02/07/2025	Eddie Arellano	Cal OPS- SoCal		IEP Attendance	12:00 PM	01:00 PM	1.00	IEP Attendance	
02/11/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	03:00 PM	03:30 PM	0.50	Regular	
02/18/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	03:00 PM	03:30 PM	0.50	No Show	
02/25/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	03:00 PM	03:30 PM	0.50	Regular	
								3.50	
02/21/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	10:00 AM	11:00 AM	1.00	Regular	
								1.00	
02/05/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	11:00 AM	11:30 AM	0.50	No Show	
02/13/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	11:00 AM	11:30 AM	0.50	Regular	
02/19/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	11:00 AM	11:30 AM	0.50	Regular	
02/26/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	11:00 AM	11:30 AM	0.50	Regular	
								2.00	
02/04/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	03:30 PM	04:00 PM	0.50	Regular	
02/11/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	02:00 PM	02:30 PM	0.50	Regular	
02/18/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	02:00 PM	02:30 PM	0.50	No Show	
02/25/2025	Eddie Arellano	Cal OPS- SoCal		510 Individual Counseling and Guidance	02:30 PM	03:00 PM	0.50	Regular	
								2.00	
							13.00		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable D	Session Type	Note
02/20/2025	Megan Chimenti	Cal OPS- SoCal	[redacted]	IEP Attendance	09:00 AM	09:30 AM	0.50	IEP Attendance	[redacted]
								0.50	
							0.50		

Date	Provider	School	Student(s)	Service	Start Time	End Time	Billable I	Session Type	Note
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	04:30 PM	05:30 PM	1.00	Regular	[redacted]
02/26/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	10:30 AM	11:00 AM	0.50	First Scheduled Session	[redacted]
			[redacted]					1.50	[redacted]
02/05/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/12/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	03:30 PM	04:00 PM	0.50	Late Cancel	[redacted]
02/12/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	10:00 AM	11:00 AM	1.00	Regular	[redacted]
02/26/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
			[redacted]					2.50	[redacted]
02/05/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	02:30 PM	0.50	No Show	[redacted]
02/12/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	03:00 PM	1.00	Regular	[redacted]
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	03:30 PM	04:00 PM	0.50	Regular	[redacted]
02/26/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	03:00 PM	1.00	Regular	[redacted]
			[redacted]					3.00	[redacted]
02/13/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	05:00 PM	06:00 PM	1.00	Regular	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	08:30 AM	09:00 AM	0.50	No Show	[redacted]
			[redacted]					1.50	[redacted]
02/12/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	08:00 AM	09:00 AM	1.00	Regular	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	520 Parent Counseling	12:30 PM	01:00 PM	0.50	Regular	[redacted]
			[redacted]					1.50	[redacted]
02/07/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	09:30 AM	10:00 AM	0.50	First Scheduled Session	[redacted]
02/12/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	07:00 AM	08:00 AM	1.00	Regular	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	09:30 AM	10:00 AM	0.50	Regular	[redacted]
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	09:30 AM	10:00 AM	0.50	Make-Up	[redacted]
02/28/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	09:30 AM	10:00 AM	0.50	Make-Up	[redacted]
			[redacted]					3.00	[redacted]
02/07/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	10:30 AM	11:00 AM	0.50	No Show	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	10:30 AM	11:00 AM	0.50	No Show	[redacted]
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	10:30 AM	11:00 AM	0.50	Make-Up	[redacted]
02/28/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	10:30 AM	11:00 AM	0.50	Make-Up	[redacted]
			[redacted]					2.00	[redacted]
02/07/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	01:30 PM	02:00 PM	0.50	No Show	[redacted]
02/13/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	03:00 PM	04:00 PM	1.00	Regular	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	01:30 PM	02:00 PM	0.50	Regular	[redacted]
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	01:30 PM	02:00 PM	0.50	No Show	[redacted]
			[redacted]					2.50	[redacted]
02/07/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	02:30 PM	0.50	No Show	[redacted]
02/13/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	Student Onboarding	02:00 PM	03:00 PM	1.00	Regular	[redacted]
02/14/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	02:30 PM	0.50	No Show	[redacted]
02/21/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	02:30 PM	0.50	No Show	[redacted]
02/28/2025	Kimberley Springer	Cal OPS- SoCal	[redacted]	510 Individual Counseling	02:00 PM	02:30 PM	0.50	No Show	[redacted]
			[redacted]					3.00	[redacted]
			[redacted]				20.50		[redacted]

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2024-2025 PAYMENT REQUEST

Payment Request Number: **2024- 25 - 116**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 04/08/2025

Date Needed (Optional): _____

Invoice Number: March-2025

Vendor/Payable To: Metlife

Address: Dept LA 21296

City: Pasadena

State: CA

Zip: 91185-1296

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)
Benefits-MetLife 03-2025	-	75,494.77	1	$ 75,494.77
See Invoice /Billing Summary				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 75,494.77

Approvals

DocuSigned by: Brittnie Anderson 5491F8014214F7D...

Requestor (Signature) — *Date* 04/08/2025

DocuSigned by: Richie Romero 2B32A9C7A0B31...

Administrator (Signature or Email Approval) — *Date* 04/08/2025

DocuSigned by: 53EF3C0EE6DA47E...

Audited By (Signature) — *Date*

California Online Public Schools
538834

Coverage	Total
ACCIDENT	$3,351.56
ACCIDENT	$0.00
HOSPITAL	$2,207.51
HOSPITAL	$0.00
CRITICAL ILLNESS	$3,089.90
METLIFE LEGAL PLANS	$4,988.34
BASIC LIFE	$7,420.05
DHMO:CA	$2,887.13
DHMO:TX	$0.00
DENTAL	$26,974.52
DEPENDENT AD&D	$0.00
DEPENDENT LIFE	$0.00
LONG TERM DISABILITY	$7,973.94
OPTIONAL AD&D	$317.32
OPTIONAL LIFE	$3,228.34
PERSONAL AD&D	$1,385.08
SHORT TERM DISABILITY	$2,048.12
VISION	$5,433.97
IFP	$4,879.00

Total amount due	$75,494.77

MetLife

SAP Billing Instructions

1. Enter/Validate your customer name and number
2. Select the Month and Year for the month you are completing the bill amount for
3. Validate the Experience number and Billing branch for each coverage, if incorrect notify your Financial Consultant Anna Massaro at Anna.Massaro@metlifeservice.com
4. For each coverage listed enter
   a. The total count of employee lives enrolled in the product
   b. The total monthly premium being paid to MetLife for the product
   c. The total Coverage volume covered for the month for the product (if applicable)
5. Save the file with customer name, number and billing month
6. Email the completed monthly bill to your MetLife Financial Consultant Anna Massaro at Anna.Massaro@metlifeservice.com
7. Submit your payment via wire transfer or check to MetLife

ACH wire transmission - If paying by wire, please send MetLife your invoice by email to your Financial Consultant and include the information in the subject line: 'Wire Transfer Information - California Online Public Schools #5388834'

Bank: JP Morgan Chase Bank, New York, NY
Acct title: Metropolitan Life Insurance Company
Acct. #: 002-2-430680
ABA #: 021000021
Reference:California Online Public Schools, 5388834

Physical check - payment should be submitted to the payment address, along with a copy of the invoice to enable MetLife to identify and apply your payment in a timely manner. **Please ensure that you include your group customer number on the front of the check to allow for quick and efficient payment posting.**

Los Angeles:
MetLife
Dept LA 21296
Pasadena, CA 91185-1296

HEADSTAND

INVOICE

California Online Public Schools dba California Connections Academy
Stephen Ford
33272 Valle Road
San Juan Capistrano, CA 92675

Invoice Date: 1/29/2025
Invoice No: 510100272
Terms: Net 30

Job Number: CAONPS51000003
Job Name: Retainer 2024 - 2025

Category	Amount
CAONPS51000003 Retainer 2024 - 2025	
Client Contact: Stephen Ford	
Retainer Fees - November 2024	16,364.00
Basic Expense Fee	1,636.40
Retainer Fees - December 2024	16,364.00
Basic Expense Fee	1,636.40
CAONPS51000003 Retainer 2024 - 2025 Total	**36,000.80**

INVOICE AMOUNT **USD** **36,000.80**

Make payments to:

Beneficiary Name: Headstand
Bank Name: JP Morgan Chase Bank
Bank Address: New York Branch
Account #: 326569370

ABA #: 21000021
Swift #: CHASUS33

MILESTONES
THERAPY GROUP

INVOICE

Speech-Language Pathology Services - Feb 2025

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: 1227
Invoice Date: March 8, 2025
Payment Due: April 22, 2025
Amount Due (USD): **$111,328.71**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (2/01/2025 - 2/28/2025)	$68,456.16
Speech-language pathology services NorCal (2/01/2025 - 2/28/2025)	$19,374.20
Speech-language pathology services Central Valley (2/01/2025 - 2/28/2025)	$15,361.34
Speech-language pathology services Central Coast (2/01/2025 - 2/28/2025)	$1,679.91
Speech-language pathology services Monterey Bay (2/01/2025 - 2/28/2025)	$4,933.12
Speech-language pathology services North Bay (2/01/2025 - 2/28/2025)	$1,523.98

MILESTONES
THERAPY GROUP

INVOICE

Speech-Language Pathology Services - Feb 2025

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

Total:	$111,328.71
Amount Due (USD):	**$111,328.71**

Pay Securely Online

VISA DISCOVER Bank Payment

link.waveapps.com/b6k9wa-frx5t8

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!

YM&C

LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825
TEL 916.646.1400 • FAX 916.646.1300
YMCLEGAL.COM

January 06, 2025

California Online Public Schools
SENT VIA EMAIL
lcarter@californiaops.org
finance@californiaops.org

Invoice Number: 14362

RE: (0176.00048) A. Mubarak Syed v. California Online Public School

Confidential: Attorney-Client Privileged Document

All invoices are due and payable upon receipt. If payment is not received within thirty days of this invoice date, interest charges shall accrue.

Please make checks payable to:
Young, Minney & Corr, LLP
655 University Ave, Ste. 150
Sacramento, CA 95825

For online payment options, access to our Client Portal, or should you have any questions or concerns, please contact Jessica Alm or Mishele Richards at 916-646-1400 or via email at ymcbilling@ymclegal.com.

Fees	34,650.00
Total for this Invoice - USD	34,650.00
Current Account Balance - USD	35,766.00
Trust Balance - USD	0.00
Total Amount to Pay as of 03-05-2025 - USD	35,766.00

Outstanding Balance as of 03-05-2025

Current	30 Days	60 Days	90 Days	120 Days	180+ Days	Total
1,116.00	34,650.00	0.00	0.00	0.00	0.00	35,766.00

YM&C

LAW OFFICES OF YOUNG, MINNEY & CORR, LLP

655 UNIVERSITY AVENUE, SUITE 150, SACRAMENTO, CA 95825
TEL 916.646.1400 • FAX 916.646.1300
YMCLEGAL.COM

January 06, 2025

California Online Public Schools
SENT VIA EMAIL
lcarter@californiaops.org
finance@californiaops.org

Confidential: Attorney-Client Privileged Document

Invoice Number: 14362

RE: (0176.00048) A. Mubarak Syed v. California Online Public School

Attorney Fees

Date	Professional	Description	Hours	Amount
[redacted]				

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				

Powered by BoardOnTrack

Date	Professional	Description	Hours	Amount
[redacted]				
		Total	98.30	34,650.00

Invoice Summary

Professional	Hours	Rate	Amount
Ashley De Vance - Associate	0.30	325.00	97.50
Brittnee Gillespie Malone - Senior Counsel	51.90	350.00	18,165.00
Erica Shubin - Senior Counsel	32.20	350.00	11,270.00
Lisa Corr - Partner	9.80	375.00	3,675.00
Stacy Tolkin - Senior Counsel	3.80	350.00	1,330.00
William Trinkle - Of Counsel	0.30	375.00	112.50
Total			34,650.00

Total for this Invoice - USD	34,650.00
Current Account Balance - USD	35,766.00
Trust Balance - USD	0.00
Total Amount to Pay as of 03-05-2025 - USD	35,766.00

Outstanding Balance as of 03-05-2025

Current	30 Days	60 Days	90 Days	120 Days	180+ Days	Total
1,116.00	34,650.00	0.00	0.00	0.00	0.00	35,766.00

Powered by BoardOnTrack

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

1 message

Tracy Le <tle@californiaops.org> Thu, Apr 10, 2025 at 7:42 AM
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

Hi finance team, please see the HSA contribution for 4/10 payroll below.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her

California Online Public Schools

Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

Begin forwarded message:

From: noreply@goigoe.com
Date: April 10, 2025 at 3:46:49 AM PDT
To: tle@californiaops.org
Subject: HSA Funding Activity Initiated

igoe

HSA Payroll Funding Details of California Online Public Schools	
Account Name:	California Online Public Schools HSA Funding
Activity amount:	$20,796.67
Activity date:	04/09/2025

Your funding account will be debited for the amount listed above. This amount is reflective of deposits to your employees' HSA. You are receiving this notice as one of the following activities has taken place:

- A payroll contribution file has been imported into our system on your behalf
- Deposits have been successfully recorded using the contribution manager

- An account pending CIP has been successfully opened

For details about the specific account level activity, you can reference the HSA Payroll Reconciliation Report in the employer portal or you can go to the Contribution Manager to view your pending and successful payroll deposits. Due to timing, transaction details may not be available until tomorrow morning. In a future enhancement, account level detail will be available in a new invoicing screen to further help with record keeping and reconciliation.

If you have any questions regarding this email or its contents, please reach out to your Client Relations Executive.

Thank you for your partnership,

Igoe Administrative Services

---

mime-attachment
2K

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total[1]	Cash Effective Date[2]
2451142948	04/10/2025	$199,217.99	04/10/2025

[1]Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.
[2]If processed before market close 4 p.m. Eastern time except stock market holidays and early closes.

Money Source	Description	Verify Money Source	Total Amount
BTK 1	EMPLOYEE BEFORE TAX	✓	$100,610.44
LON 1	LOAN REPAYMENT	✓	$2,691.65
RTH 1	ROTH CONTRIBUTION	✓	$25,902.49
SHM 1	SAFE HARBOR MATCH	✓	$70,013.41

Expected Total: $199,217.99
Actual Total: $199,217.99

Total Amount to be Remitted by Employer: $199,217.99

Showing 1 to 1 of 1 entries

Show 5 entries

Account nickname	Bank	Bank account number
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900

Total: $199,217.99
Remaining Balance: $0.00

Confirmation Messages:

✓ I have read and accept all warnings and notices on this page.

Continue

Print Employee Contributions have been processed and submitted.
You may print this page as confirmation for your records.

Verification Code:
-124,3,-24,86,-81,-112,-106,-59,48,48,35,113,-2,-44,82,-72,90,46,43,-89,77,-86,-6,-28,33,117,82,-28,-93,-81,-99,76,6,92,-71,120,-25,81,91,-5,-5,-63,-120,15,121,119,-80,-127,109,54,2,-27,-111,70,80,68,-59,-19,67,-105,101,-124,-85,60

CASA PACIFICA®
CENTERS FOR CHILDREN & FAMILIES

1722 S. Lewis Rd.
Camarillo, CA 93012-8520

Invoice Date: **3/31/2025**
Invoice No.: **36955**

March 2025
Invoice

To: California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA 92675

Net Due: 30 Days Due Date: **4/30/2025**

	Unit	Description	Cost Per Unit	Subtotal
[redacted]				
Camino a Casa-Residential Board and Care (All inclusive)	31	Days	1,300.00	40,300.00

Total Amount Due: **$ 40,300.00**

Prepared by: Marisol Morales, Lead Revenue Specialist
Phone: 805-366-4421 email: mmorales@casapacifica.org

CASA PACIFICA
CENTERS FOR CHILDREN & FAMILIES

Non-Public School Attendance

Period from 03/03/2025 to 03/31/2025

District: California Online Public Schools
Calendar Month: March, 2025
School Days Open: 20

Client	Monday, 03	Tuesday, 04	Wednesday, 05	Friday, 07	Monday, 10	Tuesday, 11	Wednesday, 12	Thursday, 13	Friday, 14	Monday, 17	Tuesday, 18	Wednesday, 19	Thursday, 20	Monday, 24	Tuesday, 25	Wednesday, 26	Thursday, 27	Friday, 28	Monday, 31	Days Present
[redacted]	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	19
Total	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19

Verified By: [signature] 4/3/25
Teacher, Program Specialist Date

Powered by BoardOnTrack

Insurance Bill

Bill Date: 04/08/25

THE HARTFORD
Billing Company:
Hartford Fire Insurance Company

Pay The Minimum By The Due Date

Bill Account Number	**17143054**
Due Date	**05/01/25**
Minimum Due	**$43,948.00**
Balance	**$43,948.00**

Your Upcoming Bill Installments

Due Date	Minimum Due
05/01/25	$43,948.00

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.

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	07/01/24-07/01/25	Active	4 Pay	$43,940.00	$43,940.00
	New Fees				$8.00	$8.00
				TOTALS	$43,948.00	$43,948.00

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	**05/01/25**
Minimum Due	**$43,948.00**
Balance	**$43,948.00**

Mail Payments To:

The Hartford
P O Box 660916
Dallas, TX 75266-0916

AB 01 003101 76898 H 14 A
CALIFORNIA ONLINE PUBLIC SCHOOLS
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

5717143054475569360000439480000004394800810007

Transactions And Other Charges Since Your Last Bill

Transaction Date	Transaction Detail	Policy Number	Policy Type	Payments and Activity	Billing Fees
03/06/25	Payment Received			-$87,548.00	
04/08/25	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.

003101 2/2

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:	**68UI1368**
DIVISION	68CH
TERM:	2425
INVOICE	04/09/2025
DUE DATE:	05/09/2025
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-APR '25	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:	**68UI1368**
DIV:	68CH
TERM:	2425
DUE DATE:	05/09/2025
AMOUNT DUE:	**41,187.00**

INVOICE

SoftMSP, LLC
27051 Towne Centre Dr
Ste 120
Lake Forest, CA 92610-2819

cmorrell@softmsp.com
+1 (858) 926-8400

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1014
Terms: Net 30
Invoice date: 04/01/2025
Due date: 05/01/2025

P.O. No.: Monthly Shipping & Reclamation

#	Product or service	Description	Qty	Rate	Amount
1.	**Services**	March Reclamation Cost	236	$24.00	$5,664.00
2.	**Services**	March Shipping Cost	969	$14.00	$13,566.00
3.	**Expense Reimbursements**	Empty Boxes	300	$20.36	$6,108.00
4.	**Expense Reimbursements**	Staff Monitors	4	$130.49	$521.96
5.	**Expense Reimbursements**	Chargers	50	$10.25	$512.50
			Total		**$26,372.46**

Ways to pay

BANK

View and pay

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor: Sheryl Mosso	**Today's Date:** 3/17/2025	**Date Needed By:** ASAP
Department/ Grade Level: Tech Services	**School Region:**	
Vendor Name: SoftMSP, LLC	**Vendor Contact Name:** Sangar Safi	**Vendor Email:** ssafi@softmsp.com
Vendor Address: 27051 Towne Center Dr Ste 120 Lake Forest CA 92610		

Intent / Usage/ Notes of Purchase:
Cost for return shipping boxes for ST that do not retain originals box (April)

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Chromebook Shipping Boxes (Returns)	300	$20.62	
Total:	300	$6,186.00	

Requestor Name: Sheryl Mosso **Requestor Signature:** DocuSigned by: Sheryl Mosso 111BD1A0CE1D47C... **Date:** 03/17/2025

SPuDs Name: Steve Ford **SPuDs Signature:** Signed by: Steve Ford 1B133E3ABC714FC... **Date:** 03/18/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): DocuSigned by: 53FF3C0EF6DA47E... **Date:** 03/18/2025

Method of Payment: Credit Card___ Check___ ACH___ Purchase Order___ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

Updated:8/2024

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor:	Today's Date:	Date Needed By:
Sheryl Mosso	04/08/2025	ASAP
Department/ Grade Level: Tech Services	**School Region:** N/A	
Vendor Name: SoftMSP, LLC	**Vendor Contact Name:** Sangar Safi	**Vendor Email:** Ssafi@softmsp.com
Vendor Address: 27051 Towne Centre Dr Ste 120 Lake Forest, CA 92610		

Intent / Usage/ Notes of Purchase:

Inventory of staff monitors and replacement Chromebook chargers

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Monitor	4	130.49	Staff
Charger	50	10.25	Replacements
Total:		1,034.46	

Requestor Name: Sheryl Mosso **Requestor Signature:** DocuSigned by: Sheryl Mosso 111BD7A0C21D47C... **Date:** 04/08/2025

SPuDs Name: Steve Ford **SPuDs Signature:** Signed by: Steve Ford 1B133E3ABC714FC... **Date:** 04/09/2025

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): Bernie Jamero 6550345447A644A... **Date:** 04/10/2025

Method of Payment: Credit Card____ Check____ ACH____ Purchase Order____ Other: _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online
Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
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    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

INVOICE

SoftMSP, LLC
27051 Towne Centre Dr
Ste 120
Lake Forest, CA 92610-2819

cmorrell@softmsp.com
+1 (858) 926-8400

SoftMSP

Bill to
California Online Public Schools

Invoice details
Invoice no.: 1028
Terms: Net 30
Invoice date: 04/16/2025
Due date: 05/16/2025

#	Product or service	Description	Qty	Rate	Amount
1.	**Services**	HW Support | Inventory Management April prorated for the period 4/16 - 4/30/2025: $41,062 - $20,531 = $20,531	9800	$2.095	$20,531.00

Total **$20,531.00**

Ways to pay

BANK

View and pay

2024-2025 PAYMENT REQUEST

Payment Request Number: **2024- 25 - 119**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 04/18/2025

Date Needed (Optional): _____

Invoice Number: CALOPS040925

Vendor/Payable To: ROKKITWEAR

Address: 9780 Windisch Rd

City: West Chester

State: OH

Zip: 45069

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)
STAFF APPAREL	-	$ 100.00	482	$ 48,200.00
				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 48,200.00

Approvals

DocuSigned by:
Britnie Anderson
Signed by:
Requestor (Signature) — *Date* 04/18/2025

DocuSigned by:
Richie Romero
Signed by:
Administrator (Signature or Email Approval) — *Date* 04/18/2025

DocuSigned by:
Bernie Jamero
Audited By (Signature) — *Date*

ROKKITWEAR
9780 Windisch Rd
West Chester, OH 45069 US
+5137555929
accounting@rokkitwear.com
http://www.rokkitwear.com

INVOICE

BILL TO
Ashley Larsen
California Online Public Schools
33272 Valle Road
San Juan Capistrano
California 92675

INVOICE # CALOPS040925
DATE 04/09/2025
DUE DATE 04/09/2025
TERMS Due on receipt

ACTIVITY	QTY	RATE	AMOUNT
STAFF APPAREL STAFF APPAREL	482	100.00	48,200.00

Please remit payment at your earliest convenience to:
9780 Windisch Road
West Chester, OH 45069

SUBTOTAL	48,200.00
TOTAL	48,200.00
BALANCE DUE	**$48,200.00**

Should you have any questions regarding your invoice please contact

accounting@rokkitwear.com

Thank you. We appreciate your business!

Pay invoice

California Online Public Schools

PURCHASE REQUISITION FORM

THIS IS NOT A PURCHASE ORDER

Name of Requestor:	Today's Date:	Date Needed By:
Ashley Larsen	4/10/25	4/25/25
Department/ Grade Level:	**School Region:**	
Vendor Name: Rokkitwear	**Vendor Contact Name:** Brian Welsh	**Vendor Email:** bwelsh@rokkitwear.com
Vendor Address: 9780 Windisch Rd, West Chester, OH 45069		

Intent / Usage/ Notes of Purchase:

Item of Purchase: *(add item link, if necessary)*	Quantity:	Price:	Notes/ Description:
Codes for Staff Apparel @ $100 each	482	$48,200.00	
(For Staff Appreciation Week - May 5-9)			
Total:		$48,200.00	

Requestor Name: Ashley Larsen **Requestor Signature:** Ashley Larsen **Date:** 4/10/25

SPuDs Name: Richard Savage **SPuDs Signature:** _____ **Date:** 4/10/25

FOR FINANCE DEPARTMENT USE ONLY

Finance Designee Approval (for budget review): _____ DocuSigned by: 53EF3C0EE6DA47E... **Date:** 04/11/2025

Method of Payment: **Credit Card**____ **Check**____ **ACH**____ **Purchase Order**____ **Other:** _____

PO#: _____ **PO# Date Issued:** _____ **Requisition #:** _____

California Online Public Schools

Purchase Requisition and Approval Process

1. A purchase requisition must be submitted for all required products or services before any purchase can be made.
2. The requestor completes the purchase requisition and submits it for approval.
3. The requisition goes through an escalating approval flow, starting with the requestor's grade-level principal, director, or superintendent (SPuDs). They have the option to approve, deny, or request additional verification.
4. If one of the SPuDs approves the requisition, it must be emailed to finance@californiaops.org for further budget approval.
5. The purchase request undergoes budget review and policy checks to ensure compliance.
6. Once the requisition is approved by finance, either:
    a. The request is processed for payment, and a finance representative will place the order, or
    b. A purchase order is initiated and sent to the vendor for acceptance and fulfillment.

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Inv CALOPS040925

5 messages

Finance CalOPS <finance@californiaops.org> Thu, Apr 17, 2025 at 2:43 PM
To: bwelsh@rokkitwear.com

Hi Brian,

Are you able to share your wire or ACH info to us for making our payment?

--

Kind Regards,

CalOPS Finance Team

California Online Public Schools

Email: Finance@californiaops.org

Brian Welsh <bwelsh@rokkitwear.com> Thu, Apr 17, 2025 at 2:46 PM
To: Finance CalOPS <finance@californiaops.org>

I can share. Let me get numbers from accounting.

Brian Welsh
Rokkitwear
513-702-4771
bwelsh@rokkitwear.com

From: Finance CalOPS <finance@californiaops.org>
Sent: Thursday, April 17, 2025 5:43:31 PM
To: Brian Welsh <bwelsh@rokkitwear.com>
Subject: Inv CALOPS040925

[Quoted text hidden]

Finance CalOPS <finance@californiaops.org> Thu, Apr 17, 2025 at 2:47 PM
To: Brian Welsh <bwelsh@rokkitwear.com>

Awesome, we will wait to hear from you.
[Quoted text hidden]

Brian Welsh <bwelsh@rokkitwear.com> Thu, Apr 17, 2025 at 3:09 PM
To: Finance CalOPS <finance@californiaops.org>

Here you go.

Key Bank
Routing #041001039
Checking: 352371008256
Account name: Rokkit Holdings LLC

Let me know if you need anything else.

Brian Welsh
Rokkitwear
513-702-4771
bwelsh@rokkitwear.com

From: Finance CalOPS <finance@californiaops.org>
Sent: Thursday, April 17, 2025 5:47:06 PM
To: Brian Welsh <bwelsh@rokkitwear.com>
Subject: Re: Inv CALOPS040925

[Quoted text hidden]

Finance CalOPS <finance@californiaops.org> Fri, Apr 18, 2025 at 6:31 AM
To: Bernie Jamero <bjamero@californiaops.org>

Hi Bernie,

Can you confirm that the below information is all you need to process an ACH payment?
[Quoted text hidden]

TRANSFER SUMMARY

Premium and Claims Funding for the Month of April 2025

Report Run Date: 04/11/2025

Group: 00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS

Claims Funding and Adjustments(1)

Claims Funding	
Current Month Claims Funding	$301,003.34
Retroactive Adjustment Claims Funding	$1,952.58
Total Claims Funding Amount Due	$302,955.92
Adjustments to Transfer Account	
Total Adjustments to Transfer Amount Due	$0.00
Total Claims Funding and Adjustments	**$302,955.92**

Scheduled Transfer

Total Premium Transfer Scheduled(2)	$135,750.19
Total Claims Funding and Adjustments Transfer Scheduled	$302,955.92
Total Transfer(3)	**$438,706.11**

(1) Amounts shown are based on transfers made to group level bank account.
(2) The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup.
(3) Cigna will initiate a transfer from your account on April 20, 2025 or the next business day. Your contract requires that the full amount be available for transfer on the transfer date. Failure to fund your account may result in contract termination.Transfer detail information can be viewed in the Client Resources Website.If you have any questions please call 1-866-866-6622.

INVOICE STATEMENT BY GROUP

Premium and/or Fee Billing for the Month of April

Bill Start Date: 04/01/2025

Bill End Date: 04/30/2025

Group: 00653639 CALIFORNIA ONLINE PUBLIC SCHOOLS

Balance Forward from Previous Statement:	**$134,636.06**
(1)Payments Received:	($134,636.06)
Discretionary Billing:	$0.00
Retroactive Adjustment Premium and/or Fees:	$767.79
Current Month Premium and/or Fees:	**$134,982.40**
(2)Total Amount Due:	**$135,750.19**

*** Cigna will initiate a transfer in the amount of $135,750.19 from your account on April 20, 2025 or the next business day. The transfer amount is based upon the Total Amount Due for each subgroup as credit balances on one subgroup are not used to offset premium due on another subgroup. Your contract requires that the full amount be available for transfer on the transfer date. Failure to fund your account may result in contract termination. Transfer detail information can be viewed on the Cigna for Employers site.

Note: To view the discretionary billing item description, the statement needs to be pulled at the Subgroup Report Level.

If you have any questions please call 1-866-866-6622.

(1) Payments Received amount includes all payments and adjustments to account.

(2) Total Amount Due includes (i) the insurance premium and other Cigna charges, plus (ii) fees you have agreed to pay your benefit advisor, if applicable, which are not part of the premium or other Cigna charges.

MILESTONES
THERAPY GROUP

INVOICE

Speech-Language Pathology Services - March 2025

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: 1236
Invoice Date: April 8, 2025
Payment Due: May 23, 2025
Amount Due (USD): **$132,066.30**

Pay Securely Online

Services	Amount
Speech-language pathology services SoCal (3/01/2025 - 3/31/2025)	$84,000.75
Speech-language pathology services NorCal (3/01/2025 - 3/31/2025)	$18,741.60
Speech-language pathology services Central Valley (3/01/2025 - 3/31/2025)	$17,753.18
Speech-language pathology services Central Coast (3/01/2025 - 3/31/2025)	$1,150.95
Speech-language pathology services Monterey Bay (3/01/2025 - 3/31/2025)	$8,850.52
Speech-language pathology services North Bay (3/01/2025 - 3/31/2025)	$1,569.30

Total: $132,066.30

Amount Due (USD): **$132,066.30**

MILESTONES
THERAPY GROUP

INVOICE

Speech-Language Pathology Services - March 2025

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

Pay Securely Online

link.waveapps.com/pnkgdf-xg2wmu

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!

NORCAL

BILLING INVOICE

Invoice #	3601	Bill To:	California Online Public School
Invoice Date:	2/28/25		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .70
Abigal Smalligan	3601	NorCal	[redacted]	AAC Services	2/7/25	0.75	1	120	$120.00		$0.00
Alejandra Anonical	3601	NorCal	[redacted]	IEP	2/27/25	0.50	1	100	$100.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	IEP	2/19/25	1.50	1.5	100	$150.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	OT Assessment	2/10/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	AT Services	2/5/25	0.50	1	120	$120.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	IEP	2/6/25	1.50	1.5	100	$150.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	IEP	2/14/25	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	IEP	2/20/25	1.50	1.5	100	$150.00		$0.00
Alyssa Guerrero	3601	NorCal	[redacted]	IEP	2/28/25	1.00	1	100	$100.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/3/25	0.25	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/5/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/10/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/12/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/19/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/20/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/24/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Service	2/27/25	0.75	1	110	$110.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	IEP	2/13/25	1.00	1	100	$100.00		$0.00
Anamile Norbut	3601	NorCal	[redacted]	DHH Assessment	2/26/25	10.50	10.5	110	$1,155.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/14/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/20/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3601	NorCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Armando Alvarez Rico	3601	NorCal	[redacted]	IEP	2/19/25	1.50	1.5	100	$150.00		$0.00
Armando Alvarez Rico	3601	NorCal	[redacted]	IEP	2/20/25	1.00	1	100	$100.00		$0.00
Armando Alvarez Rico	3601	NorCal	[redacted]	IEP	2/28/25	1.25	1.25	100	$125.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/10/25	0.75	1	110	$110.00		$0.00
Ashton Guillard	3601	NorCal	[redacted]	Speech Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Brandice Mabe	3601	NorCal	[redacted]	Ed Psych Assessment	2/10/25	n/a	n/a	n/a	$1,950.00	42.80	$29.96
Brenda Rea	3601	NorCal	[redacted]	515	2/3/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal	[redacted]	515	2/5/25	0.50	0.5	95	$47.50		$0.00

Brenda Rea	3601	NorCal	[redacted]	5	2/10/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal		5	2/12/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal		5	2/19/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal		5	2/24/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal		5	2/26/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3601	NorCal		0	2/3/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3601	NorCal		0	2/6/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/10/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/13/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/20/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/24/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/27/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		P	2/28/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3601	NorCal		0	2/5/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/12/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/19/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3601	NorCal		0	2/26/25	0.50	0.5	100	$50.00		$0.00
Camaya Joliff	3601	NorCal		P	2/3/25	1.50	1.5	100	$150.00		$0.00
Camaya Joliff	3601	NorCal		P	2/20/25	1.50	1.5	100	$150.00		$0.00
Danielle Roghair	3601	NorCal		Assessment	2/3/25	10.50	10.5	110	$1,155.00		$0.00
Danielle Roghair	3601	NorCal		P	2/25/25	1.50	1.5	100	$150.00		$0.00
Denise Reynolds	3601	NorCal		urse Assessment	1/25/25	n/a	n/a	n/a	$700.00	100.80	$70.56
Denise Reynolds	3601	NorCal		urse Assessment	2/11/25	n/a	n/a	n/a	$700.00	89.00	$62.30
Denise Reynolds	3601	NorCal		urse Assessment	2/17/25	n/a	n/a	n/a	$700.00	37.00	$25.90
Diana Cadigan	3601	NorCal		HH Services	2/6/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3601	NorCal		HH Services	2/27/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3601	NorCal		HH Services	2/24/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3601	NorCal		HH Services	2/26/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3601	NorCal		HH Services	2/27/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/5/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/6/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/12/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/19/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3601	NorCal		peech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/26/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/7/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/14/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/7/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/14/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3601	NorCal		peech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		peech Services	2/28/25	0.50	1	110	$110.00		$0.00

Evette Rios	3601	NorCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/7/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/14/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/4/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/11/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/21/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/28/25	0.25	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3601	NorCal		Speech Services	2/28/25	0.50	0.5	110	$55.00		$0.00
Heather Dockery	3601	NorCal		Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	60.00	$56.00
Heather Dockery	3601	NorCal		Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	85.00	$59.50
Heather Dockery	3601	NorCal		Nurse Assessment	2/14/25	n/a	n/a	n/a	$700.00		$0.00
Heather Dockery	3601	NorCal		Nurse Assessment	2/24/25	n/a	n/a	n/a	$700.00	102.00	$71.40
Heidi Newton	3601	NorCal		Nurse Assessment	2/6/25	n/a	n/a	n/a	$700.00	150.10	$105.07
Heidi Newton	3601	NorCal		Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	37.40	$26.18
Heidi Newton	3601	NorCal		Nurse Assessment	2/2/25	n/a	n/a	n/a	$700.00	146.40	$102.48
Heidi Newton	3601	NorCal		Nurse Assessment	2/3/25	n/a	n/a	n/a	$700.00	139.00	$97.30
Heidi Newton	3601	NorCal		Nurse Assessment	2/5/25	n/a	n/a	n/a	$700.00	140.40	$98.28
Heidi Newton	3601	NorCal		Nurse Assessment	2/7/25	n/a	n/a	n/a	$700.00	21.80	$15.26
Heidi Newton	3601	NorCal		Nurse Assessment	2/19/25	n/a	n/a	n/a	$700.00	116.20	$81.34
Heidi Newton	3601	NorCal		Nurse Assessment	2/7/25	n/a	n/a	n/a	$700.00	141	$98.70
Jemmy Vang	3601	NorCal		Ed Psych Assessment	2/27/25	n/a	n/a	n/a	$1,950.00	42.00	$29.40
Jemmy Vang	3601	NorCal		Ed Psych Assessment	2/27/25	n/a	n/a	n/a	$1,950.00	129.40	$90.58
Jemmy Vang	3601	NorCal		Ed Psych Assessment	2/27/25	n/a	n/a	n/a	$1,950.00	95.20	$66.64
Jessica Marinelli	3601	NorCal		Speech Assessment	2/6/25	10.50	10.5	110	$1,155.00		$0.00
Jessica Marinelli	3601	NorCal		IEP	2/28/25	1.50	1.5	100	$150.00		$0.00
Jill Gillette	3601	NorCal		510	2/11/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3601	NorCal		510	2/11/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/5/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/10/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/24/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3601	NorCal		510	2/13/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/27/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/18/25	1.25	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		510	2/4/25	0.50	0.5	100	$50.00		$0.00

Jill Gillette	3601	NorCal	[redacted]	515	2/25/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3601	NorCal		IEP	2/27/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3601	NorCal		515	2/4/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3601	NorCal		515	2/6/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3601	NorCal		515	2/11/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3601	NorCal		515	2/24/25	0.50	0.5	95	$47.50		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/3/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/3/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Kanoa Elizondo	3601	NorCal		APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/3/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/7/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/13/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/21/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3601	NorCal		APE Services	2/28/25	0.50	1	110	$110.00		$0.00
Kelly Dunn	3601	NorCal		AT Assessment	2/7/25	n/a	n/a	n/a	$1,783.00		$0.00
Kelly Dunn	3601	NorCal		IEP	2/6/25	1.50	1.5	100	$150.00		$0.00
Kelly Dunn	3601	NorCal		AT Services	2/27/25	1.00	1	120	$120.00		$0.00
Kelly Dunn	3601	NorCal		IEP	2/25/25	1.00	1	100	$100.00		$0.00
Kelly Dunn	3601	NorCal		IEP	2/27/25	0.50	1	100	$100.00		$0.00
Kristin McClelland	3601	NorCal		IEP Meeting	1/29/25	1.00	1	100	$100.00		$0.00
Lana Scott	3601	NorCal		Ed Psych Assessment	1/30/25	n/a	n/a	n/a	$1,950.00	244.00	$170.80
Lana Scott	3601	NorCal		Ed Psych Assessment	2/2/25	n/a	n/a	n/a	$1,950.00	156.00	$109.20
Lana Scott	3601	NorCal		FBA	2/14/25	n/a	n/a	n/a	$1,950.00	18.00	$12.60
Lana Scott	3601	NorCal		Ed Psych Assessment	2/2/25	n/a	n/a	n/a	$1,950.00	18.00	$12.60
Lana Scott	3601	NorCal		Ed Psych Assessment	2/22/25	n/a	n/a	n/a	$1,950.00	48.00	$33.60
Lana Scott	3601	NorCal		Ed Psych Assessment	2/23/25	n/a	n/a	n/a	$1,950.00	102.00	$71.40
Mae Belen Vital	3601	NorCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		IEP	2/28/25	0.50	1	100	$100.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Marisol Ramirez	3601	NorCal		Ed Psych Assessment	1/5/25	n/a	n/a	n/a	$1,950.00	120.00	$84.00
Marisol Ramirez	3601	NorCal		Ed Psych Assessment	2/4/25	n/a	n/a	n/a	$1,950.00	20.00	$14.00
Melinda MacKenzie	3601	NorCal		Ed Psych Assessment	2/13/25	n/a	n/a	n/a	$1,950.00	128.00	$89.60
Melinda MacKenzie	3601	NorCal		IEP	2/21/25	1.00	1	100	$100.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/3/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/6/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/10/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/13/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/20/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/24/25	0.25	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3601	NorCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Michelle Cardenas	3601	NorCal		510	2/5/25	0.42	1	100	$100.00		$0.00
Michelle Cardenas	3601	NorCal		510	2/19/25	0.42	1	100	$100.00		$0.00
Michelle Cardenas	3601	NorCal		510	2/5/25	0.42	1	100	$100.00		$0.00

Michelle Cardenas	3601	NorCal	[redacted]	510	2/19/25	0.42	1	100	$100.00		$0.00
Monica Saucedo	3601	NorCal	[redacted]	Ed Psych Assessment	2/6/25	n/a	n/a	n/a	$1,950.00	36.00	$25.20
Monika Mabe	3601	NorCal	[redacted]	510	2/28/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/3/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/10/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/24/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/3/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/10/25	0.5	1	100	$100.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	IEP	2/14/25	1.50	1.5	100	$150.00		$0.00
Monika Mabe	3601	NorCal	[redacted]	IEP	2/12/25	0.50	1	100	$100.00		$0.00
Monique Nguyen	3601	NorCal	[redacted]	IEP	2/11/25	0.50	1	100	$100.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/16/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/16/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3601	NorCal	[redacted]	IEP	1/15/25	1.25	1.25	100	$125.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	515	2/28/25	0.50	1	95	$95.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	510	2/4/25	0.33	1	100	$100.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	510	2/11/25	0.58	1	100	$100.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	510	2/18/25	0.33	1	100	$100.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	510	2/25/25	0.58	1	100	$100.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	515	2/20/25	0.50	1	95	$95.00		$0.00
Reginald Boyd	3601	NorCal	[redacted]	515	2/28/25	0.50	0.5	95	$47.50		$0.00
Sarah Sabghzadeh	3601	NorCal	[redacted]	515	2/4/25	0.50	0.5	95	$47.50		$0.00
Sarah Sabghzadeh	3601	NorCal	[redacted]	515	2/26/25	0.50	0.5	95	$47.50		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	1/16/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	1/23/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	2/6/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	2/13/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	2/20/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	2/27/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	1/9/25	0.25	0.5	110	$55.00		$0.00
Sunshine Armstrong	3601	NorCal	[redacted]	535	2/20/25	0.25	0.5	110	$55.00		$0.00
Terrie Schoch	3601	NorCal	[redacted]	510	2/6/25	1.00	1	100	$100.00		$0.00
Terrie Schoch	3601	NorCal	[redacted]	510	2/23/25	1.00	1	100	$100.00		$0.00
Tina Kim	3601	NorCal	[redacted]	IEP	2/20/25	1.37	1.37	100	$137.00		$0.00
Vanessa Abraham	3601	NorCal	[redacted]	IEP	2/6/25	1.50	1.5	100	$150.00		$0.00
Vanessa Abraham	3601	NorCal	[redacted]	Speech Assessment	2/26/25	10.50	10.5	110	$1,155.00		$0.00
Vanessa Abraham	3601	NorCal	[redacted]	IEP	2/27/25	0.50	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Assessment	2/5/25	10.50	10.5	110	$1,155.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Assessment	2/19/25	10.50	10.5	110	$1,155.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	IEP	2/3/25	2.00	2	100	$200.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	IEP	2/21/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	IEP	2/27/25	1	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	IEP	2/28/25	$2.00	$2.00	100	$200.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/5/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/12/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/19/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/26/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/5/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	IEP/Planning	2/12/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/19/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/26/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/4/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/4/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/11/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/18/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/25/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/12/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/19/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/26/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/6/25	1.00	1	110	$110.00		$0.00

Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/27/25	1.00	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/21/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3601	NorCal	[redacted]	OT Services	2/28/25	0.50	0.5	110	$55.00		$0.00
				Total for Service:	**Total for Mileage:**		**Total Due:**		**$82,027.50**	**2,585.50**	**$1,809.85**
			Total	**$82,027.50**	**$1,809.85**		**$83,837.35**				

Central Valley

BILLING INVOICE

Invoice #	3602
Invoice Date:	2/28/25
Name:	El Paseo Children's Center Inc
Mailing Address	74075 El Paseo Drive, Suite A26
	Palm Desert, CA 92260
Telephone:	760-342-4900

Bill To:	California Online Public School
	Attn: La Chelle Carter
	lacarter@calca.connectionsacademy.org
	SPED-Finance@californiaops.org
	ellatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .70
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/24/25	0.25	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/10/25	0.25	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	OT Services	2/3/25	0.25	1	110	$110.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	IEP Meeting	2/19/25	1.13	1.13	100	$113.00		$0.00
Adriana Covarrubias	3602	Central Valley	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Albert Litvin	3602	Central Valley	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Ariana Vista	3602	Central Valley	[redacted]	OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Armando Alvarez Rico	3602	Central Valley	[redacted]	Speech Assessment	2/19/25	10.50	10.5	110	$1,155.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3602	Central Valley	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Brenda Rea	3602	Central Valley	[redacted]	610	2/20/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3602	Central Valley	[redacted]	610	2/27/25	0.50	0.5	100	$50.00		$0.00
Cassidy Quintana	3602	Central Valley	[redacted]	IEP Meeting	2/25/25	0.75	1	100	$100.00		$0.00
Danielle Roghair	3602	Central Valley	[redacted]	OT Assessment	2/19/25	10.50	10.5	110	$1,155.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/12/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/14/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/19/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/21/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/7/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/28/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/26/25	0.50	0.5	110	$55.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/5/25	0.50	0.5	110	$55.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/11/25	1.00	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/25/25	1.00	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/18/25	1.00	1	110	$110.00		$0.00
Eleanora Magri	3602	Central Valley	[redacted]	535	2/4/25	1.00	0.5	110	$55.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3602	Central Valley	[redacted]	Speech Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00

Evette Rios	3602	Central Valley	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3602	Central Valley		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Heather Dockery	3602	Central Valley		Nurse Assessment	2/2/25	n/a	n/a	n/a	$700.00	65.00	$45.50
Heather Dockery	3602	Central Valley		Nurse Assessment	2/24/25	n/a	n/a	n/a	$700.00	125.00	$87.50
Jill Gillette	3602	Central Valley		510	2/5/25	0.75	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/5/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/20/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/11/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/25/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/6/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/20/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/27/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/13/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/3/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/10/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/24/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		520	2/18/25	0.50	1	120	$120.00		$0.00
Jill Gillette	3602	Central Valley		515	2/14/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3602	Central Valley		515	2/26/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3602	Central Valley		510	2/20/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/6/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/27/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		510	2/14/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/26/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3602	Central Valley		510	2/19/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3602	Central Valley		IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Kacy McCalla	3602	Central Valley		Ed Psych Assessment	2/5/25	n/a	n/a	n/a	$1,950.00	11.60	$8.12
Kacy McCalla	3602	Central Valley		Ed Psych Assessment	2/7/25	n/a	n/a	n/a	$1,950.00	245.00	$171.50
Kacy McCalla	3602	Central Valley		Ed Psych Assessment	2/19/25	n/a	n/a	n/a	$1,950.00	23.20	$16.24
Kacy McCalla	3602	Central Valley		FBA Assessment	2/21/25	n/a	n/a	n/a	$1,950.00	122.00	$85.40
Karina Elizondo	3602	Central Valley		APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Karina Elizondo	3602	Central Valley		APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Karina Elizondo	3602	Central Valley		APE Services	2/3/25	0.50	1	110	$110.00		$0.00
Karina Elizondo	3602	Central Valley		Staffing Meeting	2/3/25	1.00	1	100	$100.00		$0.00
Karina Elizondo	3602	Central Valley		IEP Meeting	2/4/25	1.00	1	100	$100.00		$0.00
Kari Smith	3602	Central Valley		Nurse Assessment	2/6/25	n/a	n/a	n/a	$700.00	8.00	$5.60
Kari Smith	3602	Central Valley		Nurse Assessment	2/10/25	n/a	n/a	n/a	$700.00	20.00	$14.00
Kasey Galik	3602	Central Valley		APE Assessment	2/5/25	10.50	10.5	110	$1,155.00		$0.00
Kasey Galik	3602	Central Valley		APE Services	2/3/25	0.50	1	110	$110.00		$0.00

Kasey Galik	3602	Central Valley	[redacted]	APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3602	Central Valley	[redacted]	APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kristin McClelland	3602	Central Valley	[redacted]	Ed Psych Assessment	2/11/25	n/a	n/a	n/a	$1,950.00	20.00	$14.00
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/3/25	n/a	n/a	n/a	$700.00	13.00	$9.10
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/3/25	n/a	n/a	n/a	$700.00	64.00	$44.80
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/11/25	n/a	n/a	n/a	$700.00	97.60	$68.32
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/12/25	n/a	n/a	n/a	$700.00	104.00	$72.80
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/18/25	n/a	n/a	n/a	$700.00	101.20	$70.84
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/24/25	n/a	n/a	n/a	$700.00	13.00	$9.10
Katherine McMahon	3602	Central Valley	[redacted]	Nurse Assessment	2/27/25	n/a	n/a	n/a	$700.00	104.20	$72.94
Kelly Dunn	3602	Central Valley	[redacted]	IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00
Kelly Dunn	3602	Central Valley	[redacted]	AT Services	2/4/25	0.50	1	120	$120.00		$0.00
Kelly Dunn	3602	Central Valley	[redacted]	Staffing Meeting	2/3/25	0.50	0.5	100	$50.00		$0.00
Kelly Dunn	3602	Central Valley	[redacted]	IEP Meeting	2/19/25	1.00	1	100	$100.00		$0.00
Kelly Dunn	3602	Central Valley	[redacted]	IEP Meeting	2/28/25	1.00	1	100	$100.00		$0.00
Lauren Linhoff	3602	Central Valley	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Lauren Linhoff	3602	Central Valley	[redacted]	APE Services	2/11/25	0.50	1	110	$110.00		$0.00
Lauren Linhoff	3602	Central Valley	[redacted]	APE Services	2/26/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/18/25	1.00	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/4/25	1.00	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/11/25	1.00	0.5	110	$55.00		$0.00
Mae Belen Vital	3602	Central Valley	[redacted]	Speech Services	2/25/25	1.00	0.5	110	$55.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Mercedes (Sadie) Allin	3602	Central Valley	[redacted]	Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/3/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/3/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3602	Central Valley	[redacted]	IEP Meeting	2/27/25	0.50	0.5	100	$50.00		$0.00
Monique Nguyen	3602	Central Valley	[redacted]	OT Assessment	2/26/25	10.50	10.5	110	$1,155.00		$0.00
Nadia Rojas	3602	Central Valley	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	132.00	$92.40
Patricia Slaback	3602	Central Valley	[redacted]	OI Services	2/28/25	0.25	1	110	$110.00		$0.00
Patricia Slaback	3602	Central Valley	[redacted]	OI Services	2/26/25	0.50	1	110	$110.00		$0.00
Patricia Slaback	3602	Central Valley	[redacted]	OI Services	2/28/25	0.25	1	110	$110.00		$0.00
Patricia Slaback	3602	Central Valley	[redacted]	IEP Meeting	2/4/25	1.50	1.5	100	$150.00		$0.00
Patricia Slaback	3602	Central Valley	[redacted]	OI Assessment	2/28/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/16/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/16/25	0.50	1	110	$110.00		$0.00

Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/29/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/16/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3602	Central Valley	[redacted]	Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Reginald Boyd	3602	Central Valley	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3602	Central Valley	[redacted]	510	2/25/25	0.50	0.5	100	$50.00		$0.00
Ryan Groft	3602	Central Valley	[redacted]	Ed Psych Add'l Assessment	2/3/25	n/a	n/a	n/a	$750.00	41.20	$28.84
Ryan Groft	3602	Central Valley	[redacted]	Ed Psych Assessment	2/4/25	n/a	n/a	n/a	$1,950.00	68.00	$47.60
Sakhjit Kaur	3602	Central Valley	[redacted]	Nurse Assessment	2/6/25	n/a	n/a	n/a	$700.00	25.40	$17.78
Sakhjit Kaur	3602	Central Valley	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	280.00	$196.00
Sakhjit Kaur	3602	Central Valley	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	167.00	$116.90
Sakhjit Kaur	3602	Central Valley	[redacted]	Nurse Assessment	2/17/25	n/a	n/a	n/a	$700.00		$0.00
Sakhjit Kaur	3602	Central Valley	[redacted]	Nurse Assessment	2/24/25	n/a	n/a	n/a	$700.00	19.60	$13.72
Shanna Hottinger	3602	Central Valley	[redacted]	ECP	2/8/25	1.50	1.5	110	$165.00		$0.00
Shelbi Casados	3602	Central Valley	[redacted]	Speech Assessment	2/27/25	10.50	10.5	110	$1,155.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/26/25	0.75	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/12/25	0.75	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/28/25	0.75	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/23/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/20/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/16/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/23/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/6/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/16/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/23/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	1/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/4/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/6/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/11/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/18/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/20/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/25/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3602	Central Valley	[redacted]	535	2/19/25	0.50	0.5	110	$55.00		$0.00
Terrie Schoch	3602	Central Valley	[redacted]	IEP Meeting	2/4/25	1.50	1.5	100	$150.00		$0.00
Terrie Schoch	3602	Central Valley	[redacted]	515	2/13/25	0.50	1	95	$95.00		$0.00
Terrie Schoch	3602	Central Valley	[redacted]	515	2/20/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3602	Central Valley	[redacted]	510	2/10/25	0.25	0.5	100	$50.00		$0.00
Terrie Schoch	3602	Central Valley	[redacted]	510	2/21/25	0.50	0.5	100	$50.00		$0.00
Vahe Amirian	3602	Central Valley	[redacted]	Ed Psych Assessment	2/15/25	n/a	n/a	n/a	$1,950.00	202.00	$141.40
Vahe Amirian	3602	Central Valley	[redacted]	Ed Psych Assessment	2/17/25	n/a	n/a	n/a	$1,950.00	165.00	$115.50
Vahe Amirian	3602	Central Valley	[redacted]	Ed Psych Assessment	2/11/25	n/a	n/a	n/a	$1,950.00	204.00	$142.80
Vahe Amirian	3602	Central Valley	[redacted]	Ed Psych Addl Assessment	2/15/25	n/a	n/a	n/a	$750.00	76.00	$53.20
Vanessa Abraham	3602	Central Valley	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3602	Central Valley	[redacted]	IEP Meeting	2/28/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/14/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/21/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/23/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]	OT Services	2/14/25	0.50	1	110	$110.00		$0.00

Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/7/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/14/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/28/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		IEP Meeting	2/4/25	2.00	2	100	$200.00		$0.00
Yasaman Danesh Panahi	3602	Central Valley	[redacted]		IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
					Total for Service:	**Total for Mileage:**		**Total Due:**		**$61,000.50**	**2,517.00**	**$1,761.90**
			Total		**$61,000.50**	**$1,761.90**		**$62,762.40**				

Monterey Bay

BILLING INVOICE

Invoice #	3605	Bill To:	California Online Public School
Invoice Date:	2/28/25		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .70
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/20/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3605	Monterey Bay	[redacted]	OT Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Alejandra Anonical	3605	Monterey Bay	[redacted]	IEP Meeting	2/7/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3605	Monterey Bay	[redacted]	IEP Meeting	2/25/25	1.50	1.5	100	$150.00		$0.00
Armando Alvarez Rico	3605	Monterey Bay	[redacted]	Speech Assessment	2/3/25	10.50	10.5	110	$1,155.00		$0.00
Armando Alvarez Rico	3605	Monterey Bay	[redacted]	IEP	2/7/25	1.75	1.75	100	$175.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/4/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/18/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/25/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/18/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/25/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	510	2/4/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3605	Monterey Bay	[redacted]	IEP	2/19/25	1.00	1	100	$100.00		$0.00
Elizabeth Ramirez	3605	Monterey Bay	[redacted]	510	2/21/25	0.50	1	100	$100.00		$0.00
Elizabeth Ramirez	3605	Monterey Bay	[redacted]	IEP Meeting	2/19/25	1.00	1	100	$100.00		$0.00
Elizabeth Ramirez	3605	Monterey Bay	[redacted]	IEP Meeting	2/25/25	1.25	1.25	100	$125.00		$0.00
Emily Chupek	3605	Monterey Bay	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/6/25	1.00	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/13/25	1.00	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	1.00	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/27/25	1.00	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3605	Monterey Bay	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00

Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3605	Monterey Bay	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/11/25	n/a	n/a	n/a	$700.00	123.80	$86.66
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	244.10	$170.87
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/3/25	n/a	n/a	n/a	$700.00	75.3	$52.71
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/4/25	n/a	n/a	n/a	$700.00	41.5	$29.05
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/11/25	n/a	n/a	n/a	$700.00	97.8	$68.46
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/11/25	n/a	n/a	n/a	$700.00	99.6	$69.72
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/23/25	n/a	n/a	n/a	$700.00	45.6	$31.92
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/27/25	n/a	n/a	n/a	$700.00	15.1	$10.57
Heidi Newton	3605	Monterey Bay	[redacted]	Nurse Assessment	2/28/25	n/a	n/a	n/a	$700.00	14.1	$9.87
Jill Gillette	3605	Monterey Bay	[redacted]	520	2/3/25	1.00	0.5	120	$60.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	520	2/24/25	1.00	0.5	120	$60.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	520	2/11/25	1.00	1	120	$120.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	520	2/25/25	1.00	1	120	$120.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	510	2/10/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3605	Monterey Bay	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Kasey Galik	3605	Monterey Bay	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3605	Monterey Bay	[redacted]	APE Services	2/11/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3605	Monterey Bay	[redacted]	APE Services	2/28/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3605	Monterey Bay	[redacted]	APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kelly Dunn	3605	Monterey Bay	[redacted]	IEP Meeting	2/14/25	1.00	1	100	$100.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3605	Monterey Bay	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3605	Monterey Bay	[redacted]	Speech Services	2/6/25	1.00	1	110	$110.00		$0.00
Mae Belen Vital	3605	Monterey Bay	[redacted]	Speech Services	2/14/25	1.00	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Mae Belin Vital	3605	Monterey Bay	[redacted]	IEP Meeting	2/14/25	0.50	0.5	100	$50.00		$0.00
Melanie Segrave	3605	Monterey Bay	[redacted]	515	2/4/25	0.50	1	95	$95.00		$0.00
Melanie Segrave	3605	Monterey Bay	[redacted]	515	2/11/25	0.50	1	95	$95.00		$0.00
Melanie Segrave	3605	Monterey Bay	[redacted]	510	2/6/25	0.50	1	100	$100.00		$0.00
Melanie Segrave	3605	Monterey Bay	[redacted]	510	2/13/25	0.50	1	100	$100.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00

Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3605	Monterey Bay	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	510	2/3/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	515	2/3/25	0.50	1	95	$95.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	515	2/10/25	0.50	0.5	95	$47.50		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	515	2/24/25	0.50	0.5	95	$47.50		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	510	2/28/25	0.25	1	100	$100.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Monika Mabe	3605	Monterey Bay	[redacted]	IEP Meeting	2/14/25	0.50	0.5	100	$50.00		$0.00
Monique Nguyen	3605	Monterey Bay	[redacted]	IEP Meeting	2/14/25	1.00	1	100	$100.00		$0.00
Rashida Wiggins	3605	Monterey Bay	[redacted]	FBA Assessment	2/7/25	n/a	n/a	n/a	$1,950.00	322.00	$225.40
Rashida Wiggins	3605	Monterey Bay	[redacted]	Ed Psych Assessment	2/8/25	n/a	n/a	n/a	$1,950.00	370.00	$259.00
Rashida Wiggins	3605	Monterey Bay	[redacted]	Ed Psych Assessment	2/8/25	n/a	n/a	n/a	$1,950.00	244.00	$170.80
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/3/25	0.80	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/10/25	0.80	1	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/24/25	0.80	0.5	100	$50.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/18/25	0.75	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/20/25	0.75	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/27/25	0.75	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/6/25	0.75	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/13/25	0.50	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/26/25	0.50	1.00	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/10/25	0.80	1	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	510	2/27/25	0.80	1	100	$100.00		$0.00
Reginald Boyd	3605	Monterey Bay	[redacted]	IEP Meeting	2/7/25	1.00	1	100	$100.00		$0.00
Terrie Schoch	3605	Monterey Bay	[redacted]	510	2/5/25	0.50	1.00	100	$100.00		$0.00
Terrie Schoch	3605	Monterey Bay	[redacted]	510	2/12/25	0.50	1.00	100	$100.00		$0.00
Terrie Schoch	3605	Monterey Bay	[redacted]	510	2/19/25	0.50	0.50	100	$50.00		$0.00
Terrie Schoch	3605	Monterey Bay	[redacted]	510	2/26/25	0.50	0.50	100	$50.00		$0.00
Tina Kim	3605	Monterey Bay	[redacted]	IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
Vahe Amirian	3605	Monterey Bay	[redacted]	Ed Psych Assessment	1/31/25	n/a	n/a	n/a	$1,950.00		$0.00
Vanessa Abraham	3605	Monterey Bay	[redacted]	IEP Meeting	2/14/25	1.50	1.5	100	$150.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3605	Monterey Bay	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
				Total for Service:	**Total for Mileage:**		**TOTAL DUE**		$30,385.00	1,692.90	$1,185.03
			Total	$30,385.00	$1,185.03		$31,570.03				

California Online Public Schools

Finance CalOPS <finance@californiaops.org>

Fwd: HSA Funding Activity Initiated

Tracy Le <tle@californiaops.org> Fri, Apr 25, 2025 at 8:37 AM
To: Finance CalOPS <finance@californiaops.org>
Cc: CalOPS Human Resources - Payroll <payroll@californiaops.org>

Please see the HSA contribution for the 4/25 payroll below.

Tracy Le
Assistant Director of Human Resources
949-529-1667
Pronouns: she/her
California Online Public Schools

Our real legacy is not what we accomplish individually but what we do for others and how we motivate them to work together for a common goal.

Statement of Confidentiality: The contents of this e-mail message and any attachments are intended solely for the addressee. The information may also be confidential and/or legally privileged. This transmission is sent for the sole purpose of delivery to the intended recipient. If you have received this transmission in error, any use, reproduction, or dissemination of this transmission is strictly prohibited. If you are not the intended recipient, please immediately notify the sender by reply e-mail and delete this message and its attachments, if any. E-mail is covered by the Electronic Communications Privacy Act, 18 USC SS 2510-2521 and is legally privileged.

Begin forwarded message:

From: noreply@goigoe.com
Date: April 25, 2025 at 3:40:51 AM PDT
To: tle@californiaops.org
Subject: HSA Funding Activity Initiated

igoe

HSA Payroll Funding Details of California Online Public Schools	
Account Name:	California Online Public Schools HSA Funding
Activity amount:	$21,342.50
Activity date:	04/24/2025

Your funding account will be debited for the amount listed above. This amount is reflective of deposits to your employees' HSA. You are receiving this notice as one of the following activities has taken place:

- A payroll contribution file has been imported into our system on your behalf
- Deposits have been successfully recorded using the contribution manager

- An account pending CIP has been successfully opened

For details about the specific account level activity, you can reference the HSA Payroll Reconciliation Report in the employer portal or you can go to the Contribution Manager to view your pending and successful payroll deposits. Due to timing, transaction details may not be available until tomorrow morning. In a future enhancement, account level detail will be available in a new invoicing screen to further help with record keeping and reconciliation.

If you have any questions regarding this email or its contents, please reach out to your Client Relations Executive.

Thank you for your partnership,

Igoe Administrative Services

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mime-attachment
2K

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	04/25/2025
AMOUNT DUE	$118,946.14
CURRENT BALANCE	$118,946.14

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

4485927900048836118946141189461 49

PLEASE TEAR PAYMENT COUPON AT PERFORATION

STATEMENT MESSAGES

COMMERCIAL ACCOUNT SUMMARY

ORGANIZATION NAME: CALOPS

ACCOUNT NUMBER: 4485927900048836

CLOSING DATE	03-31-25
CREDIT LIMIT	1,000,000
AVAILABLE CREDIT	881,054

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	101,055.57
PURCHASES AND OTHER CHARGES	119,364.37
CASH ADVANCES	.00
CREDITS	418.23
PAYMENTS	101,055.57-
LATE PAYMENT CHARGES	.00
CASH ADVANCE FEE	.00
FINANCE CHARGES	.00
NEW BALANCE	**118,946.14**
TOTAL PAYMENT DUE	118,946.14
DISPUTED AMOUNT	.00

ACCT. NUMBER: 4485 9279 0004 8836 CALOPS

COMMERCIAL ACCOUNT ACTIVITY

CALOPS
4485-9279-0004-8836

TOTAL COMMERCIAL ACTIVITY $101,055.57CR

ACCOUNTING CODE:

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-25	03-25		AUTO PAYMENT DEDUCTION	101,055.57CR

INDIVIDUAL CARDHOLDER ACTIVITY

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
PHIL WENKER 4485-9200-0134-9682	$0.00	$22.00	$0.00	$22.00

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-27	24892165059109470226825	RESIDENCE INN SAN JUAN CAPI CA 39 715 ARRIVAL: 02-26-25	20.00
03-03	02-27	24892165059109470226633	RESIDENCE INN SAN JUAN CAPI CA 39 715 ARRIVAL: 02-26-25	2.00
			Total Travel Activity	$22.00

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
BERNADETTE JAMERO 4485-9200-0441-9324	$0.00	$58.62	$0.00	$58.62

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-12	03-11	24943005071165847754433	RITE AID 06014 OAKDALE CA P.O.S.: 00687499 SALES TAX: 0.53	6.82
03-13	03-11	24427335071710037259010	SAVE MART #100 RIPO RIPON CA P.O.S.: 06175510100VPRY7043727536 SALES TAX: 0.00	51.80
			Total Purchasing Activity	$58.62

	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
RICHARD SAVAGE 4485-9200-2831-8078	$0.00	$4,312.96	$0.00	$4,312.96

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-13	03-12	24137465071100265850662	TST* RICK'S DESSERT DINER SACRAMENTO CA	62.41
			Total Purchasing Activity	$62.41

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-28	24892165059109152184209	COWBOY CIAO KSK N3 PHX PHOENIX AZ P.O.S.: 1542384661426153 SALES TAX: 2.13	26.90
03-03	02-27	24892165059109470226583	RESIDENCE INN SAN JUAN CAPI CA 39 709 ARRIVAL: 02-25-25	656.60

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
03-03	02-28	24801975080258566683121	CITY OF IDAHO FALLS - AI IDAHO FALLS ID P.O.S.: 14300006 SALES TAX: 1.53	27.00
03-10	03-09	24055235069268224108297	MIKUNI JAPANESE RESTAURA SACRAMENTO CA	160.95
03-11	03-09	24692165069108572903014	IN-N-OUT NATOMAS 2 NATOMAS CA P.O.S.: 026489 SALES TAX: 0.00	11.80
03-13	03-12	24137465071100265850589	TST* TEQUILA MUSEO MAYAHU SACRAMENTO CA	147.85
03-13	03-12	24692165071100413686102	SQ *THEE UPPER CRUST PIZZ SACRAMENTO CA P.O.S.: 00011529215152020 SALES TAX: 5.47	97.14
03-14	03-13	24164075072060216361056	NATIONAL CAR RENTAL SACRAMENTO CA 240184904	319.00
03-14	03-13	24427335072740281261676	MCDONALD'S F35911 ELK GROVE CA P.O.S.: 08597355911VPTY7028126167 SALES TAX: 0.00	11.07
03-14	03-13	24801975073272295543483	CITY OF IDAHO FALLS - AI IDAHO FALLS ID P.O.S.: 14600144 SALES TAX: 2.55	45.00
03-14	03-12	24943005072166586104235	HYATT REGENCY SCRMNTO F& SACRAMENTO CA	249.19
03-17	03-13	24445005073500843209920	WENDY'S 11375 CAVE CREEK AZ P.O.S.: 10020313002 SALES TAX: 1.03	13.02
03-17	03-13	24692165073102010072965	SHERATON GRD SCRMNTO SACRAMENTO CA 278876 ARRIVAL: 03-09-25	2,428.63
03-17	03-13	24692165073102048293955	IN-N-OUT NATOMAS 2 NATOMAS CA P.O.S.: 006452 SALES TAX: 0.00	23.49
			Total Travel Activity	$4,217.64

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-13	24122545073272755993783	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00110418 SALES TAX: 0.00	32.91
			Total Fleet Activity	$32.91

RICARDO ROMERO 4485-9200-9854-8339	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$3,824.08	$0.00	$3,824.08

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-27	24692165059109470226617	RESIDENCE INN SAN JUAN CAPI CA 39 715 ARRIVAL: 02-25-25	689.60
03-11	03-09	24013395069002027045759	BURBANK AIRPORT FOOD & BE BURBANK CA	20.57
03-13	03-12	24055235072271369097999	MIKUNI JAPANESE RESTAURA SACRAMENTO CA	183.47
03-13	03-12	24137465071100265860729	TST* TEQUILA MUSEO MAYAHU SACRAMENTO CA	28.64
03-14	03-13	24164075072060216361833	NATIONAL CAR RENTAL SACRAMENTO CA 240184044	273.15
03-14	03-12	24692165072101157457915	SHERATON GRD SCRMNTO SACRAMENTO CA 278562 ARRIVAL: 03-09-25	1,595.54

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	24892165072101211033496	SOUTHWES 5262321563222 800-435-9792 TX ROMERO/RICARDO PHD DEPART: 03-13-25 P.O.S.: SALES TAX: $0.00 SMF WN Y BUR	172.00
03-17	03-13	24892165073102010073773	SHERATON GRD SCRMNTO SACRAMENTO CA 280263 ARRIVAL: 03-12-25	627.59
03-17	03-13	24755425073170730743175	SMF PEETS COFFEEB 6401310 SACRAMENTO CA	17.55
03-17	03-13	24941685073118473586925	V.S.P. PARKING BURBANK BURBANK CA P.O.S.: 71900031 SALES TAX: 17.64	189.75
			Total Travel Activity	$3,797.86

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-13	24122545073272755993809	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00109901 SALES TAX: 0.00	26.22
			Total Fleet Activity	$26.22

FINANCE DEPARTMENT	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
4485-9201-0377-7327	$143.75	$100,196.28	$0.00	$100,052.53

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	03-01	24000775060500027666240	DOCUMO DOCUMO.COM NV P.O.S.: 92846173 SALES TAX: 0.00	553.12
03-03	02-28	24036295059718120210225	FACEBK *JC75UH4562 650-543-4800 CA P.O.S.: 90273219873787865 SALES TAX: 0.00	900.00
03-03	03-01	24036295060718310789316	TIKTOK ADS TIKTOK.COM CA P.O.S.: 76807055194505992 SALES TAX: 0.00	361.94
03-03	03-01	24036295060718380934917	FACEBK *RSVYGJC562 650-543-4800 CA P.O.S.: 91002527767523465 SALES TAX: 0.00	900.00
03-03	03-03	24036295062742612879516	FACEBK *9TZ9SJG462 650-543-4800 CA P.O.S.: 91327068001736065 SALES TAX: 0.00	900.00
03-03	02-28	24204295059001028717054	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P347DF5E57 SALES TAX: 0.00	500.17
03-03	03-02	24445005081300828936538	4TE*SONITROL OF ORANGE CO 949-297-4350 CA P.O.S.: B609478304B SALES TAX: 0.00	245.49
03-03	02-28	24892165060109793663444	SDG&E 800-967-9649 CA P.O.S.: 2100011861889 SALES TAX: 69.87	1,001.50
03-03	02-28	24892165060109793663485	SDG&E 800-967-9649 CA P.O.S.: 2100011861889 SALES TAX: 33.59	481.45
03-03	03-01	24892165061100765372824	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P19mbFi9 SALES TAX: 0.00	8,066.82
03-05	03-04	24036295063716820427630	FACEBK *4BHYUJG462 650-543-4800 CA P.O.S.: 91421531825623065 SALES TAX: 0.00	900.00

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
03-05	03-04	24435655064064630000219	SCHOOL OUTFITTERS LLC 800-260-2776 OH P.O.S.: SCHOOLOUTFITTERS SALES TAX: 0.00	379.63
03-05	03-04	24497785063900011281889	INDEPENDENT LIVING AIDS 800-5372118 NY P.O.S.: 8671401 SALES TAX: 0.00	49.85
03-05	03-04	24755425063180633157946	MAXI AIDS INC 800-5226294 NY P.O.S.: 304175457 SALES TAX: 0.00	149.37
03-05	03-04	74083425064500003309909	SP MHS: MULTI HEALTH TORONTO ON	143.75
03-06	03-06	24036295065716038908720	FACEBK *XVRABJQ462 650-543-4800 CA P.O.S.: 90803602120749365 SALES TAX: 0.00	900.00
03-06	03-05	24270745064900014566621	PRO-ED, INC 512-4513246 TX P.O.S.: 3079472 SALES TAX: 0.00	240.00
03-06	03-05	24436545085056115658728	WESTERN PSYCHOLOGICAL SER 424-2018800 CA P.O.S.: 000269910 SALES TAX: 15.12	292.32
03-07	03-06	24692165065104733485854	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: 47727846Q7U8GGMC SALES TAX: 0.00	10.00
03-10	03-07	24036295068744289394555	FACEBK *J2VGVKY462 650-543-4800 CA P.O.S.: 92557889511987265 SALES TAX: 0.00	900.00
03-10	03-07	24036295066744339524751	TIKTOK ADS TIKTOK.COM CA P.O.S.: 79149129542157074 SALES TAX: 0.00	423.00
03-10	03-08	24036295067744510149468	FACEBK *7HQQVJC562 650-543-4800 CA P.O.S.: 91447991656310465 SALES TAX: 0.00	900.00
03-10	03-05	24198805066509040139755	PAYPAL *CALIFORNIAA 4029357733 CA P.O.S.: 1bacf760cc5aea SALES TAX: 0.00	10.00
03-10	03-07	24204295088001073289077	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P34B7F3BCC SALES TAX: 0.00	508.97
03-10	03-07	24692165066105568328243	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: AR81022034 SALES TAX: 0.00	1,044.26
03-10	03-07	24692165066108031585401	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P19wck9S SALES TAX: 0.00	12,000.00
03-10	03-09	24793385068001163155057	FACEBK *RJSELK8562 650-5434800 CA P.O.S.: 479338002215455 SALES TAX: 0.00	396.12
03-11	03-10	24036295069744807919944	FACEBK *YVDFKJQ462 650-543-4800 CA P.O.S.: 91088274125615465 SALES TAX: 0.00	900.00
03-12	03-11	24000775071500006164677	SVMART MADE TO ORDER SAVEMART.COM CA P.O.S.: ch31bdh0ha1lld SALES TAX: 0.00	49.98
03-12	03-11	24036295070712999717373	FACEBK *UCXZ9KG462 650-543-4800 CA P.O.S.: 91877486713360865 SALES TAX: 0.00	900.00
03-12	03-11	74083425071500000688975	SP MHS: MULTI HEALTH TORONTO ON	143.75
03-13	03-12	24493985072084578295852	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720004 SALES TAX: 0.00	32.05
03-13	03-12	24493985072084578298264	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720045 SALES TAX: 0.00	32.05
03-13	03-12	24692165071100484900143	HP *HP.COM STORE 888-345-5409 CA P.O.S.: H362927173 SALES TAX: 0.00	52.80

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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-14	03-14	24011345073500043509535	TIKTOK ADS ADS.TIKTOK.CO CA P.O.S.: 7481548548324983559 SALES TAX: 0.00	431.00
03-14	03-13	24036295072718237357607	FACEBK *Y7LFEKL462 650-543-4800 CA P.O.S.: 92032207897888765 SALES TAX: 0.00	900.00
03-14	03-13	24755425072290728014677	MAXI AIDS INC 800-5226294 NY P.O.S.: 313145330 SALES TAX: 0.00	15.31
03-14	03-13	74083425073500003196065	SP MHS: MULTI HEALTH TORONTO ON	143.75
03-14	03-13	74083425073500003214894	SP MHS: MULTI HEALTH TORONTO ON	143.75
03-17	03-14	24036295073744473774676	FACEBK *TDCBFKG462 650-543-4800 CA P.O.S.: 92062524528190465 SALES TAX: 0.00	900.00
03-17	03-16	24036295075712720587546	FACEBK *LNC5QJ4562 650-543-4800 CA P.O.S.: 91252072109235765 SALES TAX: 0.00	900.00
03-17	03-14	24204295073002603239037	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P34EEB1D3E SALES TAX: 0.00	502.73
03-17	03-14	24497785073900011434478	LS&S LLC. 716-3483500 NY P.O.S.: 3136526 SALES TAX: 0.00	35.21
03-17	03-14	24892165073101995368190	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P19GH9si SALES TAX: 0.00	12,000.00
03-17	03-15	24892165074102659837263	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: 42771755P7V2JEK1 SALES TAX: 0.00	10.85
03-18	03-17	24036295076714916338083	FACEBK *CGN85KU462 650-543-4800 CA P.O.S.: 91710086463436265 SALES TAX: 0.00	900.00
03-19	03-18	24204295077001952968069	FACEBK *M8LNZJQ462 650-5434800 CA P.O.S.: 420429000200589 SALES TAX: 0.00	900.00
03-19	03-18	24270745077900018401945	PRO-ED, INC 512-4513246 TX P.O.S.: 3081101 SALES TAX: 0.00	258.61
03-19	03-18	24436545078056769619724	WESTERN PSYCHOLOGICAL SER 424-2018800 CA P.O.S.: 000273082 SALES TAX: 23.58	300.78
03-19	03-18	24493985078086531269548	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80760024 SALES TAX: 0.00	32.05
03-19	03-18	24493985078086531269571	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80760027 SALES TAX: 0.00	32.05
03-19	03-18	24892165077102305648566	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: AR81312669 SALES TAX: 0.00	1,047.54
03-20	03-20	24036295079742347114412	FACEBK *BPKMHKC562 650-543-4800 CA P.O.S.: 92143601320082765 SALES TAX: 0.00	900.00
03-20	03-19	24493985079086885294848	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80770050 SALES TAX: 0.00	32.05
03-20	03-19	24493985079086885294889	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80770054 SALES TAX: 0.00	32.05
03-21	03-21	24011345080100004773591	TIKTOK ADS ADS.TIKTOK.CO CA P.O.S.: 7484053802316956432 SALES TAX: 0.00	442.00
03-21	03-20	24036295079718469779323	EZCATER*CRUST SOURDOU 800-488-1803 MA P.O.S.: 77AVT5 SALES TAX: 13.59	180.34

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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-21	24036295080744509312542	EZCATER*TERIYAKI MADNE 800-488-1803 MA P.O.S.: E0GX7J SALES TAX: 18.71	244.21
03-24	03-22	24011345081100123241867	BITLY.COM BITLY.COM NY P.O.S.: ch354q5p68ui1h33 SALES TAX: 0.00	348.00
03-24	03-21	24036295080716814130472	FACEBK *CPQV9L8562 650-543-4800 CA P.O.S.: 92991370868639165 SALES TAX: 0.00	900.00
03-24	03-22	24036295081716696069209	EZCATER*UNA MAS MEXICA 800-488-1803 MA P.O.S.: 253TKJ SALES TAX: 12.22	159.58
03-24	03-22	24036295081742824379203	EZCATER*IKES LOVE SAN 800-488-1803 MA P.O.S.: XMZ27T SALES TAX: 18.25	235.25
03-24	03-23	24036295082714882278915	FACEBK *2SXLFKU462 650-543-4800 CA P.O.S.: 92073016493807965 SALES TAX: 0.00	900.00
03-24	03-23	24036295082718880976065	EZCATER*TOMATINA 800-488-1803 MA P.O.S.: 0Z498M SALES TAX: 18.16	217.16
03-24	03-21	24204295080001197463079	SPOTIFY AD STUDIO 877-7781161 NY P.O.S.: P35254D909 SALES TAX: 0.00	502.66
03-24	03-21	24436545081056939853729	WESTERN PSYCHOLOGICAL SER 424-2018800 CA P.O.S.: 000273825 SALES TAX: 24.26	301.46
03-24	03-21	24892165080105389795384	SQ *FLOWER FEELINGS GOSQ.COM CA P.O.S.: 00011529215152336 SALES TAX: 117.88	1,387.88
03-24	03-23	24692165082107234496949	HP *INSTANT INK 855-785-2777 CA P.O.S.: 3753162087872691 SALES TAX: 1.59	17.08
03-25	03-24	24000775083100024584804	SOCAL BALLOONS SOCALBALLOONS CA P.O.S.: ch36io7p751fp6 SALES TAX: 0.00	750.00
03-25	03-24	24036295083716095520479	FACEBK *G9G7CKQ462 650-543-4800 CA P.O.S.: 91953429772433265 SALES TAX: 0.00	900.00
03-25	03-24	24493985084088487295180	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700025 SALES TAX: 0.00	32.05
03-25	03-24	24493985084088487295206	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80700027 SALES TAX: 0.00	32.05
03-26	03-25	24036295084744289843357	FACEBK *C5WDWLY462 650-543-4800 CA P.O.S.: 93708083330301265 SALES TAX: 0.00	900.00
03-26	03-24	74083425084100010725100	SP MHS: MULTI HEALTH TORONTO ON	143.75CR
03-27	03-27	24036295086714519476318	FACEBK *CNRTEKC462 650-543-4800 CA P.O.S.: 92045501096559465 SALES TAX: 0.00	900.00
03-27	03-26	24270745085900010881839	PRO-ED, INC 512-4513246 TX P.O.S.: 3082212 SALES TAX: 0.00	261.01
03-27	03-26	24493985086089257304846	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720028 SALES TAX: 0.00	32.05
03-27	03-26	24493985086089257304911	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80720035 SALES TAX: 0.00	32.05
03-27	03-26	24497785085900014408087	LS&S LLC. 716-3483500 NY P.O.S.: 3136846 SALES TAX: 0.00	35.21
03-27	03-26	24892165085109868340996	GOOGLE *ADS9121351564 CC@GOOGLE.COM CA P.O.S.: P19Z5zaa SALES TAX: 0.00	12,000.00

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INDIVIDUAL CARDHOLDER ACTIVITY

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-28	03-27	24011345086100093740174	TIKTOK ADS ADS.TIKTOK.CO CA P.O.S.: 7486550978322449168 SALES TAX: 0.00	442.00
03-28	03-27	24493985087089607308538	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80730038 SALES TAX: 0.00	32.05
03-28	03-27	24493985087089607308587	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80730043 SALES TAX: 0.00	32.05
03-28	03-27	24493985087089607308686	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80730053 SALES TAX: 0.00	47.40
03-28	03-27	24493985087089607308694	PRESIDENTS VOL SRV AWARD 404-979-2900 GA P.O.S.: 80730054 SALES TAX: 0.00	32.05
03-28	03-27	24906415086225406478953	PY*INSECT IQ PEST CONTRO 209-5833288 CA P.O.S.: 67e567c9db8353827 SALES TAX: 0.00	86.90
03-31	03-28	24036295087716774503685	FACEBK *ZW5V9LL462 650-543-4800 CA P.O.S.: 92990730502036465 SALES TAX: 0.00	900.00
03-31	03-30	24036295089712031731258	FACEBK *TFHEALG462 650-543-4800 CA P.O.S.: 93009692433473665 SALES TAX: 0.00	900.00
03-31	03-31	24036295090744227366893	FACEBK *W3S8QKQ462 650-543-4800 CA P.O.S.: 92374287797014065 SALES TAX: 0.00	900.00
03-31	03-29	24204295088001016027099	TWITTER ONLINE ADS 415-2229670 CA P.O.S.: 1905891932970819584 SALES TAX: 0.00	161.14
03-31	03-28	24692165087101053877904	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: 4269832528O62M9Z SALES TAX: 0.00	10.88
03-31	03-29	24692165088102065827159	AWL*PEARSON EDUCATION PRSONCS.COM NJ P.O.S.: AR81612474 SALES TAX: 0.00	1,047.86
03-31	03-28	24755425087280870088127	PARADISE DRINKING WATERS 999-9999999 CA P.O.S.: 456810 SALES TAX: 0.00	82.60
			Total Purchasing Activity	$81,925.34

Telecommunication Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-27	03-26	24692165085109814258357	ADT SECURITY*404964992 WWW.ADT.COM FL P.O.S.: 00000000000000000 SALES TAX: 7.84	102.96
			Total Activity	$102.96

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	03-01	24692165061101041219946	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 145.15	2,018.07
03-03	03-01	24692165061101041653045	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.89	12.39
03-03	03-02	24906415061223348225854	PY*STOR IT CLOVIS 559-32 559-3249675 CA P.O.S.: 67c3691c96ec8dd14 SALES TAX: 8.32	104.00
03-06	03-06	24692165085104582539207	HOTELCOM73047528626616 HOTELS.COM WA P.O.S.: 0 SALES TAX: 0.00	164.06

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-10	03-06	24892165066105818896922	UNITED 0162466146749 UNITED.COM TX MORENO/TAYLORB DEPART: 03-28-25 P.O.S.: SALES TAX: $0.00 SBP UA S LAX UA S SFO UA S SBP	332.67
03-10	03-08	24892165068107156217297	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 9.08	128.29
03-10	03-08	24892165068107158625919	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 2.51	34.93
03-17	03-15	24892165075100288221593	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 3.23	45.01
03-17	03-15	24892165075100288236344	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 33.06	459.75
03-24	03-22	24892165082106395346877	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 50.51	702.38
03-31	03-29	24892165089102658778768	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.88	12.34
03-31	03-29	24892165089102659428819	UPS*BILLING CENTER 800-811-1648 GA P.O.S.: 00000000000000000 SALES TAX: 0.88	12.34
			Total Travel Activity	$4,024.23

Miscellaneous Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-12	03-11	24011345070500099844656	X VO STARTER ABOUT.X.COM TX P.O.S.: in1R1XsNA3KZ32dPo1rN|YRM SALES TAX: 0.00	2,000.00
03-21	03-20	24204295079002205649090	GOOGLE ADS9121351564 650-2530000 CA P.O.S.: A24724946952815650 SALES TAX: 0.00	12,000.00
			Total Miscellaneous Activity	$14,000.00

MARCUS WHITE 4485-9201-0693-8900	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$648.08	$0.00	$648.08

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-14	03-12	24892165072101157458178	SHERATON GRD SCRMNTO SACRAMENTO CA 278663 ARRIVAL: 03-10-25	648.08
			Total Travel Activity	$648.08

STEPHEN FORD 4485-9201-2531-5460	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$274.48	$3,461.11	$0.00	$3,186.63

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-27	24892165059109172234788	THE STAND SAN JUAN C SAN JUAN CAPI CA P.O.S.: 032661 SALES TAX: 0.00	105.54
03-03	02-27	24892165059109470226658	RESIDENCE INN SAN JUAN CAPI CA 39 721 ARRIVAL: 02-25-25	645.60

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-11	03-09	24493985069083598003101	PORT OF SUBS 0039 LAS VEGAS NV	18.14
03-12	03-10	24943005070165275041783	HYATT REGENCY SCRMNTO F& SACRAMENTO CA	157.69
03-14	03-13	24164075072060216363045	NATIONAL CAR RENTAL SACRAMENTO CA 240188561	273.10
03-14	03-13	24431065073167044673177	COD AVIATION PK GAR DALLAS TX P.O.S.: 70800101 SALES TAX: 0.00	105.00
03-17	03-13	24892165073102191959345	RESIDENCE INN DOWNTOWN SACRAMENTO CA 80 829 ARRIVAL: 03-09-25	1,266.24
03-19	03-17	24692165077102865844862	SOUTHWES 5262323235189 800-435-9792 TX FORD/STEPHEN E DEPART: 04-10-25 P.O.S.: SALES TAX: $0.00 SNA WN I PHX WN I DAL	153.19
03-20	03-18	24892165078103491127448	SOUTHWES 5262323812910 800-435-9792 TX FORD/STEPHEN E DEPART: 04-07-25 P.O.S.: SALES TAX: $0.00 DAL WN N SNA	274.48
03-27	03-25	24892165085109851513559	SOUTHWES 5262326058869 800-435-9792 TX FORD/STEPHEN E DEPART: 04-07-25 P.O.S.: SALES TAX: $0.00 DAL WN H SNA	438.49
03-28	03-27	74892165086100548998180	SOUTHWES 5262323812910 800-435-9792 TX FORD/STEPHEN E DEPART: 03-27-25 P.O.S.: SALES TAX: $0.00 DAL WN Y DAL	274.48CR
			Total Travel Activity	$3,158.99

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-13	24122545073272755993817	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00110422 SALES TAX: 0.00	27.64
			Total Fleet Activity	$27.64

LESLIE DOMBEK 4485-9201-4073-4588	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,597.86	$0.00	$2,597.86

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-10	03-08	24000975068330803042038	THE UPS STORE 6112 707-8383853 CA P.O.S.: V6112-29250308224 SALES TAX: 0.00	15.07
			Total Purchasing Activity	$15.07

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-27	24239005059900016105549	TREVORS_1 SAN JUAN CAPI CA	58.77

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-03	02-27	24431065059158506797958	ALASKA AIR 0272398091619 SEATTLE WA DOMBEK/LESLIE DEPART: 04-06-25 P.O.S.: SALES TAX: $0.00 STS AS K SNA AS M STS	571.60
03-03	02-28	24492165059500035670772	HERTZ CAR RENTAL 180-06544173 CA ch3wrdg7f181y3	74.50
03-17	03-13	24892165073102017983669	STARBUCKS STORE 68196 VALLEJO CA P.O.S.: 00000000000000000 SALES TAX: 0.00	12.50
03-17	03-13	24943005073167250062617	HYATT REGENCY SACRAMENTO SACRAMENTO CA 43062620 ARRIVAL: 03-10-25	1,865.42
			Total Travel Activity	$2,582.79

DANIEL HERTZLER 4485-9201-5003-7583	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$2,072.15	$0.00	$2,072.15

ACCOUNTING CODE:

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-11	03-10	24707805069027018075506	TONYS DELICATESSEN SACRAMENTO CA	21.25
03-12	03-10	24055235070269479110753	PUBLIC HOUSE DOWNTOWN SACRAMENTO CA	86.81
03-14	03-12	24943005072166582121035	HYATT REGENCY SACRAMENTO 9164431234 CA 1139939164431234 ARRIVAL: 03-09-25	1,902.83
03-17	03-13	24892165073102018040733	STARBUCKS STORE 66096 MODESTO CA P.O.S.: 00000000000000000 SALES TAX: 0.00	9.40
03-17	03-13	24892165073102048445654	IN-N-OUT MANTECA MANTECA CA P.O.S.: 036533 SALES TAX: 0.00	12.18
			Total Travel Activity	$2,032.47

Fleet Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-13	24122545073272755993825	ARCO#83059GREEN DESERT O SACRAMENTO CA P.O.S.: 00110646 SALES TAX: 0.00	39.68
			Total Fleet Activity	$39.68

MATTHEW BROCKWAY 4485-9201-9166-4221	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$1,325.46	$0.00	$1,325.46

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-13	24492795073118000117962	BOB HOPE AIRPORT BURBANK CA	84.00
			Total Purchasing Activity	$84.00

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INDIVIDUAL CARDHOLDER ACTIVITY

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-04	03-03	24692165062102520903025	MARRIOTT LAGUNA CLIFFS DANA POINT CA 176000 ARRIVAL: 04-07-25	1,241.46
			Total Travel Activity	$1,241.46

LACHELLE CARTER 4485-9280-5491-3049	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$315.00	$0.00	$315.00

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-17	03-14	24717055073290735242460	SCHOOL SERVICES OF CALIFO 916-4467517 CA P.O.S.: 1077751 SALES TAX: 0.00	315.00
			Total Purchasing Activity	$315.00

ACADEMIC DECATHLON 4485-9281-7543-0709	CREDITS	PURCHASES	CASH ADV	TOTAL ACTIVITY
	$0.00	$530.77	$0.00	$530.77

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-20	03-19	24943005079170875275345	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00208788 SALES TAX: 4.38	52.37
03-20	03-19	24943005079170875275352	COSTCO WHSE #0423 SUNNYVALE CA P.O.S.: 00208787 SALES TAX: 17.16	205.19
03-24	03-21	24036295080718645197322	EZCATER*CRUST SOURDOU 800-488-1803 MA P.O.S.: CRQZGV SALES TAX: 15.06	194.56
			Total Purchasing Activity	$452.12

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
03-21	03-20	24692165079104449547371	MARRIOTT SANTA CLARA SANTA CLARA CA 227820 ARRIVAL: 02-28-25	60.00
03-26	03-23	24692165084108700010733	JOLLIBEE CONCORD CA P.O.S.: 10164 SALES TAX: 1.66	18.65
			Total Travel Activity	$78.65

California Online Public Schools 401(k) - 522213-01

Reference Number	Payroll Date	Expected Total[1]	Cash Effective Date[2]
2464037727	04/25/2025	$200,449.76	04/28/2025

[1]Expected Total is used for reconciliation purposes only. It may or may not equal the actual total for the contribution.
[2]If processed before 2 a.m. Eastern Time.

Money Source	Description	Verify Money Source	Total Amount
BTK 1	EMPLOYEE BEFORE TAX	✓	$100,981.02
LON 1	LOAN REPAYMENT	✓	$2,691.65
RTH 1	ROTH CONTRIBUTION	✓	$26,463.73
SHM 1	SAFE HARBOR MATCH	✓	$70,313.36

Expected Total: $200,449.76
Actual Total: $200,449.76

Total Amount to be Remitted by Employer: $200,449.76

Showing 1 to 1 of 1 entries

Show 5 entries

Account nickname	Bank	Bank account number
Payroll	JPMORGAN CHASE BANK, NA	XXXXX7900

Total: $200,449.76
Remaining Balance: $0.00

Confirmation Messages:

✓ I have read and accept all warnings and notices on this page.

Continue

Print Employee Contributions have been processed and submitted.
You may print this page as confirmation for your records.

Verification Code:
28,-94,123,-87,77,-83,-40,49,-4,70,17,23,-47,-6,-34,-73,28,-4,12,-105,121,-119,76,116,57,47,-61,-117,126,-14,-104,-52,115,24,-78,81,26,11,61,24,103,-33,105,41,-38,-98,4,-86,-38,-128,61,-10,-45,65,59,32,61,6,94,74,-92,36,105,31

KAISER PERMANENTE®

P.O. Box 629028
EL Dorado Hills, CA 95762-9028

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 2510099819
Statement ID. 251009966674
May 2025

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 04/15/2025 will appear on your next bill.

Summary of Amount Due

Previous Balance	$91,032.78
Payments	$-91,032.78
Balance	**$0.00**
Current Activity	$91,661.41
Retro Activity	$1,257.26
Total Current Charges	**$92,918.67**

Total Amount Due $92,918.67

(Includes past due and current charges)

Due Before **05/01/2025**

You're signed up for autopay. Your account ending in 7900 will be charged $92,918.67, on 04/27/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

Accounts included in this bill

Purchaser ID	Region	Billing Unit ID	Billing Unit Name	Total Active Member Count	Total Charges
236567	SCR	0000	CALIFORNIA ONLINE/HCHMO ACTIVE	102	$61,245.75
236567	SCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	74	$31,672.92

KAISER PERMANENTE®

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 2510099819
Statement ID. 251009966674
May 2025

Any activity processed after 04/15/2025 will appear on your next bill.

Payment Summary for Customer ID 2510099819

Purchaser ID	Date posted	Payment type	Reference number	Payment amount	Billing Unit ID applied	Amount applied
236567	03/28/2025	ACH	4879281	$91,032.78	0000	$-59,359.86
236567	03/28/2025	ACH	4879281	$91,032.78	0001	$-31,672.92
	Total amount paid					**$-91,032.78**

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.

KAISER PERMANENTE®

P.O. Box 629028
EL Dorado Hills, CA 95762-9028

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 7928198292
Statement ID. 792819866673
May 2025

RETURN SERVICE ONLY - DO NOT MAIL PAYMENTS TO THE ABOVE ADDRESS

CALIFORNIA ONLINE PUBLIC SCHOOLS
LaChelle Carter
33272 VALLE RD
SAN JUAN CAPISTRANO, CA 92675-4842

Any activity processed after 04/15/2025 will appear on your next bill.

Summary of Amount Due

Previous Balance	$27,957.35
Payments	$-27,957.35
Balance	**$0.00**
Current Activity	$27,957.35
Retro Activity	$0.00
Total Current Charges	**$27,957.35**

Total Amount Due $27,957.35
(Includes past due and current charges)

Due Before 05/01/2025

You're signed up for autopay. Your account ending in 7900 will be charged $27,957.35, on 04/27/2025.

We've made a few account detail naming changes on the PDF and Excel versions of your monthly premium bill. Visit kp.org/employer-readyourbill/ca to view our updated How to Read Your Bill Guide for more information.

Accounts included in this bill

Purchaser ID	Region	Billing Unit ID	Billing Unit Name	Total Active Member Count	Total Charges
608019	NCR	0000	CALIFORNIA ONLINE/HCHMO ACTIVE	34	$17,670.51
608019	NCR	0001	CALIFORNIA ONLINE/HSA ACTIVES	23	$10,286.84

KAISER PERMANENTE®

CALIFORNIA ONLINE PUBLIC SCHOOLS
Customer ID: 7928198292
Statement ID. 792819866673
May 2025

Any activity processed after 04/15/2025 will appear on your next bill.

Payment Summary for Customer ID 7928198292

Purchaser ID	Date posted	Payment type	Reference number	Payment amount	Billing Unit ID applied	Amount applied
608019	03/28/2025	ACH	4871178	$27,957.35	0000	$-17,670.51
608019	03/28/2025	ACH	4871178	$27,957.35	0001	$-10,286.84
	Total amount paid					**$-27,957.35**

It can take up to 10 days to process your payments. If you don't see a payment you've already made, you'll see it on a future bill.

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
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"Your Staffing Source for Educational and Therapeutic Professionals."

Invoice

Date	Invoice #
3/31/2025	167757

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 March 2025		
		Paraprofessional Services Grade Band Para Support		
	2,716.5	CalOPS Grade Band Para Support	48.00	130,392.00
		Verification forms attached		
			Total	$130,392.00

Grace Band - March 2025

Service Date (Actual Service Date)	Service Provider/ Therapist Name	Service Provided (Please use SEIS Service Code Number and Name)	Service Duration - Hourly (Actual Length of Service)	Hourly Fee (Rate from Signed Master Contract)	Amount Due - (Service Duration x Hourly Fee)	Notes
3/3/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Madeleine Bliss	Paraprofessional	3.00	$48.00	$144.00	
3/17/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Madeleine Bliss	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Madeleine Bliss	Paraprofessional	6.00	$48.00	$288.00	
			127.00		**$6,096.00**	
3/3/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Christina Brasil	Paraprofessional	0.00	$48.00	$0.00	Sick
3/19/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	

3/20/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Christina Brasil	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Christina Brasil	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Christina Brasil	Paraprofessional	0.00	$48.00	$0.00	Sick
			118.00		**$5,664.00**	
3/3/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Kourtney Clark	Paraprofessional	0.00	$48.00	$0.00	
3/5/2025	Kourtney Clark	Paraprofessional	0.00	$48.00	$0.00	
3/6/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
3/7/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Kourtney Clark	Paraprofessional	0.00	$48.00	$0.00	
3/25/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Kourtney Clark	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Kourtney Clark	Paraprofessional	6.00	$48.00	$288.00	
			112.00		**$5,376.00**	
3/3/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/4/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/5/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/6/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/7/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/10/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/11/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	

3/12/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/13/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/14/2025	Jamie Epp	Paraprofessional	0.00	$48.00	$0.00	
3/17/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Jamie Epp	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Jamie Epp	Paraprofessional	6.00	$48.00	$288.00	
			68.00		**$3,264.00**	
3/3/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Leticia Filer	Paraprofessional	0.00	$48.00	$0.00	Sick
3/11/2025	Leticia Filer	Paraprofessional	0.00	$48.00	$0.00	Sick
3/12/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Leticia Filer	Paraprofessional	5.50	$48.00	$264.00	
3/24/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Leticia Filer	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Leticia Filer	Paraprofessional	6.00	$48.00	$288.00	
			117.50		**$5,640.00**	
3/3/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	

3/4/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Laurelle Flax	Paraprofessional	3.50	$48.00	$168.00	Sick
3/19/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Laurelle Flax	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Laurelle Flax	Paraprofessional	6.00	$48.00	$288.00	
			127.50		**$6,120.00**	
3/3/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Lauren Fleischmann	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	

3/28/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Lauren Fleischmann	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Flores Cindy	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Flores Cindy	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/6/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
3/10/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/13/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
3/17/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	

3/20/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
3/24/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/27/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Edna Guerrera	Paraprofessional	7.00	$48.00	$336.00	
3/31/2025	Edna Guerrera	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/6/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/7/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/13/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/14/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/20/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/21/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/27/2025	Heather Hilaman	Paraprofessional	6.50	$48.00	$312.00	
3/28/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Heather Hilaman	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Natalie Hoss	Paraprofessional	0.00	$48.00	$0.00	Sick
3/7/2025	Natalie Hoss	Paraprofessional	0.00	$48.00	$0.00	Sick
3/10/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	

3/12/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Natalie Hoss	Paraprofessional	0.00	$48.00	$0.00	Unpaid Time Off
3/20/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Natalie Hoss	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Natalie Hoss	Paraprofessional	6.00	$48.00	$288.00	
			111.00		**$5,328.00**	
3/3/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Jessica Johnson	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Jessica Johnson	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	

3/4/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Harpreet Kaur	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Harpreet Kaur	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Nichole King	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	

3/28/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Nichole King	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Meghna Lau	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Meghna Lau	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
3/4/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
3/5/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
3/6/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
3/7/2025	Heather Lewis	Paraprofessional	0.00	$48.00	$0.00	
3/10/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
3/13/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
3/17/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	

3/20/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
3/24/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
3/27/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Heather Lewis	Paraprofessional	6.50	$48.00	$312.00	
3/31/2025	Heather Lewis	Paraprofessional	6.00	$48.00	$288.00	
			99.00		**$4,752.00**	
3/3/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/4/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/5/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/6/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/7/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/10/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/11/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/12/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/13/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/14/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/17/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/18/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/19/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/20/2025	Brenda Magadan	Paraprofessional	0.00	$48.00	$0.00	
3/21/2025	Brenda Magadan	Paraprofessional	1.50	$48.00	$72.00	
3/24/2025	Brenda Magadan	Paraprofessional	6.50	$48.00	$312.00	
3/25/2025	Brenda Magadan	Paraprofessional	6.50	$48.00	$312.00	
3/26/2025	Brenda Magadan	Paraprofessional	7.50	$48.00	$360.00	
3/27/2025	Brenda Magadan	Paraprofessional	6.50	$48.00	$312.00	
3/28/2025	Brenda Magadan	Paraprofessional	6.50	$48.00	$312.00	
3/31/2025	Brenda Magadan	Paraprofessional	6.50	$48.00	$312.00	
			41.50		**$1,992.00**	
3/3/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	

3/12/2025	Gabriella Martinez	Paraprofessional	0.00	$48.00	$0.00	Sick
3/13/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Gabriella Martinez	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Gabriella Martinez	Paraprofessional	6.00	$48.00	$288.00	
			123.00		**$5,904.00**	
3/3/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Lorie Nieva	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Lorie Nieva	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	

3/4/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Faith Parra	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Faith Parra	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Faith Parra	Paraprofessional	0.00	$48.00	$0.00	
3/31/2025	Faith Parra	Paraprofessional	0.00	$48.00	$0.00	
			118.00		**$5,664.00**	
3/3/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Pineda Crystal	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	

3/28/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Pineda Crystal	Paraprofessional	6.00	$48.00	$288.00	
			130.00		**$6,240.00**	
3/3/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Patricia Cruz	Paraprofessional	0.00	$48.00	$0.00	Sick
3/18/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
3/20/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Patricia Cruz	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Patricia Cruz	Paraprofessional	6.00	$48.00	$288.00	
			124.00		**$5,952.00**	
3/3/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/4/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/5/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
3/6/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/7/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/10/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/11/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/12/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
3/13/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/14/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/17/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/18/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/19/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	

3/20/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/21/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/24/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/25/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/26/2025	Evelyn Wimby	Paraprofessional	7.00	$48.00	$336.00	
3/27/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/28/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
3/31/2025	Evelyn Wimby	Paraprofessional	6.00	$48.00	$288.00	
			130.00		$6,240.00	
	TOTALS		2,716.50		$130,392.00	

SoCal

BILLING INVOICE

Invoice #	3600	Bill To:	California Online Public School
Invoice Date:	2/28/25		Attn: La Chelle Carter
Name:	El Paseo Children's Center Inc		
Mailing Address	74075 El Paseo Drive, Suite A2B		lacarter@calca.connectionsacademy.org
	Palm Desert, CA 92260		SPED-Finance@californiaops.org
Telephone	760-342-4900		abatin@calca.connectionsacademy.org

Provider	Invoice #	Region	Student	Service Type	Service Date	Actual Service Time	Billable Service in Hours	Hourly Fee	Amount Due for Service	Miles Traveled	Miles Traveled x .70
Abigail Smalligan	3600	SoCal	[redacted]	AAC Assessment	2/12/25	n/a	n/a	n/a	$1,783.00		$0.00
Abigail Smalligan	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	IEP Meeting	2/6/25	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/20/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/28/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/5/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/13/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/26/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/20/25	0.42	0.5	110	$55.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/6/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/13/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/20/25	0.42	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/27/25	0.42	0.5	110	$55.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/20/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	IEP Meeting	2/4/25	1.00	1	100	$100.00		$0.00
Adriana Covarrubias	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/22/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/27/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/3/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/10/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/24/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/24/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/7/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/21/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/14/25	1.00	0.5	100	$50.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/17/25	1.00	0.5	100	$50.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	2/28/25	1.00	0.5	100	$50.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/17/25	1.00	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	510	1/29/25	0.50	1	100	$100.00		$0.00
Aileen Cuevas	3600	SoCal	[redacted]	IEP Meeting	2/28/25	1.50	1.5	100	$150.00		$0.00
Albert Litvin	3600	SoCal	[redacted]	Speech Assessment	2/21/25	10.50	10.5	110	$1,155.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/11/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/24/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Alejandra Anonical	3600	SoCal	[redacted]	IEP Meeting	2/27/25	1.00	1	100	$100.00		$0.00
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	1/20/25	n/a	n/a	n/a	$1,950.00	40.00	$28.00
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	1/20/25	n/a	n/a	n/a	$1,950.00	101.00	$70.70
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	1/25/25	n/a	n/a	n/a	$1,950.00	14.00	$9.80
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	1/26/25	n/a	n/a	n/a	$1,950.00	39.00	$27.30
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	1/26/25	n/a	n/a	n/a	$1,950.00	10.00	$7.00
Alicia Paoletta	3600	SoCal	[redacted]	Ed Psych Assessment	2/17/25	n/a	n/a	n/a	$1,950.00	20.00	$14.00
Alicia Paoletta	3600	SoCal	[redacted]	Staffing Meeting	2/25/25	1.80	1.8	100	$180.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	OT Assessment	2/10/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	OT Assessment	2/10/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	OT Assessment	2/20/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	OT Assessment	2/20/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	OT Assessment	2/26/25	10.50	10.5	110	$1,155.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00

Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/10/25	1.10	1.1	100	$110.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/19/25	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
Alyssa Guerrero	3600	SoCal	[redacted]	IEP Meeting	2/27/25	1.30	1.3	100	$130.00		$0.00
Ariamile Norbut	3600	SoCal	[redacted]	DHH Services	2/13/25	0.83	1	110	$110.00		$0.00
Ariamile Norbut	3600	SoCal	[redacted]	DHH Services	2/13/25	0.50	1	110	$110.00		$0.00
Annie Hinojos	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00
Annie Hinojos	3600	SoCal	[redacted]	Review of Records	2/19/25	n/a	n/a	n/a	$750.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Ariana Vista	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Arlene Mar	3600	SoCal	[redacted]	Ed Psych Assessment	2/26/25	n/a	n/a	n/a	$1,950.00	29.00	$20.30
Armando Alvarez Rico	3600	SoCal	[redacted]	Speech Assessment	2/3/25	10.50	10.5	110	$1,155.00		$0.00
Armando Alvarez Rico	3600	SoCal	[redacted]	Speech Assessment	2/5/25	10.50	10.5	110	$1,155.00		$0.00
Armando Alvarez Rico	3600	SoCal	[redacted]	Speech Assessment	2/17/25	10.50	10.5	110	$1,155.00		$0.00
Armando Alvarez Rico	3600	SoCal	[redacted]	IEP Meeting	2/10/25	2.00	2	100	$200.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00

Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ashton Guillard	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/4/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/18/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/25/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/5/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/19/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/14/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/28/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/12/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/26/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/7/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/14/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/21/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/28/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/6/25	1.00	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/13/25	1.00	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/20/25	1.00	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/20/25	1.00	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/18/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/25/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/4/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/11/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/6/25	0.50	1	95	$95.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/13/25	0.50	1	95	$95.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/20/25	0.50	1	95	$95.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/27/25	0.50	1	95	$95.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/10/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3600	SoCal	[redacted]	515	2/24/25	0.50	0.5	95	$47.50		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/5/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/19/25	0.50	0.5	100	$50.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/10/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/14/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/24/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	510	2/28/25	0.50	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	IEP Meeting	2/21/25	1.00	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Brenda Rea	3600	SoCal	[redacted]	IEP Meeting	2/4/25	1.00	1	100	$100.00		$0.00
Camraya Joliff	3600	SoCal	[redacted]	IEP Meeting	2/7/25	1.50	1.5	100	$150.00		$0.00
Camraya Joliff	3600	SoCal	[redacted]	IEP Meeting	2/14/25	1.00	1	100	$100.00		$0.00
Camraya Joliff	3600	SoCal	[redacted]	Speech Assessment	2/10/25	10.50	10.5	110	$1,155.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/27/25	0.50	1	110	$110.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/5/25	0.33	1	110	$110.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/26/25	0.33	1	110	$110.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/11/25	0.50	1	110	$110.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	PT Services	2/11/25	0.50	1	110	$110.00		$0.00
Candice Gayle	3600	SoCal	[redacted]	IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Corinna Faanunu	3600	SoCal	[redacted]	Ed Psych Assessment	2/6/25	n/a	n/a	n/a	$1,950.00	105.40	$73.78
Corinna Faanunu	3600	SoCal	[redacted]	Ed Psych Assessment	2/20/25	n/a	n/a	n/a	$1,950.00	86.00	$60.20
Corinna Faanunu	3600	SoCal	[redacted]	Ed Psych Assessment	2/27/25	n/a	n/a	n/a	$1,950.00	94.00	$65.80
Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/4/25	n/a	n/a	n/a	$700.00	46.40	$32.48

Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/9/25	n/a	n/a	n/a	$700.00	14.60	$10.22
Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/11/25	n/a	n/a	n/a	$700.00	5.60	$4.06
Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/18/25	n/a	n/a	n/a	$700.00	88.60	$62.16
Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/20/25	n/a	n/a	n/a	$700.00	3.00	$2.10
Cynthia Rowland	3600	SoCal	[redacted]	Nurse Assessment	2/20/25	n/a	n/a	n/a	$700.00	21.40	$14.98
Danielle Roghair	3600	SoCal	[redacted]	OT Assessment	1/29/25	10.50	10.5	110	$1,155.00		$0.00
Danielle Roghair	3600	SoCal	[redacted]	OT Assessment	2/19/25	10.50	10.5	110	$1,155.00		$0.00
Danielle Roghair	3600	SoCal	[redacted]	IEP Meeting	2/11/25	1.00	1	100	$100.00		$0.00
Danielle Roghair	3600	SoCal	[redacted]	IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Danielle Roghair	3600	SoCal	[redacted]	IEP Meeting	2/24/25	1.00	1	100	$100.00		$0.00
Destiny Coria	3600	SoCal	[redacted]	Ed Psych Assessment	2/12/25	n/a	n/a	n/a	$1,950.00	82.00	$57.40
Destiny Coria	3600	SoCal	[redacted]	Ed Psych Assessment	2/20/25	n/a	n/a	n/a	$1,950.00	108.00	$75.60
Destiny Coria	3600	SoCal	[redacted]	Ed Psych Assessment	2/18/25	n/a	n/a	n/a	$1,950.00	68.00	$47.60
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/3/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/11/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/19/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/24/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/3/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/20/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/24/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/4/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/11/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/25/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/24/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	DHH Services	2/24/25	0.50	1	110	$110.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00
Diana Cadigan	3600	SoCal	[redacted]	IEP Meeting	2/19/25	1.50	1.5	100	$150.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/3/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/7/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/10/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/14/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/18/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/21/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/24/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/28/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/5/25	0.50	1.00	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535 (Parent)	2/7/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535 (Parent)	2/14/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535 (Parent)	2/21/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535 (Parent)	2/28/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/3/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/5/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/10/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/12/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/19/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/20/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/24/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/26/25	0.50	1	110	$110.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	520	2/7/25	0.50	0.5	120	$60.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	520	2/10/25	0.50	1	120	$120.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	520	2/14/25	0.50	1	120	$120.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	520	2/21/25	0.50	1	120	$120.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	520	2/28/25	0.50	1	120	$120.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/3/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/4/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/5/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/10/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/11/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/12/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/13/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/18/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/19/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/24/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/25/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/26/25	1.50	1.50	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/28/25	1.50	1.50	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/3/25	1.00	0.5	110	$55.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/4/25	1.00	0.5	110	$55.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/5/25	1.00	0.5	110	$55.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/7/25	1.00	0.5	110	$55.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/3/25	1.50	1.5	110	$165.00		$0.00

Eleanora Magri	3600	SoCal	[redacted]	535	2/7/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/10/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/13/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/21/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/25/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/27/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/28/25	1.50	1.5	110	$165.00		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/5/25	1.50	0.75	110	$82.50		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/26/25	1.50	0.75	110	$82.50		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/19/25	1.50	0.75	110	$82.50		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/12/25	1.50	0.75	110	$82.50		$0.00
Eleanora Magri	3600	SoCal	[redacted]	535	2/6/25	1.50	0.75	110	$82.50		$0.00
Elizabeth Bogann	3600	SoCal	[redacted]	Ed Psych Assessment	2/24/25	n/a	n/a	n/a	$1,950.00	36.00	$25.20
Elizabeth Ramirez	3600	SoCal	[redacted]	510	2/7/25	0.50	1	100	$100.00		$0.00
Elizabeth Ramirez	3600	SoCal	[redacted]	510	2/28/25	0.50	1	100	$100.00		$0.00
Elizabeth Ramirez	3600	SoCal	[redacted]	510	2/21/25	0.50	1	100	$100.00		$0.00
Elizabeth Ramirez	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Elizabeth Ramirez	3600	SoCal	[redacted]	IEP Meeting	2/4/25	1.00	1	100	$100.00		$0.00
Elizabeth Ramirez	3600	SoCal	[redacted]	IEP Meeting	2/7/25	0.50	0.5	100	$50.00		$0.00
Elizabeth Vossler	3600	SoCal	[redacted]	Ed Psych Assessment	2/20/25	n/a	n/a	n/a	$1,950.00	28.00	$19.60
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Emily Chupek	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00

Ericka Panayi	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Ericka Panayi	3600	SoCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evelin Farias-Mirels	3600	SoCal		Ed Psych Assessment	2/7/25	n/a	n/a	n/a	$1,950.00	34.00	$23.80
Evelin Farias-Mirels	3600	SoCal		Ed Psych Assessment	2/15/25	n/a	n/a	n/a	$1,950.00	12.40	$8.68
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00

Evette Rios	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal		Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00

Evette Rios	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	1/28/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	0.5	110	$55.00		$0.00
Evette Rios	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Gary Farrer	3600	SoCal	[redacted]	Ed Psych Assessment	1/19/25	n/a	n/a	n/a	$1,950.00	179.20	$125.44
Gary Farrer	3600	SoCal	[redacted]	Ed Psych Assessment	2/5/25	n/a	n/a	n/a	$1,950.00	137.40	$96.18
Gary Farrer	3600	SoCal	[redacted]	Ed Psych Assessment	1/25/25	n/a	n/a	n/a	$1,950.00	136.20	$95.34
Heather Dodt	3600	SoCal	[redacted]	O & M Services	2/22/25	3.00	7	110	$770.00	154.00	$107.80
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/2/25	n/a	n/a	n/a	$700.00	49.00	$34.30
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/5/25	n/a	n/a	n/a	$700.00	99.60	$69.72
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/18/25	n/a	n/a	n/a	$700.00	161.30	$112.91
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/15/25	n/a	n/a	n/a	$700.00	83.50	$58.45
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	43.00	$30.10
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00		$0.00
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	65.50	$45.85
Jacqueline Cotten	3600	SoCal	[redacted]	Nurse Assessment	2/17/25	n/a	n/a	n/a	$700.00	48.20	$33.74
Jessica Marinelli	3600	SoCal	[redacted]	IEP Meeting	2/5/25	0.50	0.5	100	$50.00		$0.00
Jessica Marinelli	3600	SoCal	[redacted]	IEP Meeting	2/11/25	0.50	0.5	100	$50.00		$0.00
Jessica Marinelli	3600	SoCal	[redacted]	Speech Assessment	2/21/25	10.50	10.5	110	$1,155.00		$0.00
Jessica Marinelli	3600	SoCal	[redacted]	IEP Meeting	2/27/25	0.50	0.5	100	$50.00		$0.00
Jessica Marinelli	3600	SoCal	[redacted]	IEP Meeting	2/24/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/10/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/18/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/4/25	0.50	0.5	100	$50.00		$0.00

Jill Gillette	3600	SoCal	[redacted]	510	2/25/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/4/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/13/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/6/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/20/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/27/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/6/25	0.75	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/20/25	0.75	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/27/25	0.75	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/13/25	0.75	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/12/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/26/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/18/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/11/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/25/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/20/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/6/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/20/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/27/25	0.50	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/25/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/18/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/11/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/4/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/6/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/13/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	510	2/20/25	0.50	0.5	100	$50.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/26/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/19/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/14/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/24/25	0.33	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/3/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/10/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/19/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/26/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/14/25	0.33	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/19/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/3/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/10/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/24/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/3/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/24/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/10/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/3/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/24/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/14/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/19/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/26/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/5/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/19/25	0.50	1	95	$95.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/26/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	515	2/14/25	0.50	0.5	95	$47.50		$0.00
Jill Gillette	3600	SoCal	[redacted]	520	2/26/25	0.50	1	120	$120.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	520	2/12/25	0.50	0.5	120	$60.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	520	2/5/25	0.50	0.5	120	$60.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	520	2/14/25	1.00	1	120	$120.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/7/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.60	1.6	100	$160.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/11/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/17/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/27/25	0.50	0.5	100	$50.00		$0.00

Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/28/25	1.25	1.25	100	$125.00		$0.00
Jill Gillette	3600	SoCal	[redacted]	IEP Meeting	2/28/25	1.00	1	100	$100.00		$0.00
Jodi Cunha	3600	SoCal	[redacted]	Ed Psych Assessment	2/10/25	n/a	n/a	n/a	$1,950.00	30.00	$21.00
Jodi Cunha	3600	SoCal	[redacted]	Ed Psych Assessment	2/10/25	n/a	n/a	n/a	$1,950.00	20.00	$14.00
Jodi Cunha	3600	SoCal	[redacted]	Ed Psych Assessment	2/24/25	n/a	n/a	n/a	$1,950.00	64.00	$44.80
Jodi Cunha	3600	SoCal	[redacted]	Ed Psych Assessment	2/24/25	n/a	n/a	n/a	$1,950.00	52.00	$36.40
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/11/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/3/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/7/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/14/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/21/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/28/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/25/25	0.50	1	110	$110.00		$0.00
Kanoa Elizondo	3600	SoCal	[redacted]	APE Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Kara Todrank	3600	SoCal	[redacted]	IEP Meeting	2/14/25	1.00	1	100	$100.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/19/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/13/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/6/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/11/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/13/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/20/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/25/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/27/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/6/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/11/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/13/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/20/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/25/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/27/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/19/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/12/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/19/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/26/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/10/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/24/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/5/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/19/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/26/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/19/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/26/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	APE Services	2/12/25	0.50	1	110	$110.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	IEP Meeting	2/10/25	1.50	1.5	100	$150.00		$0.00
Kasey Galik	3600	SoCal	[redacted]	IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	33.00	$23.10
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	64.00	$44.80
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	2/9/25	n/a	n/a	n/a	$700.00	5.00	$3.50
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	2/13/25	n/a	n/a	n/a	$700.00	28.60	$20.02
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	1/31/25	n/a	n/a	n/a	$700.00	32.60	$22.82
Kathleen Frazier	3600	SoCal	[redacted]	Nurse Assessment	2/25/25	n/a	n/a	n/a	$700.00	31.00	$21.70
Kelly Dunn	3600	SoCal	[redacted]	AAC Assessment	2/10/25	n/a	n/a	n/a	$1,783.00		$0.00
Kelly Dunn	3600	SoCal	[redacted]	AT Assessment	2/6/25	n/a	n/a	n/a	$1,783.00		$0.00

Kelly Dunn	3600	SoCal	[redacted]	AT Assessment	2/20/25	n/a	n/a	n/a	$1,783.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/25/25	0.50	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/4/25	0.50	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/11/25	0.50	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/13/25	1.00	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/13/25	1.00	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		AT Services	2/14/25	0.50	1	120	$120.00		$0.00
Kelly Dunn	3600	SoCal		IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00
Kelly Dunn	3600	SoCal		IEP Meeting	2/18/25	0.50	0.5	100	$50.00		$0.00
Kelly Dunn	3600	SoCal		IEP Meeting	2/27/25	1.00	1	100	$100.00		$0.00
Kelly Dunn	3600	SoCal		IEP Meeting	2/12/25	1.50	1.5	100	$150.00		$0.00
Kelly Hannum	3600	SoCal		Ed Psych Assessment	1/10/25	n/a	n/a	n/a	$1,950.00	3.40	$2.38
Kelly Hannum	3600	SoCal		Ed Psych Assessment	1/31/25	n/a	n/a	n/a	$1,950.00	109.20	$76.44
Kelly Hannum	3600	SoCal		Ed Psych Assessment	2/12/25	n/a	n/a	n/a	$1,950.00	12.00	$8.40
Khalilah Condon	3600	SoCal		FBA	2/12/25	n/a	n/a	n/a	$1,950.00	50.40	$35.28
Khalilah Condon	3600	SoCal		FBA	2/12/25	n/a	n/a	n/a	$1,950.00		$0.00
Kristin McClelland	3600	SoCal		IEP Meeting	1/17/25	1.50	1.5	100	$150.00		$0.00
Kristin McClelland	3600	SoCal		IEP Meeting	1/29/25	1.00	1	100	$100.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Assessment	2/12/25	10.50	10.5	110	$1,155.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Lauren Gotelli (Williams)	3600	SoCal		IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Lauren Linhoff	3600	SoCal		APE Services	2/4/25	0.50	1	110	$110.00		$0.00
Lauren Linhoff	3600	SoCal		APE Services	2/18/25	0.50	1	110	$110.00		$0.00
Lisa Roundtree	3600	SoCal		Nurse Assessment	2/12/25	n/a	n/a	n/a	$700.00	60.00	$42.00
Lynn Defino	3600	SoCal		510	2/5/25	0.50	1	100	$100.00		$0.00
Lynn Defino	3600	SoCal		510	2/12/25	0.50	1	100	$100.00		$0.00
Lynn Defino	3600	SoCal		510	2/19/25	0.50	1	100	$100.00		$0.00
Lynn Defino	3600	SoCal		510	2/26/25	0.50	1	100	$100.00		$0.00
Lynn Defino	3600	SoCal		IEP Meeting	2/10/25	1.00	1	100	$100.00		$0.00
Mae Belen Vital	3600	SoCal		IEP Meeting	2/20/25	1.00	1	100	$100.00		$0.00
Mae Belen Vital	3600	SoCal		IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
Mae Belen Vital	3600	SoCal		IEP Meeting	2/19/25	1.00	1	100	$100.00		$0.00
Mae Belen Vital	3600	SoCal		IEP Meeting	2/12/25	1.50	1.5	100	$150.00		$0.00
Mae Belen Vital	3600	SoCal		IEP Meeting	2/27/25	1.50	1.5	100	$150.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/3/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/12/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/3/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/20/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/8/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Assessment	2/14/25	10.50	10.5	110	$1,155.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/28/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal		Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00

Mae Belen Vital	3600	SoCal	[redacted]		Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/11/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/6/25	1.00	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/13/25	1.00	1	110	$110.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/20/25	1.00	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Mae Belen Vital	3600	SoCal			Speech Services	2/4/25	0.50	0.5	110	$55.00		$0.00

Mae Belen Vital	3600	SoCal	[redacted]	Speech Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Mary Kay Dodd	3600	SoCal	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	64.00	$44.80
Mary Kay Dodd	3600	SoCal	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	36.00	$25.20
Melanie Segrave	3600	SoCal	[redacted]	535	2/4/25	0.50	1	110	$110.00		$0.00
Melanie Segrave	3600	SoCal	[redacted]	535	2/6/25	0.50	1	110	$110.00		$0.00
Melanie Segrave	3600	SoCal	[redacted]	535	2/11/25	0.50	1	110	$110.00		$0.00
Melanie Segrave	3600	SoCal	[redacted]	535	2/13/25	0.50	1	110	$110.00		$0.00
Melanie Segrave	3600	SoCal	[redacted]	535	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/7/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/14/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/21/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/28/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/3/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/10/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/24/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/5/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/12/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/19/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/26/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/6/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/13/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/20/25	0.50	1	110	$110.00		$0.00
Mercedes Allin	3600	SoCal	[redacted]	Speech Services	2/27/25	0.50	0.5	110	$55.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/28/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/28/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/10/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/24/25	0.50	0.5	100	$50.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	520	2/28/25	0.50	1	120	$120.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/3/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/10/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	510	2/24/25	0.50	1	100	$100.00		$0.00
Monika Mabe	3600	SoCal	[redacted]	IEP Meeting	2/18/25	1.00	1	100	$100.00		$0.00
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	38.00	$26.60
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/5/25	n/a	n/a	n/a	$700.00	5.20	$3.64
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/7/25	n/a	n/a	n/a	$700.00	86.10	$60.27
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	13.00	$9.10
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/8/25	n/a	n/a	n/a	$700.00	79.00	$55.30
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/18/25	n/a	n/a	n/a	$700.00	31.00	$21.70
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/19/25	n/a	n/a	n/a	$700.00	26.00	$18.20
Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/21/25	n/a	n/a	n/a	$700.00	133.00	$93.10

Nadia Rojas	3600	SoCal	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	113.00	$79.10
Nadia Rojas	3600	SoCal		Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	2.70	$1.89
Nadia Rojas	3600	SoCal		Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00		$0.00
Nadia Rojas	3600	SoCal		Nurse Assessment	2/24/25	n/a	n/a	n/a	$700.00		$0.00
Nadia Rojas	3600	SoCal		Nurse Assessment	2/26/25	n/a	n/a	n/a	$700.00	83.00	$58.10
Nadia Rojas	3600	SoCal		ECP	2/22/25	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3600	SoCal		ECP	2/19/25	1.50	1.5	110	$165.00		$0.00
Nadia Rojas	3600	SoCal		ECP x 2	2/7/25	3.00	3	110	$330.00		$0.00
Nadia Rojas	3600	SoCal		ECP	2/22/25	1.50	1.5	110	$165.00		$0.00
Patricia Slaback	3600	SoCal		OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Patricia Slaback	3600	SoCal		IEP Meeting	2/25/25	1.00	1	100	$100.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/9/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/16/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/29/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/9/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/16/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/29/25	0.50	0.5	110	$55.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/9/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/16/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/23/25	0.50	1	110	$110.00		$0.00
Penny Lopez	3600	SoCal		Speech Services	1/29/25	0.50	1	110	$110.00		$0.00
Reginald Boyd	3600	SoCal		510	2/26/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/12/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/5/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/13/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/26/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/6/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/20/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/18/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/27/25	0.50	0.5	100	$50.00		$0.00
Reginald Boyd	3600	SoCal		510	2/18/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/7/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/28/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/21/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		510	2/12/25	0.50	1	100	$100.00		$0.00
Reginald Boyd	3600	SoCal		IEP Meeting	2/19/25	0.50	0.5	100	$50.00		$0.00
Roxanna Ware	3600	SoCal		Ed Psych Assessment	1/25/25	n/a	n/a	n/a	$1,950.00	26.60	$18.62
Roxanna Ware	3600	SoCal		Ed Psych Assessment	1/28/25	n/a	n/a	n/a	$1,950.00	33.20	$23.24
Roxanna Ware	3600	SoCal		Ed Psych Assessment	2/12/25	n/a	n/a	n/a	$1,950.00	7.60	$5.32
Sarah Sabghzadeh	3600	SoCal		510	2/26/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/12/25	0.50	0.5	100	$50.00		$0.00
Sarah Sabghzadeh	3600	SoCal		515	2/26/25	0.50	1	95	$95.00		$0.00
Sarah Sabghzadeh	3600	SoCal		515	2/12/25	0.50	0.5	95	$47.50		$0.00
Sarah Sabghzadeh	3600	SoCal		520	2/4/25	0.50	0.5	120	$60.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/14/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/27/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/6/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/14/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/21/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/27/25	0.50	1	100	$100.00		$0.00
Sarah Sabaghzadeh	3600	SoCal		510	2/6/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/14/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/20/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		510	2/27/25	0.50	1	100	$100.00		$0.00
Sarah Sabghzadeh	3600	SoCal		IEP Meeting	2/3/25	1.00	1	100	$100.00		$0.00
Shanna Hottinger	3600	SoCal		Nurse Assessment	2/5/25	n/a	n/a	n/a	$700.00	74.50	$52.15
Shanna Hottinger	3600	SoCal		Nurse Assessment	2/5/25	n/a	n/a	n/a	$700.00	74.50	$52.15
Shanna Hottinger	3600	SoCal		Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	67.00	$46.90
Shanna Hottinger	3600	SoCal		Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	67.00	$46.90
Shanna Hottinger	3600	SoCal		ECP	2/8/25	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3600	SoCal		ECP	2/8/25	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3600	SoCal		ECP	2/8/25	1.50	1.5	110	$165.00		$0.00
Shanna Hottinger	3600	SoCal		ECP x 3	2/9/25	4.50	4.5	110	$495.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	1/6/25	0.50	1	110	$110.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	2/17/25	0.50	1	110	$110.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	1/20/25	0.50	0.5	110	$55.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	1/13/25	0.50	1	110	$110.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	1/27/25	0.50	1	110	$110.00		$0.00

Shelby Vandereb	3600	SoCal	[redacted]	OT Services	2/17/25	0.50	1	110	$110.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	1/20/25	0.50	0.5	110	$55.00		$0.00
Shelby Vandereb	3600	SoCal		OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/22/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/29/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/12/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/5/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/19/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/26/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/17/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/12/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/22/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/29/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/5/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/7/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/14/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/19/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/26/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/27/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/17/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/24/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/3/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/7/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/10/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/10/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/13/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/18/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/24/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535 Parent	2/21/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535 Parent	2/28/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/23/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/16/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/6/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/19/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/26/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/21/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/4/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/18/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/20/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/25/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/16/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/17/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/23/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/29/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/3/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/5/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/10/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/11/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/14/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/7/25	0.60	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/21/25	0.65	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/28/25	0.65	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/4/25	0.65	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/18/25	0.65	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/19/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/25/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal		535	1/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/4/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal		535	2/12/25	0.50	0.5	110	$55.00		$0.00

Sunshine Armstrong	3600	SoCal	[redacted]	535	1/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/19/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/16/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/20/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/22/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/27/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/29/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/3/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/12/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/12/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/19/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/24/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/26/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/16/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/21/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/23/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/28/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/4/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/6/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/20/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/24/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/26/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/11/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/18/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/16/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/27/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/6/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/27/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/20/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/20/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/25/28	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/28/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/11/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/13/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/21/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/24/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/14/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/17/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/16/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/23/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/3/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/6/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/10/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/13/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/18/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/20/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/27/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/17/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/7/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/14/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/28/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/16/25	1.00	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/6/25	1.00	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/20/25	1.00	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/13/25	1.00	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/4/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/11/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/19/25	0.50	1	110	$110.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	1/24/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/7/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/21/25	0.50	0.5	110	$55.00		$0.00
Sunshine Armstrong	3600	SoCal	[redacted]	535	2/28/25	0.50	0.5	110	$55.00		$0.00
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	44.00	$30.80
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	11.50	$8.05

Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/1/25	n/a	n/a	n/a	$700.00	88.00	$61.60
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/9/25	n/a	n/a	n/a	$700.00	27.10	$18.97
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/16/25	n/a	n/a	n/a	$700.00	51.30	$35.91
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/16/25	n/a	n/a	n/a	$700.00	75.80	$53.06
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/22/25	n/a	n/a	n/a	$700.00	25.00	$17.50
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/25/25	n/a	n/a	n/a	$700.00	48.20	$33.74
Susana Cedre	3600	SoCal	[redacted]	Nurse Assessment	2/27/25	n/a	n/a	n/a	$700.00	41.40	$28.98
Susana Cedre	3600	SoCal	[redacted]	ECP x 2	2/1/25	3.00	3	110	$330.00		$0.00
Syndi Shefer	3600	SoCal	[redacted]	IEP Meeting	2/3/25	1.50	1.5	100	$150.00		$0.00
Syndi Shefer	3600	SoCal	[redacted]	IEP Meeting	2/13/25	2.00	2	100	$200.00		$0.00
Teresa Nicolle	3600	SoCal	[redacted]	Nurse Assessment	2/21/25	n/a	n/a	n/a	$700.00	90.00	$63.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/5/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/12/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/19/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/26/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/27/25	0.50	1	95	$95.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/20/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/5/25	1.00	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/19/25	1.00	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/12/25	1.00	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/26/25	1.00	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/25/25	1.00	1	95	$95.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/4/25	0.25	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/11/25	0.25	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/18/25	0.25	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/25/25	0.25	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/6/25	0.50	1	95	$95.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/8/25	0.50	1	95	$95.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/20/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/27/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/19/25	0.50	1	95	$95.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/11/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	515	2/27/25	0.50	0.5	95	$47.50		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/24/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/27/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/12/25	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/13/25	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/5/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/6/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/19/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/26/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	530	2/27/25	0.50	1	110	$110.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	530	2/9/25	0.50	0.5	110	$55.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/20/25	0.50	1	100	$100.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	510	2/27/25	0.50	0.5	100	$50.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/4/25	0.50	1	120	$120.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/18/25	0.50	1	120	$120.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/11/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	520	2/25/25	0.50	0.5	120	$60.00		$0.00
Terrie Schoch	3600	SoCal	[redacted]	IEP Meeting	2/26/25	1.00	1	100	$100.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/7/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/21/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/21/25	0.50	0.5	110	$55.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/21/25	0.50	1	110	$110.00		$0.00
Tina Kim	3600	SoCal	[redacted]	OT Services	2/7/25	0.50	0.5	110	$55.00		$0.00
Tina Kim	3600	SoCal	[redacted]	IEP Meeting	2/11/25	1.00	1	100	$100.00		$0.00
Tina Kim	3600	SoCal	[redacted]	IEP Meeting	2/7/25	1.00	1	100	$100.00		$0.00
Tina Kim	3600	SoCal	[redacted]	IEP Meeting	2/6/25	0.50	0.5	100	$50.00		$0.00
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	1/30/25	n/a	n/a	n/a	$1,950.00	168.00	$117.60
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	2/1/25	n/a	n/a	n/a	$1,950.00	98.00	$68.60
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	2/2/25	n/a	n/a	n/a	$1,950.00	162.00	$113.40
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	2/8/25	n/a	n/a	n/a	$1,950.00	66.00	$46.20
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	2/8/25	n/a	n/a	n/a	$1,950.00	48.00	$33.60
Vahe Amirian	3600	SoCal	[redacted]	Ed Psych Assessment	2/8/25	n/a	n/a	n/a	$1,950.00	112.00	$78.40

Vahe Aminian	3600	SoCal	[redacted]	Ed Psych Assessment	2/9/25	n/a	n/a	n/a	$1,950.00	123.00	$86.10
Vahe Aminian	3600	SoCal	[redacted]	Ed Psych Assessment	2/16/25	n/a	n/a	n/a	$1,950.00	104.00	$72.80
Vahe Aminian	3600	SoCal	[redacted]	Ed Psych Assessment	2/21/25	n/a	n/a	n/a	$1,950.00	135.00	$94.50
Vahe Aminian	3600	SoCal	[redacted]	Ed Psych Assessment	2/23/25	n/a	n/a	n/a	$1,950.00	172.00	$120.40
Vahe Aminian	3600	SoCal	[redacted]	Staffing Meeting	2/10/25	0.50	0.5	100	$50.00		$0.00
Vahe Aminian	3600	SoCal	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Vahe Aminian	3600	SoCal	[redacted]	IEP Meeting	2/13/25	2.00	2	100	$200.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/6/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/7/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/10/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/13/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/27/25	1.00	1	100	$100.00		$0.00
Vanessa Abraham	3600	SoCal	[redacted]	IEP Meeting	2/28/25	1.50	1.5	100	$150.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Assessment	2/10/25	10.50	10.5	110	$1,155.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/10/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/24/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/13/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/12/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/19/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/18/25	0.50	1	110	$110.00		$0.00

Yasaman Danesh-Panahi	3600	SoCal	[redacted]	OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/4/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/11/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/25/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/3/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/5/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/11/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/18/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/25/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/4/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/7/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/14/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/21/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/28/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/26/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/19/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/26/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/5/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/12/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/3/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/10/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/24/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/27/25	0.50	1	110	$110.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/6/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		OT Services	2/13/25	0.50	0.5	110	$55.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		IEP Meeting	2/12/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		IEP Meeting	2/10/25	1.00	1	100	$100.00		$0.00
Yasaman Danesh-Panahi	3600	SoCal		IEP Meeting	2/28/25	2.00	2	100	$200.00		$0.00
Yvonne Duarte	3600	SoCal		535	2/3/25	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3600	SoCal		535	2/4/25	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3600	SoCal		535	2/10/25	0.50	1	110	$110.00		$0.00
Yvonne Duarte	3600	SoCal		535	2/14/25	0.50	1	110	$110.00		$0.00
				Total for Service:	**Total for Mileage:**		**Total Due:**		**$262,004.50**	**5,589.60**	**$3,912.72**
			Total	$262,004.50	$ 3,912.72		$265,917.22				

INVOICE

TTC4SUCCESS
3615 Waterside Way
Louisville, TN 37777

tasha@ttc4success.com
+1 (951) 775-4292

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.: 133
Terms: Net 30
Invoice date: 04/17/2025
Due date: 05/17/2025

#	Date	Product or service	Description	Qty	Rate	Amount
1.		**SPED Services**	SoCal March 2025	1	$86,547.60	$86,547.60
2.		**SPED Services**	Northern Cal March 2025	1	$36,430.38	$36,430.38
3.		**SPED Services**	North Bay March 2025	1	$2,570.85	$2,570.85
4.		**SPED Services**	Monterrey Bay March 2025	1	$21,428.10	$21,428.10
5.		**SPED Services**	Central Coast March 2025	1	$1,135.35	$1,135.35
6.		**SPED Services**	Central Valley March 2025	1	$9,813.60	$9,813.60
				Total		**$157,925.88**

2024-2025 PAYMENT REQUEST

Payment Request Number: **2024- 25 - 124**

CHECK NUMBER _____
(FOR OFFICE USE ONLY)

Date: 05/01/2025

Date Needed (Optional): _____

Invoice Number: April-2025

Vendor/Payable To: Metlife

Address: Dept LA 21296

City: Pasadena

State: CA

Zip: 91185-1296

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)
Benefits-MetLife 04-2025	-	76,000.99	1	$ 76,000.99
**See Invoice /Billing Summary*				$ -
				$ -
				$ -
				$ -
				$ -
			Order Total:	$ 76,000.99

Approvals

DocuSigned by: Britnie Anderson — 05/01/2025

Requestor (Signature) — *Date*

Signed by: Richie Romero — 05/01/2025

Administrator (Signature or Email Approval) — *Date*

05/01/2025

Audited By (Signature) — *Date*

California Online Public Schools
538834

Coverage	Total
ACCIDENT	$3,351.56
ACCIDENT	$0.00
HOSPITAL	$2,207.51
HOSPITAL	$0.00
CRITICAL ILLNESS	$3,081.60
METLIFE LEGAL PLANS	$6,008.71
BASIC LIFE	$7,437.75
DHMO:CA	$2,766.84
DHMO:TX	$0.00
DENTAL	$27,181.71
DEPENDENT AD&D	$0.00
DEPENDENT LIFE	$0.00
LONG TERM DISABILITY	$7,993.29
OPTIONAL AD&D	$315.40
OPTIONAL LIFE	$3,189.30
PERSONAL AD&D	$1,388.38
SHORT TERM DISABILITY	$2,048.12
VISION	$6,442.32
EFP	$4,588.50

Total amount due	$76,000.89

MetLife

SAP Billing Instructions

1. Enter/Validate your customer name and number
2. Select the Month and Year for the month you are completing the bill amount for
3. Validate the Experience number and Billing branch for each coverage, if incorrect notify your Financial Consultant Anna Massaro at Anna Massaro@metlifeservice.com
4. For each coverage listed enter
   a. The total count of employee lives enrolled in the product
   b. The total monthly premium being paid to MetLife for the product
   c. The total Coverage volume covered for the month for the product (if applicable)
5. Save the file with customer name, number and billing month
6. Email the completed monthly bill to your MetLife Financial Consultant Anna Massaro at Anna Massaro@metlifeservice.com
7. Submit your payment via wire transfer or check to MetLife

ACH wire transmission - If paying by wire, please send MetLife your invoice by email to your Financial Consultant and include the information in the subject line: 'Wire Transfer Information - California Online Public Schools #5388834'

Bank: JP Morgan Chase Bank, New York, NY
Acct title: Metropolitan Life Insurance Company
Acct. #: 002-2-430680
ABA #: 021000021
Reference:California Online Public Schools, 5388834

Physical check - payment should be submitted to the payment address, along with a copy of the invoice to enable MetLife to identify and apply your payment in a timely manner. **Please ensure that you include your group customer number on the front of the check to allow for quick and efficient payment posting.**

Los Angeles:
MetLife
Dept LA 21296
Pasadena, CA 91185-1296

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:	**68UI0512**
DIVISION	68CH
TERM:	2425
INVOICE	12/04/2024
DUE DATE:	01/04/2025
AMOUNT DUE:	**47,071.00**

Item	Qty	Unit Amt	Account	Description	Amount
1	1.00	47,071.00	0101-0000-0-8699-0000-0000-205-69000000	1% OVERSIGHT-DEC '24	47,071.00

Tax 0.00

INVOICE 47,071.00

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:	**68UI0512**
DIV:	68CH
TERM:	2425
DUE DATE:	01/04/2025
AMOUNT DUE:	**47,071.00**

INVOICE

Page # 1

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:	**68TI0264**
DIVISION:	68GN
TERM:	2324
INVOICE DATE:	12/15/23
DUE DATE:	01/31/24
AMOUNT DUE	**$47,071.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT - OCTOBER. '23	47,071.00
		INVOICE TOTAL	**$47,071.00**

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 Number	68TI0264
DIV:	68GN
TERM:	2324
Due Date	01/31/24
Amount Due	$47,071.00
Amount Paid	$_____

INVOICE

Page # 1

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:	**68TI0263**
DIVISION:	68GN
TERM:	2324
INVOICE DATE:	12/15/23
DUE DATE:	01/31/24
AMOUNT DUE	**$70,606.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT - SEPT. '23	70,606.00
		INVOICE TOTAL	**$70,606.00**

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 Number	68TI0263
DIV:	68GN
TERM:	2324
Due Date	01/31/24
Amount Due	$70,606.00
Amount Paid	$_____

INVOICE

Page # 1

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:	**68TI0262**
DIVISION:	68GN
TERM:	2324
INVOICE DATE:	12/15/23
DUE DATE:	01/31/24
AMOUNT DUE	**$35,303.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT - AUGUST '23	35,303.00
		INVOICE TOTAL	**$35,303.00**

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 Number	68TI0262
DIV:	68GN
TERM:	2324
Due Date	01/31/24
Amount Due	$35,303.00
Amount Paid	$_____

INVOICE

Page # 1

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:	**68TI0261**
DIVISION:	68GN
TERM:	2324
INVOICE DATE:	12/15/23
DUE DATE:	01/31/24
AMOUNT DUE	**$41,187.00**

Item	Account	Description	Amount
1	0101 0000 0 8699 0000 0000 205 69000000	1% OVERSIGHT - JULY '23	41,187.00
		INVOICE TOTAL	**$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 Number	68TI0261
DIV:	68GN
TERM:	2324
Due Date	01/31/24
Amount Due	$41,187.00
Amount Paid	$_____

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:	**68SI2301**
DIVISION	68CH
TERM:	2223
INVOICE	06/30/2023
DUE DATE:	
AMOUNT DUE:	**37,503.00**

Item	Qty	Unit Amt	Account	Description	Amount
1	1.00	37,503.00	0101-0000-0-8699-0000-0000-205-69000000	1% OVERSIGHT - JUNE '23	37,503.00

Tax 0.00

INVOICE **37,503.00**

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:	**68SI2301**
DIV:	68CH
TERM:	2223
DUE DATE:	
AMOUNT DUE:	**37,503.00**

CHARTER IMPACT

8500 Balboa Blvd., Suite 140
Northridge, CA 91325 USA
+18184740322
ap@charterimpact.com
www.charterimpact.com

INVOICE

BILL TO
California Online Public Schools
33272 Valle Road
San Juan Capistrano, CA
92675
United States

INVOICE # 17284
DATE 05/01/2025
DUE DATE 05/31/2025
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
Business Mgmt. Business Management Services - Central Coast	1	1,934.00	1,934.00
Business Mgmt. Business Management Services - Central Valley	1	14,170.00	14,170.00
Business Mgmt. Business Management Services - Monterey	1	7,583.00	7,583.00
Business Mgmt. Business Management Services - North Bay	1	2,571.00	2,571.00
Business Mgmt. Business Management Services - NorCal	1	26,132.00	26,132.00
Business Mgmt. Business Management Services - SoCal	1	70,105.00	70,105.00

BALANCE DUE **$122,495.00**

SoftMSP

IT Support Services Proposal

April 8th, 2025

CALIFORNIA ONLINE PUBLIC SCHOOLS

Hardware Procurement and Support - Students

Scope of Work

This Scope of Work (SOW) outlines the Student IT support services to be provided for managing hardware procurement and delivering customized IT support tailored to meet the unique needs of California Online Public Schools (CalOps). Our objective is to ensure seamless hardware procurement, deployment, and management, while offering dedicated IT services that enhance operational efficiency, minimize downtime, and align with the organization's goals. This SOW includes the tasks outlined below.

Task I. Hardware Procurement and Deployment

1. **Identify Hardware**
   - 1.1. Specification and Selection
     - Collaborate with CalOps to identify hardware requirements. This has been determined already.
     - Provide details of the model Chromebook to CalOPS
2. **Purchasing Hardware –**
   - 2.1. Procurement by Soft MSP for CalOPS.
     - Purchase hardware by Soft MSP
     - CalOPS will be invoiced for the hardware.
3. **Warranty Management**
   - 3.1. Register all purchased devices with the manufacturer for warranty coverage.
   - 3.2. Manage warranty claims and facilitate repairs or replacements with the manufacturer
4. **Imaging Hardware**
   - 4.1. Specification and Imaging
     - Collaborate with CalOps to obtain desired software image specifications.
   - 4.2. Quality Assurance
     - Verify device functionality post-imaging to ensure they meet provided specifications and are operational.
5. **Asset Tagging and End-User Instructions**
   - 5.1. Apply unique asset tags to each device to align with CalOps' inventory standards.
   - 5.2. Include clear, concise setup instructions for end users with each device.
6. **Hardware Shipment**
   - 6.1. Packaging and Delivery
     - Securely package hardware for shipment to recipients designated by CalOps.
     - Ensure packaging includes necessary setup instructions and any additional materials.
     - The monthly cost will include, shipping charges, shipping material and preparation of devices with asset tag, instructions and appropriate stickers.
   - 6.2. Tracking
     - Provide shipment tracking information to CalOps.

7. **Inventory Management**
   - 7.1. Maintain a detailed inventory of all procured devices in a centralized system.
   - 7.2. Track device locations, configurations, and status.
   - 7.3. Provide an annual inventory report with detailed information for all devices.
   - 7.4. Empty boxes will be provided to students to return Chromebooks.
   - 7.5. Returned Chromebooks will be prepared and stored for shipment to students if needed. Chromebooks will be stored for minimum of 6 months before disposed.
   - 7.6. Soft MSP will always maintain an inventory of 3000 Chromebooks after school year end.
   - 7.7. No additional Chromebooks purchase will be required by CalOps if CalOps student enrollment does not exceed 8500. SoftMSP will be responsible for providing Chromebook to 8500 enrolled students.
8. **Reporting**
   - 8.1. Provide Monthly Report on All devices
   - 8.2. Provide Yearly Report to CalOPS
   - 8.3. Build a custom dashboard for CalOPS to see all operational updates in real time.
9. **Pricing – See Page 10-12 for Detailed breakdown**

Task II. Student IT Services

1. **Remote Help for Students**
   - 1.1. User Support & Ticket Management (IIQ)
     - Ticketing System
       - User requests will be efficiently managed through a robust ticketing system.
       - Tickets will be categorized, prioritized, and assigned appropriately.
     - User Support
       - Provide responsive support for user-reported issues via email and phone.
       - Offer step-by-step guidance to assist users in resolving basic IT challenges.
     - Service Level Agreement (SLA): Define and adhere to SLA for ticket resolution times based on issue priority (Critical, High, Medium, Low). Please refer to Standard SLA provided on Page 10.
   - 1.2. Problem Diagnosis, Troubleshooting, and Technical Guidance
     - Problem Analysis: Diagnose root causes of technical issues affecting user systems, applications, and devices.
     - Troubleshooting
       - Provide step-by-step troubleshooting for hardware, software, and network-related issues.
       - Collaborate with third-party vendors as needed to resolve escalated issues.
     - Technical Guidance: Offer proactive technical advice to users to optimize the use of IT systems and prevent recurring issues.
   - 1.3. First Call Resolution
     - Soft MSP will communicate with the parent or student caretaker to resolve matter in the first call.
     - 1.3..1. If Device needs to be shipped, Soft MSP agent will provide tracking information and provide updates on the package.
   - 1.4. Cradle to Grave Support
     - Parent or Student Caretaker will interact with Soft MSP agent from first interaction to resolution of the issue.
     - Track packages and provide updates on the issue

- Repair defective devices and ensure student always has a device in hand
- Support will include any hotspot devices provided to the student by CalOPS.

2. **Pricing – See Page 10-12 for Detailed breakdown**

Hardware Procurement and Staff IT Services

Scope of Work

This Scope of Work (SOW) outlines the IT support services to be provided for managing hardware procurement and delivering customized IT support tailored to meet the unique needs of California Online Public Schools (CalOps). Our objective is to ensure seamless hardware procurement, deployment, and management, while offering dedicated IT services that enhance operational efficiency, minimize downtime, and align with the organization's goals. This SOW includes the tasks outlined below.

Task I. Hardware Procurement and Deployment

10. Identify Hardware

10.1. Specification and Selection

- Collaborate with CalOps to identify hardware requirements.
- Receive hardware make and model details from CalOps or provide hardware options for approval based on their specifications.
- Hardware will include Laptop, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam

11. Purchasing Hardware

11.1. Procurement by Soft MSP for CalOPS

- Purchase hardware by Soft MSP
- Invoice CalOPS for hardware purchased by Soft MSP.

12. Warranty Management

12.1. Register all purchased devices with the manufacturer for warranty coverage.

12.2. Manage warranty claims and facilitate repairs or replacements with the manufacturer on behalf of CalOps.

13. Imaging Hardware

13.1. Specification and Imaging

- Collaborate with CalOps to obtain desired software image specifications.
- Perform imaging and pre-install all required software and configurations on devices.

13.2. Quality Assurance

- Verify device functionality post-imaging to ensure they meet provided specifications and are operational.

14. Asset Tagging and End-User Instructions

14.1. Apply unique asset tags to each device to align with CalOps' inventory standards.

14.2. Include clear, concise setup instructions for end users with each device.

15. Hardware Shipment

15.1. Packaging and Delivery

- Securely package hardware for shipment to recipients designated by CalOps.
- Ensure packaging includes necessary setup instructions and any additional materials.

15.2. Tracking

- Provide shipment tracking information to CalOps.

16. Inventory Management

16.1. Maintain a detailed inventory of all procured devices in a centralized system.

16.2. Track device locations, configurations, and status.

16.3. Provide an annual inventory report with detailed information for all devices.

17. Device Retrieval

17.1. Facilitate device retrieval as per CalOps' instructions.

17.2. Utilize provided shipping labels and packing materials to ensure smooth return logistics.

17.3. Update inventory records upon retrieval of devices.

18. Pricing – See Page 10-12 for Detailed breakdown

Task II. Staff IT Services

2. Remote Help Desk Support

2.1. User Support & Ticket Management

- Ticketing System
  - User requests will be efficiently managed through a robust ticketing system.
  - Tickets will be categorized, prioritized, and assigned appropriately.
- User Support
  - Provide responsive support for user-reported issues via email and phone.
  - Offer step-by-step guidance to assist users in resolving basic IT challenges.
- Service Level Agreement (SLA): Define and adhere to SLA for ticket resolution times based on issue priority (Critical, High, Medium, Low). Please refer to Standard SLA provided on Page 8.

2.2. Problem Diagnosis, Troubleshooting, and Technical Guidance

- Problem Analysis: Diagnose root causes of technical issues affecting user systems, applications, and devices.
- Troubleshooting
  - Provie step-by-step troubleshooting for hardware, software, and network-related issues.
  - Collaborate with third-party vendors as needed to resolve escalated issues.
- Technical Guidance: Offer proactive technical advice to users to optimize the use of IT systems and prevent recurring issues.

2.3. System Monitoring

- Performance Monitoring: Continuously monitor systems and networks for performance issues, outages, or potential risks.
- Proactive Alerts: Configure automated alerts to notify the Help Desk team of critical system events or potential failures.
- Preventive Maintenance: Perform regular checks on systems and devices to mitigate risks.
- Incident Management: Respond to system monitoring alerts by initiating appropriate remediation steps, including escalation for major incidents.

3. Security and Compliance

3.1. Policy Alignment
- Work with CalOps to review and align cybersecurity measures with applicable regulations, standards, and best practices.
- Cybersecurity Compliance Assessment – Detailed Reporting

3.2. Access Control and Data Security
- Review access controls to ensure staff and students have appropriate access levels based on their roles.
- Deploy the following Cybersecurity Solutions to all staff

3.2..1. Endpoint Protection (Enterprise Solution)
- 3.2..1.1. XDR/MDR
- 3.2..1.2. Nextgen Anti-Virus

3.2..2. Managed SOC – Security Operation Center

3.2..3. Cybersecurity Awareness Training

3.2..4. Cybersecurity Phishing Simulation

3.2..5. Email Protection
- 3.2..5.1. SPAM Filtering
- 3.2..5.2. Data Loss Prevention
- 3.2..5.3. Mass Data Protection

4. Customized IT Support

4.1. Peripheral Support for Cameras, Printers, and Microphones
- Initial Assessment and Inventory
  - Assess existing peripheral devices.
  - Create and maintain an inventory of all supported devices.
- Installation and Configuration
  - Install and configure new and existing devices per CalOps' requirements.
  - Ensure proper integration with systems and applications.
- Ongoing Maintenance
  - Provide routine maintenance, updates, and troubleshooting for supported peripherals.

4.2. Dedicated Phone Number for Support
- Establish a dedicated phone line to ensure direct access to technical support.
- Provide multi-channel support through email, chat, and phone for comprehensive accessibility.
- Ensure the phone line is monitored during specified hours with after-hours support available for emergencies.

4.3. Dedicated Escalation Engineer
- Assign a dedicated escalation engineer to handle high-priority issues and complex technical challenges.
- Define escalation protocols to ensure rapid response and resolution for critical incidents.
- Conduct regular review meetings with the escalation engineer to discuss recurring issues and potential long-term solutions.

4.4. Customized Helpdesk Workflow
- Design and Implementation
  - Review current process and work with CalOps to streamline support tickets and tailor the process for CalOps' specific needs.
  - Include ticket prioritization, categorization, and escalation process.

- Training: Train CalOps staff on using the Help Desk system features to report and track issues effectively.
- Reporting and Analytics: Implement regular reporting to track Help Desk performance, ticket resolution times, and user satisfaction.

4.5. Coordination of Facility IT Needs

- Cabling and Infrastructure
  - Plan and execute structured cabling projects for offices and conference rooms.
  - Ensure proper labeling and documentation of network connections.
  - Internet Upgrade
  - Coordinate with internet service provider(s) to upgrade internet services, to manage downtime and ensure minimal disruption.
- Conference Room Setup
  - Design and implement conference room setups, including AV equipment, network connectivity, and peripheral integration.
  - Management of Zoom Accounts and Licenses
  - New Employment Onboarding – customize experience to their needs.

4.6. New Employee Onboarding

- Account Setup: Create user accounts for email and required systems with appropriate permissions.
- Hardware Deployment: Configure and provide hardware with required software pre-installed.
- Access Provisioning: Set up access to shared drives, applications, and collaboration tools with secure access and follow up to address issues and questions.

5. Hardware & Software Support

5.1. Hardware Support

- Installation and Configuration: Install and configure hardware devices, including computers, peripherals, and networking equipment.
- Maintenance and Upgrades: Perform routine maintenance (updates and optimizations).
- Diagnostics and Repair: Diagnose hardware issues and provide repair or coordinate replacement services.
- Inventory Management: Maintain an updated inventory of all hardware assets including tracking lifecycle and warranty status.
- End-of-Life Management: Decommission and responsibly dispose of or recycle outdated hardware.

5.2. Software Support

- Installation and Updates
  - Install and configure software applications, ensuring compatibility with existing systems.
  - Apply updates, patches, and upgrades to maintain software security and functionality.
- Licensing and Compliance
  - Manage software licenses to ensure compliance with vendor agreements.
  - Monitor license usage and provide recommendations for renewals or adjustments.
- Troubleshooting and Issue Resolution: Diagnose and resolve software-related issues and provide guidance on optimizing software for enhanced performance.
- Proactive Monitoring and Alerts
  - Monitor hardware and software performance using automated tools.

- Respond to alerts indicating potential hardware failures or software vulnerabilities.
- Incident Management
  - Provide rapid response to hardware and software incidents, including remote or on-site support as needed.
  - Escalate unresolved issues to specialized teams or third-party vendors for further assistance.
- **Pricing – Please see page for detailed breakdown**

STRATEGIC IT ADVISORS	REMOTE TACTICAL TEAM SUPPORT	PROACTIVE/CYBER SECURITY SERVICES
Dedicated Manager / Technical Advisor	Unlimited Concierge Helpdesk Support	Security Patch Updates, Network Monitoring & Management
Concierge Hardware & Software Procurement Services	Complete Management of Servers & Workstations	Proactive System & Network Alerts
Complimentary Security Assessment & Review	Employee Onboarding / Offboarding	Managed Endpoint Detection & Response (EDR)
		Enhanced Email Security / Spam Filtering

IT Services Delivery Model

Our proposed staffing plan includes a tactical team of technicians who will serve CalOps through a hybrid model of remote technical support and on-site support to effectively deliver a combination of services as detailed in our Scope of Work. With our unique experience in the IT industry, we specialize in providing tailored solutions that meet the needs of charter schools like CalOps.

We believe our approach will ensure a successful partnership that will support your specific IT needs and an estimated 400 users and devices. Our delivery team will provide responsive on-site support together with proactive remote support as summarized below.

I. Unlimited Remote Help Desk Support

Our Help Desk services are provided as an around-the-clock commitment ensuring that competent IT Support Technicians are available to field all calls, emails, and requests for service to support your specific requirements. Our cloud-based online support portal allows users to submit support tickets from their PC desktops, laptops, or mobile phones. Users can also access IT support by calling a direct telephone number to speak directly with an IT team member.

II. Remote Monitoring & Management

We will proactively monitor your network using our Remote Monitoring and Management (RMM) tool which supports minimizing downtime and efficiency through automation. RMM software enables our remote team of technicians to effectively maintain your networks, servers, desktops, and mobile devices.

The system will automatically notify the IT team in the event of a system outage or other anomaly. With insight into your network, our team can make updates and proactively stay ahead of issues. When problems arise, our team can resolve issues remotely. Our team is trained to monitor and identify issues early prior to a system outage or failure to ensure maximum up time.

III. On-Site Technical Support (As Needed)

Our technicians are experienced problem solvers who will provide responsive on-site support on an as-needed basis and will ensure forward-thinking solutions to issues or requests requiring an elevated level of support.

Our technicians will:

1) Possess excellent customer service skills and the ability to work effectively with a variety of people.
2) Abide by all CalOps's work policies and health protocols when present in facilities.

IT Hourly Rate Schedule

IT CLASSIFICATION	HOURLY RATE ($) ON-SITE	IT CLASSIFICATION	HOURLY RATE ($) ON-SITE
Project Manager	215	Senior Systems Engineer	165
Programmer/Developer	200	Systems Engineer	150
Senior Network Engineer	190	Senior Systems Analyst	150
Network Engineer	150	Systems Analyst II	145
Senior Business Analyst	190	Systems Analyst I	140
Business Analyst II	190	Senior IT Technician I	135
Business Analyst I	150	IT Technician II	125
		IT Technician I	120

Service Level Agreement

Soft MSP is positioned to support CalOps' technical environment with agility and will adapt to your specific service needs and expectations. We will consult with you to tailor a Service Level Agreement (SLA) that ensures our service delivery consistently meets or exceeds your response-time expectations. Our response times during regular business hours are one to two (1-2) hours for Low Priority issues, one (1) hour for Medium Priority issues, and 15 to 30 minutes for High Priority issues.

Summarized below are the key elements of our standard SLA which will be customized for CalOps:

- One-reach local phone number and email address for emergency support.
- 24/7/365 support (option)
- Respond to emergency outages within 15 to 30 minutes during regular hours.
- Respond to emergency outages within 30 minutes during non-business hours.
- In case of an emergency, be on site within two hours.
- Provide unlimited technical phone support.
- Trouble Tickets will be acknowledged within 30 minutes during regular business hours.
- Standby support, with a maximum response time of 30 minutes outside regular work hours.

Our baseline SLA terms are structured to exceed your expectations, as illustrated below. We are committed to providing service excellence and will work with you to develop detailed metrics and specified response times to ensure we meet or exceed your SLA expectations.

Pricing – Details

YEAR 1 – May 1st 2025 to April 30th 2026

	Student Hardware			
Equipment	**Qty**	**Cost**	**Total Cost**	
Chromebooks, Chromebook OS		$ 539.00	$	
	Staff Hardware			
PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam		$ 1,859.00	$	
	SPED Devices			
iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper	12	$ 1,815.00	$	21,780.00
Total Hardware Cost			**$**	**21,780.00**
	Cybersecurity			
Solution	**Qty**	**Cost**	**Total (Yearly Cost)**	
MDR + SOC	500	$ 4.82	$	28,920.00
Cyber Security Training and Phishing Simulation	500	$ 2.00	$	12,000.00
SPAM Email Filtering	500	$ 4.00	$	24,000.00
Content Filtering (students)	10000	$ 0.52	$	62,004.00
Itopia	30	$ 100	$	$3,000
Total Cybersecurity Cost			**$**	**129,924.00**
	Inventory Management			
Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs			$	274,310
Total Cost			**$**	**274,310.00**
	Tier 1 Support - Students			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	12000	$ 13.00	$	1,872,000.00
Provisioning Chromebooks		$	$	
Total Cost			**$**	**1,872,000.00**
	IT Support - Staff			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	500	$ 80.00	$	480,000.00
Imaging, Shipment, Packaging		$ 500.00	$	
Total Cost			**$**	**480,000.00**
Total Cost for Year 1			**$**	**2,778,014.00**
Monthly Breakdown			**$**	**231,501.00**

Pricing – Details

YEAR 2 – May 1st 2026 to April 30th 2027

	Student Hardware			
Equipment	**Qty**	**Cost**	**Total Cost**	
Chromebook, Chromebook OS		$ 539.00	$	
	Staff Hardware			
PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam		$ 1,859.00	$	
	SPED Devices			
iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper	12	$ 1,815.00	$	21,780.00
Total Hardware Cost			**$**	**21,780.00**
	Cybersecurity			
Solution	**Qty**	**Cost**	**Total (Yearly Cost)**	
MDR + SOC	500	$ 4.82	$	28,920.00
Cyber Security Training and Phishing Simulation	500	$ 2.00	$	12,000.00
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Content Filtering (students)	10000	$ 0.52	$	62,004.00
Itopia	30	$ 100	$	3,000
Total Cybersecurity Cost			**$**	**129,924.00**
	Inventory Management			
Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs			$	274,310.00
Total Cost			**$**	**274,310.00**
	Tier 1 Support - Students			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	12000	$ 13.00	$	1,872,000.00
Provisioning Chromebooks		$	$	
Total Cost			**$**	**1,872,000.00**
	IT Support - Staff			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	500	$ 80.00	$	480,000.00
Imaging, Shipment, Packaging		$ 500.00	$	
Total Cost			**$**	**480,000.00**
Total Cost for Year 1			**$**	**2,778,014.00**
Monthly Breakdown			**$**	**231,501.00**

Pricing – Details

YEAR 3 - May 1st, 2027, to April 30th 2028

	Student Hardware			
Equipment	**Qty**	**Cost**	**Total Cost**	
Chromebook, Chromebook OS		$ 539.00	$	
	Staff Hardware			
PC, Monitor, Docking Station, Cables, Mouse, Keyboard, Webcam		$ 1,859.00	$	
	SPED Devices			
iPad, iPad cases, Webcam, MS Surface, Headsets, Printer, Printer Ink, Paper	12	$ 1,815.00	$	21,780.00
Total Hardware Cost			**$**	**21,780.00**
	Cybersecurity			
Solution	**Qty**	**Cost**	**Total (Yearly Cost)**	
MDR + SOC	500	$ 4.82	$	28,920.00
Cyber Security Training and Phishing Simulation	500	$ 2.00	$	12,000.00
SPAM Email Filtering	500	$ 4.00	$	24,000.00
Content Filtering (students)	10000	$ 0.52	$	62,004.00
Itopia	30	$ 100	$	3,000
Total Cybersecurity Cost			**$**	**129,924.00**
	Inventory Management			
Empty Boxes, Shipments, Chargers, Asset tags, Stickers, Device retrieval, Inventory Update, Repairs			$	274,310.00
Total Cost			**$**	**274,310.00**
	Tier 1 Support - Students			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	12000	$ 13.00	$	1,872,000.00
Provisioning Chromebooks		$	$	
Total Cost			**$**	**1,872,000.00**
	IT Support - Staff			
	Qty	Cost (Yearly)		Yearly Cost
Cradle to Grave Support	500	$ 80.00	$	480,000.00
Imaging, Shipment, Packaging		$ 500.00	$	
Total Cost			**$**	**480,000.00**
Total Cost for Year 1			**$**	**2,778,014.00**
Monthly Breakdown			**$**	**231,501.00**

Commencement Date

This Agreement shall commence and become effective as of May 1st, 2025 (the "Effective Date") and shall remain in full force and effect in accordance with the terms and conditions set forth herein. First invoice will be issued to CalOPS on May 1st, 2025. SoftMSP will bill CalOPS for the remaining month of April accordance to pro-rated cost. Final invoice per pervious contract will be issued on April 30th, 2025.

Any future expansion of CalOPS shall be discussed in details and new amendment will be agreed upon.

Terms and Conditions

1. **Definitions**
   For the purposes of this Agreement, the following terms shall have the meanings set forth below:
   - **"Agreement"** refers to this legally binding contract, including all schedules, exhibits, and appendices attached hereto.
   - **"Party" or "Parties"** means the entities entering into this Agreement, individually and collectively.
   - **"Effective Date"** means May 1, 2025, the date upon which this Agreement shall commence.
2. **Scope of Services**
   The Parties agree to perform their respective obligations as outlined in this Agreement. Each Party shall execute its duties in a professional and workmanlike manner, consistent with applicable industry standards.
3. **Term and Termination**
   a. This Agreement shall commence on the Effective Date and shall continue in effect until terminated in accordance with the provisions herein.

   b. Either Party may terminate this Agreement without cause by providing the other Party with no less than ninety (90) calendar days' prior written notice of termination. Such notice shall specify the effective date of termination and shall be delivered in accordance with the notice provisions set forth in this Agreement. Termination pursuant to this Section shall not relieve either Party of any obligations incurred prior to the effective date of termination, including, but not limited to, payment for services rendered or goods delivered.

4. **Payment Terms**
   Unless otherwise specified, all payments due under this Agreement shall be made within thirty (30) days of receipt of a valid invoice.
5. **Confidentiality**
   Each Party agrees to maintain in strict confidence all non-public, proprietary, or confidential information disclosed in connection with this Agreement and to use such information solely for the performance of its obligations hereunder.

6. **Intellectual Property**
   Unless otherwise agreed in writing, all intellectual property created solely by one Party in connection with the performance of this Agreement shall remain the sole and exclusive property of that Party.
7. **Indemnification**
   Each Party shall indemnify, defend, and hold harmless the other Party and its officers, directors, employees, and agents from and against any and all claims, liabilities, losses, damages, and expenses arising out of or related to the indemnifying Party's breach of this Agreement, negligence, or willful misconduct.
8. **Limitation of Liability**
   In no event shall either Party be liable to the other for any indirect, incidental, consequential, special, or punitive damages, including loss of profits or business interruption, arising out of or in connection with this Agreement, even if advised of the possibility of such damages.
9. **Entire Agreement**
   This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, whether written or oral.
10. **Amendments and Waivers**
    Limited modification, amendment, or waiver of any provision of this Agreement shall be effective unless in writing and signed by both Parties.
11. **Severability**
    If any provision of this Agreement is found to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the Effective Date.

California Online Public Schools

DocuSigned by:
Sgnature: Richard Savage
3E5D9F2CDCCC48C...

Name: Richard Savage

Title: Superintendent

Date: 4/8/2025

SoftMSP LLC.

Signature: Signed by: Sangar Safi 8494829AD847469...

Name: Sangar Safi

Title: CEO

Date: 4/8/2025

Coversheet

Approval of Form 990 (attached)

Section: VI. Action Items
Item: A. Approval of Form 990 (attached)
Purpose: Vote
Submitted by:
Related Material: California Online Public Schools 990 draft 5.8.25.pdf

CliftonLarsonAllen LLP
CLAconnect.com

May 8, 2025

California Online Public Schools
33272 Valle Rd
San Juan Capistrano, CA 92675

California Online Public Schools:

Enclosed is the organization's 2023 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, 2025 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 FOR DISCUSSION PURPOSES ONLY

Sincerely,

CliftonLarsonAllen LLP

DRAFT - FOR DISCUSSION PURPOSES ONLY

CliftonLarsonAllen LLP
CLAconnect.com

CALIFORNIA ONLINE PUBLIC SCHOOLS

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2024

DRAFT - FOR DISCUSSION PURPOSES ONLY

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2023, or fiscal year beginning JUL 1, 2023, and ending JUN 30, 2024

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2023

Name of filer: CALIFORNIA ONLINE PUBLIC SCHOOLS

EIN or SSN: 51-0596749

Name and title of officer or person subject to tax: RICHARD SAVAGE
SUPERINTENDENT

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	123,911,138.
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 2023 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 2023 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 2023 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 2023 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 05/08/25

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2023)

LHA 302521 01-05-24

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DRAFT FOR DISCUSSION ONLY

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
2023
Open to Public Inspection

A For the 2023 calendar year, or tax year beginning JUL 1, 2023 and ending JUN 30, 2024

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 $ 123,911,138.

F Name and address of principal officer: JAMES STOCKDALE
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 2023 (Part V, line 2a)	5	493
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)	105,884,503.	123,674,791.
	9	Program service revenue (Part VIII, line 2g)	0.	0.
	10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	109,565.	236,347.
	11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	7,547.	0.
	12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	106,001,615.	123,911,138.
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)	47,587,487.	56,122,603.
	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)	49,813,233.	65,589,840.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	97,400,720.	121,712,443.
	19	Revenue less expenses. Subtract line 18 from line 12	8,600,895.	2,198,695.
			Beginning of Current Year	**End of Year**
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	62,873,368.	63,195,737.
	21	Total liabilities (Part X, line 26)	39,551,651.	37,675,325.
	22	Net assets or fund balances. Subtract line 21 from line 20	23,321,717.	25,520,412.

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
RICHARD SAVAGE, SUPERINTENDENT
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	05/08/25		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

LHA For Paperwork Reduction Act Notice, see the separate instructions.

DRAFT FOR BOARD REVIEW

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

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 [X] 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 [X] 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 $ 85,247,275. including grants of $ _____) (Revenue $ _____)
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 TK-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

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 85,247,275.

SEE SCHEDULE O FOR CONTINUATION(S)

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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 noncash 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	21		
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 493			
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

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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)						(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
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) DR. RICHARD SAVAGE SUPERINTENDENT	40.00			X				271,237.	0.	46,023.
(2) RICHIE ROMERO DEPUTY SUPERINTENDENT	40.00				X			256,245.	0.	25,954.
(3) KARA MANNIX PRINCIPAL	40.00					X		200,104.	0.	51,174.
(4) MARCUS WHITE PRINCIPAL	40.00					X		187,761.	0.	50,835.
(5) STEPHAN FORD ASSISTANT SUPERINTENDENT	40.00				X			197,935.	0.	28,480.
(6) HEATHER TAMAYO PRINCIPAL	40.00					X		187,800.	0.	37,275.
(7) LESLIE DOMBEK DIR STUDENT ACHIEVEMENT	40.00					X		175,933.	0.	36,992.
(8) DANIEL J. HERTZLER DIR OF BUSINESS SERVICES	40.00				X			151,833.	0.	35,113.
(9) LACHELLE CARTER DIR OF FINANCE	40.00			X				157,836.	0.	29,060.
(10) AMY PHILIPS ASST PRINCIPAL III	40.00					X		154,412.	0.	24,410.
(11) ELAINE PALVICE PRESIDENT	1.00	X		X				0.	0.	0.
(12) DIANA RIVAS BOARD VICE CHAIR	1.00	X		X				0.	0.	0.
(13) MICHAEL K. HENJUM TREASURER	1.00	X		X				0.	0.	0.
(14) ADAM PULSIPHER SECRETARY	1.00	X		X				0.	0.	0.
(15) PAUL HEDRICK DIRECTOR	1.00	X						0.	0.	0.
(16) ERIC WICKLIFFE JR. DIRECTOR	1.00	X						0.	0.	0.
(17) BENJAMIN HARTELT DIRECTOR	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								1,941,096.	0.	365,316.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,941,096.	0.	365,316.

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
NONE		

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 0

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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	123,670,318.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	4,473.				
	g Noncash contributions included in lines 1a-1f	1g	$				
	h Total. Add lines 1a-1f			123674791.			
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)			236,347.			236,347.
	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						
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d						
	12 Total revenue. See instructions			123911138.	0.	0.	236,347.

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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	986,647.	62,650.	923,997.	
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	42,427,979.	37,695,362.	4,732,617.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	4,725,015.	4,385,463.	339,552.	
9 Other employee benefits	7,055,392.	6,159,013.	896,379.	
10 Payroll taxes	927,570.	808,841.	118,729.	
11 Fees for services (nonemployees):				
a Management				
b Legal	199,599.		199,599.	
c Accounting	2,066,008.		2,066,008.	
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.)	23,207,992.	14,098,753.	9,109,239.	
12 Advertising and promotion	2,511,238.		2,511,238.	
13 Office expenses	3,931,056.	332,022.	3,599,034.	
14 Information technology	15,039,324.	5,952,368.	9,086,956.	
15 Royalties				
16 Occupancy	1,462,445.	891,910.	570,535.	
17 Travel	1,293,103.		1,293,103.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	1,415,480.	1,415,480.		
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	58,213.		58,213.	
23 Insurance	202,460.	172,496.	29,964.	
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	13,262,479.	13,262,479.		
b OTHER EXPENSES	940,443.	10,438.	930,005.	
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	121,712,443.	85,247,275.	36,465,168.	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	36,850,614.	1	29,082,749.
	2	Savings and temporary cash investments	5,248,353.	2	8,382,159.
	3	Pledges and grants receivable, net	19,767,934.	3	21,625,758.
	4	Accounts receivable, net		4	84,621.
	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	391,298.	9	2,140,737.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a 200,657.			
	b	Less: accumulated depreciation — 10b 92,044.	166,826.	10c	108,613.
	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	448,343.	15	1,771,100.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	62,873,368.	16	63,195,737.
Liabilities	17	Accounts payable and accrued expenses	26,493,573.	17	20,055,446.
	18	Grants payable		18	
	19	Deferred revenue	12,600,524.	19	15,850,918.
	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	457,554.	25	1,768,961.
	26	**Total liabilities.** Add lines 17 through 25	39,551,651.	26	37,675,325.
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	23,321,717.	27	25,520,412.
	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	23,321,717.	32	25,520,412.
	33	Total liabilities and net assets/fund balances	62,873,368.	33	63,195,737.

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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	123,911,138.
2	Total expenses (must equal Part IX, column (A), line 25)	2	121,712,443.
3	Revenue less expenses. Subtract line 2 from line 1	3	2,198,695.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	23,321,717.
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	25,520,412.

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

2023

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. 332021 12-21-23 **Schedule A (Form 990) 2023**

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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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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 2023 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2022 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2023.** 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 - 2022.** 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 - 2023.** 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 - 2022.** 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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(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 2023 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2023** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2022** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2023.** 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 - 2022.** 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		

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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 2023 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-2023	(iii) Distributable Amount for 2023
1	Distributable amount for 2023 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2023 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3	Excess distributions carryover, if any, to 2023			
a	From 2018			
b	From 2019			
c	From 2020			
d	From 2021			
e	From 2022			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2023 distributable amount			
i	Carryover from 2018 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2023 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2023 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2023, 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 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7	**Excess distributions carryover to 2024.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2019			
b	Excess from 2020			
c	Excess from 2021			
d	Excess from 2022			
e	Excess from 2023			

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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 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
2023
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 on line 2a	2c	
d	Number of conservation easements included on line 2c 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 2d 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 $ _____

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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 in 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.	79,397.	88,738.
d Equipment		32,522.	12,647.	19,875.
e Other				
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				108,613.

Schedule D (Form 990) 2023

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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, line 12, col. (B))		

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, line 13, col. (B))		

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, line 15, col. (B))*	

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	1,768,961.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	1,768,961.

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	123,911,138.
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	123,911,138.
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	123,911,138.

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	121,712,443.
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	121,712,443.
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	121,712,443.

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

2023

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. THE SCHOOL PUBLICIZES ITS POLICY ON ITS WEBSITE.	3	X	
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	

For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule E (Form 990) 2023

LHA 332061 10-25-23

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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

2023

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		

For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule J (Form 990) 2023

LHA 332111 11-06-23

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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)	213,546.	36,473.	21,218.	25,722.	20,301.	317,260.	0.
SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) RICHIE ROMERO	(i)	206,707.	33,951.	15,587.	24,153.	1,801.	282,199.	0.
DEPUTY SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) KARA MANNIX	(i)	167,026.	27,965.	5,113.	40,212.	10,962.	251,278.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) MARCUS WHITE	(i)	146,132.	27,254.	14,375.	18,065.	32,770.	238,596.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) STEPHAN FORD	(i)	165,545.	30,795.	1,595.	906.	27,574.	226,415.	0.
ASSISTANT SUPERINTENDENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) HEATHER TAMAYO	(i)	152,618.	25,335.	9,847.	35,474.	1,801.	225,075.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) LESLIE DOMBEK	(i)	143,710.	23,582.	8,641.	36,657.	335.	212,925.	0.
DIR STUDENT ACHIEVEMENT	(ii)	0.	0.	0.	0.	0.	0.	0.
(8) DANIEL J. HERTZLER	(i)	124,148.	21,364.	6,321.	15,166.	19,947.	186,946.	0.
DIR OF BUSINESS SERVICES	(ii)	0.	0.	0.	0.	0.	0.	0.
(9) LACHELLE CARTER	(i)	122,286.	21,364.	14,186.	9,959.	19,101.	186,896.	0.
DIR OF FINANCE	(ii)	0.	0.	0.	0.	0.	0.	0.
(10) AMY PHILIPS	(i)	126,033.	20,893.	7,486.	22,729.	1,681.	178,822.	0.
ASST PRINCIPAL III	(ii)	0.	0.	0.	0.	0.	0.	0.
	(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

2023

Open to Public Inspection

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

FORM 990, PART III, LINE 4A, PROGRAM SERVICE ACCOMPLISHMENTS:

TK-12.

FORM 990, PART VI, SECTION A, LINE 7A:

PER BYLAWS ARTICLE 4, SECTION 4.3 (C): ANY SCHOOL DISTRICT SPONSORING A CHARTER SCHOOL OPERATED BY THE CORPORATION SHALL BE ENTITLED TO ELECT OR APPOINT A SINGLE MEMBER OF THE BOARD OF DIRECTORS.

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:

THE ORGANIZATION MAINTAINS A CONFLICT OF INTERESTS POLICY FOR BOARD MEMBERS, OFFICERS, AND EMPLOYEES. IN CONNECTION WITH ANY ACTUAL OR POTENTIAL CONFLICT OF INTERESTS, AN INTERESTED PERSON MUST DISCLOSE THE EXISTENCE AND NATURE OF ANY OUTSIDE INTEREST, OUTSIDE ACTIVITY, AND FINANCIAL INTEREST TO THE BOARD OF DIRECTORS, OR THE BOARD COMMITTEE DELEGATED THE AUTHORITY TO RECEIVE SUCH DISCLOSURES. ALL DESIGNATED FILERS

DRAFT - FOR DISCUSSION PURPOSES ONLY

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

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.

MONITORING IS PERFORMED REGULARLY BY THE BOARD OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTION OF A CONFLICT IS ADDRESSED WITH THE INTERESTED PERSON, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS.

WHEN CONFLICTS OF INTEREST ARISE AMONG BOARD MEMBERS, THE BOARD WILL IMPOSE RESTRICTIONS ON THE CONFLICTED INDIVIDUAL TO ENSURE IMPARTIALITY AND INTEGRITY IN DECISION-MAKING. INDIVIDUALS WITH A CONFLICT WILL BE PROHIBITED FROM PARTICIPATING IN THE GOVERNING BODY'S DELIBERATIONS AND DECISIONS RELATED TO THE TRANSACTION. THEY WILL NOT BE PRESENT DURING DISCUSSIONS AND VOTING RIGHTS WILL BE RESTRICTED ON MATTERS WHERE THEIR CONFLICT EXISTS. THESE MEASURES HELP MAINTAIN TRANSPARENCY AND PREVENT BIASED OUTCOMES.

FORM 990, PART VI, SECTION B, LINE 15A:

PRIOR TO APPROVAL OF ANNUAL SALARY FOR THE SUPERINTENDENT (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 NOTICED MEETING.

DRAFT FOR DISCUSSION PURPOSES ONLY

Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

THE PROCESS DESCRIBED HERE WAS LAST COMPLETED IN 2024.

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:

PROGRAM SERVICE EXPENSES	12,143,808.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	12,143,808.

GENERAL CONSULTING:

PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	6,119,762.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	6,119,762.

OTHER EDUCATIONAL CONSULTANTS:

PROGRAM SERVICE EXPENSES	1,562,306.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,562,306.

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Name of the organization: CALIFORNIA ONLINE PUBLIC SCHOOLS

Employer identification number: 51-0596749

PAYROLL SERVICE FEE:	
PROGRAM SERVICE EXPENSES	0.
MANAGEMENT AND GENERAL EXPENSES	3,345,727.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	3,345,727.
OTHER FEES FOR SERVICES:	
PROGRAM SERVICE EXPENSES	392,639.
MANAGEMENT AND GENERAL EXPENSES	-356,250.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	36,389.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	23,207,992.

FORM 990, PART XII, LINE 2C:

THE PROCESS FOR OVERSIGHT AND SELECTION OF AN INDEPENDENT ACCOUNTANT HAS NOT CHANGED FROM THE PRIOR YEAR.

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2023 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	FIXED ASSETS	07/01/23		.000	HY	16	200,657.				200,657.	92,044.		0.	92,044.
	* TOTAL 990 PAGE 10 DEPR						200,657.				200,657.	92,044.		0.	92,044.

DRAFT FOR DISCUSSION PURPOSES ONLY

Form **4562**

Department of the Treasury
Internal Revenue Service

Depreciation and Amortization
(Including Information on Listed Property) 990

Attach to your tax return.

Go to www.irs.gov/Form4562 for instructions and the latest information.

OMB No. 1545-0172

2023

Attachment Sequence No. **179**

Name(s) shown on return	Business or activity to which this form relates	Identifying number
CALIFORNIA ONLINE PUBLIC SCHOOLS	FORM 990 PAGE 10	51-0596749

Part I **Election To Expense Certain Property Under Section 179** **Note:** If you have any listed property, complete Part V before you complete Part I.

1	Maximum amount (see instructions)	1	1,160,000.
2	Total cost of section 179 property placed in service (see instructions)	2	
3	Threshold cost of section 179 property before reduction in limitation	3	2,890,000.
4	Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5	Dollar limitation for tax year. Subtract line 4 from line 1. If zero or less, enter -0-. If married filing separately, see instructions	5	

6	(a) Description of property	(b) Cost (business use only)	(c) Elected cost

7	Listed property. Enter the amount from line 29	7	
8	Total elected cost of section 179 property. Add amounts in column (c), lines 6 and 7	8	
9	Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10	Carryover of disallowed deduction from line 13 of your 2022 Form 4562	10	
11	Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12	Section 179 expense deduction. Add lines 9 and 10, but don't enter more than line 11	12	
13	Carryover of disallowed deduction to 2024. Add lines 9 and 10, less line 12	13	

Note: Don't use Part II or Part III below for listed property. Instead, use Part V.

Part II **Special Depreciation Allowance and Other Depreciation (Don't** include listed property.)

14	Special depreciation allowance for qualified property (other than listed property) placed in service during the tax year	14	
15	Property subject to section 168(f)(1) election	15	
16	Other depreciation (including ACRS)	16	

Part III **MACRS Depreciation (Don't** include listed property. See instructions.)

Section A

17	MACRS deductions for assets placed in service in tax years beginning before 2023	17	
18	If you are electing to group any assets placed in service during the tax year into one or more general asset accounts, check here ☐		

Section B - Assets Placed in Service During 2023 Tax Year Using the General Depreciation System

	(a) Classification of property	(b) Month and year placed in service	(c) Basis for depreciation (business/investment use only - see instructions)	(d) Recovery period	(e) Convention	(f) Method	(g) Depreciation deduction
19a	3-year property						
b	5-year property						
c	7-year property						
d	10-year property						
e	15-year property						
f	20-year property						
g	25-year property			25 yrs.		S/L	
h	Residential rental property	/		27.5 yrs.	MM	S/L	
		/		27.5 yrs.	MM	S/L	
i	Nonresidential real property	/		39 yrs.	MM	S/L	
		/			MM	S/L	

Section C - Assets Placed in Service During 2023 Tax Year Using the Alternative Depreciation System

20a	Class life					S/L	
b	12-year			12 yrs.		S/L	
c	30-year	/		30 yrs.	MM	S/L	
d	40-year	/		40 yrs.	MM	S/L	

Part IV **Summary** (See instructions.)

21	Listed property. Enter amount from line 28	21	
22	**Total.** Add amounts from line 12, lines 14 through 17, lines 19 and 20 in column (g), and line 21. Enter here and on the appropriate lines of your return. Partnerships and S corporations - see instr.	22	0.
23	For assets shown above and placed in service during the current year, enter the portion of the basis attributable to section 263A costs	23	

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Part V **Listed Property** (Include automobiles, certain other vehicles, certain aircraft, and property used for entertainment, recreation, or amusement.)

Note: For any vehicle for which you are using the standard mileage rate or deducting lease expense, complete only 24a, 24b, columns (a) through (c) of Section A, all of Section B, and Section C if applicable.

Section A - Depreciation and Other Information (Caution: See the instructions for limits for passenger automobiles.)

24a Do you have evidence to support the business/investment use claimed? ☐ Yes ☐ No 24b If "Yes," is the evidence written? ☐ Yes ☐ No

(a) Type of property (list vehicles first)	(b) Date placed in service	(c) Business/ investment use percentage	(d) Cost or other basis	(e) Basis for depreciation (business/investment use only)	(f) Recovery period	(g) Method/ Convention	(h) Depreciation deduction	(i) Elected section 179 cost
25 Special depreciation allowance for qualified listed property placed in service during the tax year and used more than 50% in a qualified business use						25		
26 Property used more than 50% in a qualified business use:								
		%						
		%						
		%						
27 Property used 50% or less in a qualified business use:								
		%				S/L -		
		%				S/L -		
		%				S/L -		
28 Add amounts in column (h), lines 25 through 27. Enter here and on line 21, page 1						28		
29 Add amounts in column (i), line 26. Enter here and on line 7, page 1							29	

Section B - Information on Use of Vehicles

Complete this section for vehicles used by a sole proprietor, partner, or other "more than 5% owner," or related person. If you provided vehicles to your employees, first answer the questions in Section C to see if you meet an exception to completing this section for those vehicles.

	(a) Vehicle 1		(b) Vehicle 2		(c) Vehicle 3		(d) Vehicle 4		(e) Vehicle 5		(f) Vehicle 6	
30 Total business/investment miles driven during the year (**don't** include commuting miles)												
31 Total commuting miles driven during the year												
32 Total other personal (noncommuting) miles driven												
33 Total miles driven during the year. Add lines 30 through 32												
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
34 Was the vehicle available for personal use during off-duty hours?												
35 Was the vehicle used primarily by a more than 5% owner or related person?												
36 Is another vehicle available for personal use?												

Section C - Questions for Employers Who Provide Vehicles for Use by Their Employees

Answer these questions to determine if you meet an exception to completing Section B for vehicles used by employees who **aren't** more than 5% owners or related persons.

	Yes	No
37 Do you maintain a written policy statement that prohibits all personal use of vehicles, including commuting, by your employees?		
38 Do you maintain a written policy statement that prohibits personal use of vehicles, except commuting, by your employees? See the instructions for vehicles used by corporate officers, directors, or 1% or more owners		
39 Do you treat all use of vehicles by employees as personal use?		
40 Do you provide more than five vehicles to your employees, obtain information from your employees about the use of the vehicles, and retain the information received?		
41 Do you meet the requirements concerning qualified automobile demonstration use?		

Note: If your answer to 37, 38, 39, 40, or 41 is "Yes," don't complete Section B for the covered vehicles.

Part VI **Amortization**

(a) Description of costs	(b) Date amortization begins	(c) Amortizable amount	(d) Code section	(e) Amortization period or percentage	(f) Amortization for this year
42 Amortization of costs that begins during your 2023 tax year:					
43 Amortization of costs that began before your 2023 tax year				43	
44 **Total.** Add amounts in column (f). See the instructions for where to report				44	

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2023 DEPRECIATION AND AMORTIZATION REPORT

- CURRENT YEAR FEDERAL - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	FIXED ASSETS	07012 3		.000	16	200,657.			200,657.	92,044.		0.
	* TOTAL 990 PAGE 10 DEPR					200,657.		0.	200,657.	92,044.		0.

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928102 04-01-23

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

2024 DEPRECIATION AND AMORTIZATION REPORT

- NEXT YEAR FEDERAL - CALIFORNIA ONLINE PUBLIC SCHOOLS

Asset No.	Description	Date Acquired	Method	Life	Unadjusted Cost Or Basis	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Amount Of Depreciation
1	FIXED ASSETS	07 01 23		.000	200,657.		200,657.	92,044.	0.
	* TOTAL 990 PAGE 10 DEPR				200,657.		200,657.	92,044.	0.

(D) - Asset disposed

* ITC, Section 179, Salvage, HR 3090, Commercial Revitalization Deduction, GO Zone

328103 04-01-23

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TAXABLE YEAR **2023**

California Exempt Organization Annual Information Return

928941 12-26-23 FORM **199**

Calendar Year 2023 or fiscal year beginning (mm/dd/yyyy) 07/01/2023 , and ending (mm/dd/yyyy) 06/30/2024 .

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 [X] No

B Amended return ..... ● [ ] Yes [X] No

C IRC Section 4947(a)(1) trust ..... [ ] Yes [X] No

D Final information return?
● [ ] Dissolved [ ] Surrendered (Withdrawn) [ ] Merged/Reorganized
Enter date: (mm/dd/yyyy) ● _____

E Check accounting method: (1) [ ] Cash (2) [X] Accrual (3) [ ] Other

F Federal return filed? (1) ● [ ] 990T (2) ● [ ] 990PF (3) ● [ ] Sch H (990)
(4) [X] Other 990 series

G Is this a group filing? See instructions ..... ● [ ] Yes [X] No

H Is this organization in a group exemption ..... [ ] Yes [X] 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 [X] No

J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● [ ] Yes [X] No

K Is the organization exempt under R&TC Section 23701g? ● [ ] Yes [X] No
If "Yes," enter the gross receipts from nonmember sources $ _____

L Is the organization a limited liability company? ..... ● [ ] Yes [X] No

M Did the organization file Form 100 or Form 109 to report taxable income? ..... ● [ ] Yes [X] No

N Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● [ ] Yes [X] No

O Is federal Form 1023/1024 pending? ..... [ ] Yes [X] No
Date filed with IRS _____

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	236,347 00
	2	Gross dues and assessments from members and affiliates			2	00
	3	Gross contributions, gifts, grants, and similar amounts received			3	123,674,791 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	123,911,138 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	123,911,138 00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18			9	121,712,443 00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8			10	2,198,695 00
Payments	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: SUPERINTENDENT | Date | ● Telephone

Paid Preparer's Use Only

Preparer's signature ▶ MEI-LI HUANG | Date: 05/08/25 | 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 ● [X] 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.**

328951 12-26-23

Receipts from Other Sources	1 Gross sales or receipts from all business activities. See instructions	1		00
	2 Interest	2	236,347	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	236,347	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 SEE STATEMENT 1	11	986,647	00
	12 Other salaries and wages	12	42,427,979	00
	13 Interest	13		00
	14 Taxes	14	927,570	00
	15 Rents	15	1,462,445	00
	16 Depreciation and depletion (See instructions)	16	58,213	00
	17 Other expenses and disbursements SEE STATEMENT 2	17	75,849,589	00
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	121,712,443	00

Schedule L **Balance Sheet**

	Beginning of taxable year (a)	(b)	End of taxable year (c)	(d)
Assets				
1 Cash		42,098,967		37,464,908
2 Net accounts receivable				84,621
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	200,657		200,657	
b Less accumulated depreciation	33,831	166,826	92,044	108,613
11 Land				
12 Other assets STMT 3		20,607,575		25,537,595
13 **Total assets**		62,873,368		63,195,737
Liabilities and net worth				
14 Accounts payable		26,493,573		20,055,446
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities STMT 4		13,058,078		17,619,879
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		23,321,717		25,520,412
22 **Total liabilities and net worth**		62,873,368		63,195,737

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	2,198,695	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	2,198,695
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	2,198,695		

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CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 1

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
DR. RICHARD SAVAGE 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	SUPERINTENDENT 40.00	268,378.
RICHIE ROMERO 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DEPUTY SUPERINTENDENT 40.00	250,599.
STEPHAN FORD 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	ASSISTANT SUPERINTENDENT 40.00	173,521.
DANIEL J. HERTZLER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIR OF BUSINESS SERVICES 40.00	157,477.
LACHELLE CARTER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIR OF FINANCE 40.00	136,672.
ELAINE PALVICH 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	PRESIDENT 1.00	0.
DIANA RIVAS 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	BOARD VICE CHAIR 1.00	0.
MICHAEL K. HENJUM 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	TREASURER 1.00	0.
ADAM PULSIPHER 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	SECRETARY 1.00	0.
PAUL HEDRICK 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 1.00	0.
ERIC WICKLIFFE JR. 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 1.00	0.

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CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

BENJAMIN HARTELT 33272 VALLE RD SAN JUAN CAPISTRANO, CA 92675	DIRECTOR 1.00	0.

TOTAL TO FORM 199, PART II, LINE 11 986,647.

CA 199 OTHER EXPENSES STATEMENT 2

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIALS	13,262,479.
OTHER EXPENSES	940,443.
PENSION PLAN CONTRIBUTIONS	4,725,015.
OTHER EMPLOYEE BENEFITS	7,055,392.
LEGAL FEES	199,599.
ACCOUNTING FEES	2,066,008.
OTHER PROFESSIONAL FEES	23,207,992.
ADVERTISING AND PROMOTION	2,511,238.
OFFICE EXPENSES	3,931,056.
INFORMATION TECHNOLOGY	15,039,324.
TRAVEL	1,293,103.
CONFERENCES AND CONVENTIONS	1,415,480.
INSURANCE	202,460.
TOTAL TO FORM 199, PART II, LINE 17	75,849,589.

CA 199 OTHER ASSETS STATEMENT 3

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	19,767,934.	21,625,758.
PREPAID EXPENSES AND DEFERRED CHARGES	391,298.	2,140,737.
LONG TERM DEPOSITS	20,387.	20,387.
RIGHT OF USE ASSET	427,956.	1,750,713.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	20,607,575.	25,537,595.

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CALIFORNIA ONLINE PUBLIC SCHOOLS 51-0596749

CA 199 OTHER LIABILITIES STATEMENT 4

DESCRIPTION	BEG. OF YEAR	END OF YEAR
LEASE LIABILITY	457,554.	1,768,961.
DEFERRED REVENUE	12,600,524.	15,850,918.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	13,058,078.	17,619,879.

CA 199 FUND BALANCES STATEMENT 5

DESCRIPTION	BEG. OF YEAR	END OF YEAR
NET ASSETS WITHOUT DONOR RESTRICTIONS	23,321,717.	25,520,412.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	23,321,717.	25,520,412.

DRAFT-FOR DISCUSSION PURPOSES ONLY

TAXABLE YEAR **2023**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 51-0596749

Corporation name: CALIFORNIA ONLINE PUBLIC SCHOOLS

California corporation number: 2595016

Part I Election To Expense Certain Property Under IRC Section 179

1 Maximum deduction under IRC Section 179 for California	1	$25,000
2 Total cost of IRC Section 179 property placed in service	2	
3 Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			

7 Listed property (elected IRC Section 179 cost)	7	
8 Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8	
9 Tentative deduction. Enter the **smaller** of line 5 or line 8	9	
10 Carryover of disallowed deduction from prior taxable years	10	
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11	
12 IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12	
13 Carryover of disallowed deduction to 2024. Add line 9 and line 10, less line 12	13	

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	1 FIXED ASSETS							
		07/01/23	200,657			.000	0	

15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15		

Part III Summary

16 Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g), **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g)	16	
17 Total depreciation claimed for federal purposes from federal Form 4562, line 22	17	
18 Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.)	18	

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20 Total. Add the amounts in column (g)	20	
21 Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22 Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12	22	

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022
Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2023**

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 or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	123,911,138
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	123,911,138
3	Total expenses and disbursements (Form 199, line 9)	3	121,712,443
4	Tax due (Form 109, line 23)	4	
5	Overpayment (Form 109, line 24)	5	

Part II Settle Your Account Electronically for Taxable Year 2023

6 ☐ Direct Deposit of refund (Form 109 only.)

7 ☐ Electronic funds withdrawal 7a Amount 7b Withdrawal date (mm/dd/yyyy)

Part III Schedule of Estimated Tax Payments for Taxable Year 2024 (These are NOT installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
8 Amount				
9 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

10 Routing number _____

11 Account number 12 Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 6, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 7, I authorize an electronic funds withdrawal for the amount listed on line 7a and any estimated payment amounts listed on Part III, line 8 from the bank account specified in Part IV.

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 2023 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 tax liability, the exempt organization will remain liable for the tax 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 or the date when the refund was sent.**

Sign Here ▶ _____ Signature of officer | Date | ▶ SUPERINTENDENT Title

Part VI 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, 2023 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 2023

329021 12-27-23

11210508 131839 A275553 2023.05070 CALIFORNIA ONLINE PUBLIC A2755531

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Coversheet

2025-26 CalOPS Board Meeting Schedule (attached)

Section:	VII. Information Items
Item:	A. 2025-26 CalOPS Board Meeting Schedule (attached)
Purpose:	Discuss
Submitted by:	
Related Material:	CalOPS 25-26 Meeting Schedule for Review.pdf

California Online Public Schools

California Online Public Schools (CalOPS)

CalOPS Board of Directors Meeting Schedule 2025-2026

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: Dana Hohn (NorCal) or Eva McGahey (SoCal) at least 24 hours prior to the meeting.

DATE	TIME	LOCATION[1]
Tuesday, September 9, 2025	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, October 14, 2025	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, November 04, 2025	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, December 9, 2025	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, February 10, 2026	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, March 10, 2026	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, April 14, 2026	4 pm– 6 pm	At School Locations and via Teleconference
Tuesday, May 12, 2026	4 pm– 6 pm	At School Locations and via Teleconference
Annual Meeting Tuesday, June 9, 2026	4 pm– 6 pm	At School Locations and via Teleconference

[1] Subject to all federal and state mandates regarding public health and safety

CalOPS NorCal Office
580 N Wilma Avenue, Suite G
Ripon, CA 95366

CalOPS SoCal Office
33272 Valle Road
San Juan Capistrano, CA 92675